



## Pupil premium grant expenditure: Report to parents: 2017-18

Date of the next review of the pupil premium strategy July 2019

### Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	413 (January 18 census)
Total number of pupils eligible for PPG (from Jan 18 census)	Deprivation – 50 LAC – 3 SC – 1
Number of PP children with SEN	(% of PP group)
Amount of PPG received per pupil	Deprivation - £1320 LAC - £1900 Service Children - £300
<b>Total amount of PPG received</b>	<b>£80520</b>

The Pupil premium funding was introduced in April 2011, and is a grant based on the number of pupils registered eligible for free school meals at any point in the last 6 years. A premium has also been introduced for children whose parents are currently serving in the armed forces and for children who are looked after or adopted. The Pupil Premium is used by the school to address any underlying inequalities between eligible children and their peers. As of January 2018, 12.8 % of the children at Moordown St. John's CE Primary School were eligible for the Pupil Premium Grant. It has become increasingly difficult for us to engage families to acknowledge eligibility for Free School Meals since the introduction of Universal Free School Meals.

### Rationale

Moordown St. John's CE Primary School Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

DfE: *"It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility."*

However, we are accountable for the use of this additional funding. Each year we are required to provide parents with information on how we have spent the pupil premium funding from the government.

In the academic year 2017-18 we received £80520 of Pupil Premium funding, a full breakdown of our Actual Expenditure has been included in the Expenditure table below. In the financial year 2018-19 we will receive approximately £67320; an outline of proposed expenditure is included below.

## Strategy

We have a clear, strategic model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on **all pupils**
- focused support to target **under-performing pupils**
- specific support targeting **pupil premium pupils**

Plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes an identified governor having responsibility for Pupil Premium, the Deputy Head teachers leading the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors Resources sub-committee, ensuring that the school is held to account for the impact of spending.

## Objectives for the use of funding

- To raise standards and improve progress.
- To close the gap between the achievement and progress of Pupil premium pupils and their peers.

## Identifying barriers to learning

At Moordown St. John's CE Primary School all children are individual and we look holistically at the strengths and needs of a child. Alongside analysing individual and cohort data we identify any wider issues that may cause a barrier to learning for children.

We identify and address barriers to learning faced by individual pupils through:

- everyday teaching practice;
- discussions with pupils;
- parents and agencies involved;
- rigorous regular tracking of pupil attainment and progress, especially in our termly focused year group progress meetings in which all disadvantaged children (including higher ability PP children) are discussed in detail with senior leaders, the effectiveness of strategies to overcome their barriers to learning evaluated, and programmes put in place.

The main barriers to educational achievement faced by eligible pupils at the school, identified by staff:

- Special educational needs and disabilities
- Low attainment in one or more core subjects (reading, writing, maths)
- Resilience or lack of self esteem/ confidence – this impacts on the child's ability to tackle a task, and to persevere when faced with challenge, particularly when working independently
- Low language levels – 10-15% of our pupils have language delay or difficulties when they arrive in Foundation Stage as identified by a Speech and Language therapist. This leads to social communication difficulties, and issues with reading and writing
- Difficulties at home - broken family structures/ challenging behaviour at home
- Low parental engagement, lack of support with homework
- Safeguarding and welfare issues which may lead to Social Services involvement
- Low attendance/ persistent absence
- A combination of barriers identified above

## Expenditure of Pupil Premium funding to overcome these barriers to learning:

All the interventions and support are chosen for their proven effectiveness (research or internal impact evaluation), with the intention of accelerating the progress of our disadvantaged children to raise their standards of attainment and narrow any gaps with their non-PP peers.

How Pupil Premium funding is spent	Reasons for approaches
Our teachers and teaching assistants deliver a wide range of impact-evaluated, highly effective targeted individual and group interventions, mainly in literacy and numeracy. Teacher & TA led boosters/ intervention (specifically Y6)	To close the gaps. To maximise learning through providing additional outstanding teaching in core subjects and diminish disadvantage.  Research shows TAs are effective when delivering tailored interventions skilfully
Teaching Assistants providing highly effective in-class support and guidance, especially on-going assessment and emotional support to those with behavioural difficulties (1:1 or small group work)	Research found assessment for learning and effective feedback accelerated the progress of disadvantaged pupils Research showed TAs are effective in supporting behaviour in the classroom.
SENCo & Behaviour Support TAs working with families to signpost services, complete EHA and co-ordinate TAF meetings	Parenting courses/groups/individual sessions especially for those who are “hard to engage”. Research shows that effective parental support for education is key
Regular attendance reviews and support for parents to encourage attendance	Increase attendance of identified pupils to enable greater access to learning

## Nature of support – 2017-18

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all & Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identified Children to make expected or better attainment &/or progress than their peers.	<ol style="list-style-type: none"> <li>Intervention groups &amp; Year 6 setting;</li> <li>Specialist 1:1 interventions</li> </ol>	<ul style="list-style-type: none"> <li>Data analysis and evidence has enabled us to identify the needs.</li> </ul>	<ul style="list-style-type: none"> <li>Progress meetings</li> <li>Learning walks</li> <li>Monitoring by subject leaders, Directors SLT;</li> </ul>	HT DHT AHT	Termly
For pupil with complex learning difficulties to access the curriculum fully & make progress and have their needs met.	<ol style="list-style-type: none"> <li>EPs</li> <li>Trained Specialist Monitoring &amp; provision (EPS, SALT, etc)</li> </ol>	<ul style="list-style-type: none"> <li>Progress checking, EHCPs, diagnoses and specialist reports indicate difficulties that can only be supported through individual &amp; specialist provision.</li> </ul>	<ul style="list-style-type: none"> <li>Annotated and updated IEPs/EBPs</li> <li>Monitoring of outcomes (pupil's learning, attitudes)</li> </ul>	AHT	Termly
For children to be aware of & be able to articulate their feelings and learn effective coping strategies in stressful situations	<ol style="list-style-type: none"> <li>ELSA interventions</li> <li>Trick box</li> <li>P SHE</li> <li>Marvellous Me!</li> <li>Nurture groups</li> <li>Acts of worship</li> </ol>	<ul style="list-style-type: none"> <li>Effective processes in school enable rapid identification of need;</li> <li>This range of actions and approaches have been used effectively in the past with similar needs.</li> <li>The actions themselves have a strong research base and are prescribed for many of the individuals concerned.</li> </ul>	<ul style="list-style-type: none"> <li>Tracking of individual progress;</li> <li>Progress checking</li> <li>Monitoring of IEPs, implementation of trick box;</li> </ul>	AHT	Termly
Improved behaviour choices leads to greater engagement with the curriculum.	<ol style="list-style-type: none"> <li>effective implementation of school's bhv shaping policy;</li> <li>Use of 4H at lunchtime as alternative provision;</li> <li>Trick box</li> <li>individual Bhv plans</li> <li>Marvellous Me! Reward systems</li> </ol>	<ul style="list-style-type: none"> <li>Focus on prevention, socialisation &amp; enabling success &amp; reinforcing good behaviour choices;</li> </ul>	<ul style="list-style-type: none"> <li>All staff received training in trick box &amp; bhv shaping policy;</li> <li>Where relevant staff receive specialist support from AHT in preparing &amp; implementing IBPs;</li> <li>Monitoring of 4H by SLT &amp; AHT of files</li> </ul>	HT DHT AHT SLT	Termly

<p>For attendance to be 96%</p>	<ol style="list-style-type: none"> <li>1. Systematic monitoring by Welfare team and very effective management of attendance &amp; robust policy</li> <li>2. Proactive support for individual cases (eg, talks, individual home visits)</li> <li>3. Meetings with parents;</li> <li>4. School nurse deployment;</li> <li>5. Providing breakfast;</li> <li>6.</li> </ol>	<ul style="list-style-type: none"> <li>• Welfare &amp; senior staff use attendance data and intelligence about families to anticipate and support needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly Welfare meetings with directors</li> <li>• Reports to parents via school newsletter;</li> <li>• Effective &amp; systematic approach to attendance management (letters home, prosecutions etc.)</li> <li>•</li> </ul>	<p>AHT</p>	<p>daily</p>
<p>For Parenting challenges not to impact on progress and attainment</p>	<ol style="list-style-type: none"> <li>1. Employing a parent support Worker (PSW)</li> <li>2. Parents to be trained Trick box</li> <li>3. Referral to Parenting courses;</li> <li>4. IT support for parents</li> <li>5. Signposting parents to further support funding &amp; agencies;</li> <li>6. Parent information courses</li> </ol>	<ul style="list-style-type: none"> <li>• Progress meetings &amp; attendance monitoring identify parental needs. We recognise parenting challenges are critical to support so that pupils can be supported emotionally and academically.</li> </ul>	<ul style="list-style-type: none"> <li>• AHT supervises PSW and monitors PSW records as AHT uses notes &amp; records;</li> <li>• Reflective approach to planning parenting meetings;</li> <li>• Parenting challenges routinely considered at progress meetings;</li> <li>• Open door policy;</li> <li>•</li> </ul>	<p>AHT</p>	<p>daily</p>

## Measuring the impact of PPG spending

The school evaluates the impact of the grant on each pupil at the end of every term through progress checking meetings between school leaders and class teachers. Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the intervention.

The progress of every child in the school is tracked continually by their teacher and formally at a termly pupil progress meeting by the Senior Leadership Team. Summaries of the progress made by pupils qualifying for the pupil premium grant pupils are checked by the school governors every term.

### Performance of Pupils eligible for Pupil Premium grant (compared to Non-PP, and to National groups)

A summary of the outcomes (end of year 2017/18) are shown below:

	Pupil Premium Moordown St. John's CE Primary School	Pupil Premium Nationally	Other pupils Moordown St. John's CE Primary School	Other pupils Nationally
Foundation Year (number of pupils eligible= )	5	-	55	
% of pupils achieving GLD	40	57	85	74
End of Key Stage 1 (number of pupils eligible = 14)	5	-	55	-
% of pupils achieving end of year expectations in reading	20	63	91	79
% of pupils achieving end of year expectations in writing	40	55	91	74
% of pupils achieving end of year expectations in maths	40	63	89	80
% of pupils achieving ARE in ALL reading writing AND maths	20	50	84	69
Phonics screening (number of pupils eligible = 3)	6	-	54	-
% of year one Pupil Premium Pupils passing the year one phonics screening check	100	72	85	85
End of Key Stage 2 (number of pupils eligible = 21)	10	-	44	-
% of pupils achieving ARE in reading	80	64	95	80
% of pupils achieving ARE in writing	80	67	98	83
% of pupils achieving ARE in maths	80	67	98	82
% of pupils achieving ARE in ALL reading writing AND maths	80	51	95	70

We will continue to work hard to narrow gaps between disadvantaged children and their peers, and to prioritise the progress and attainment of this vulnerable group of children as we move into the next academic year.

**Planned expenditure: 2018-19 (£67320)**

At Moordown St. John's CE Primary School Primary School we support all our pupils by providing a high quality of classroom teaching which is differentiated to match to the individual needs of pupils. The school has worked hard to develop high quality feedback and marking to ensure children are given immediate verbal or written feedback, and an opportunity to reflect on that feedback and improve their work. In addition we plan focused interventions delivered by teachers and teaching assistants to improve outcomes for all children who benefit from more support.

Based on evidence from school and research about effective use of the Pupil Premium we are planning new strategies to use the Pupil Premium allocation in our school budget for 2018-19

<b>Desired Outcome</b>	<b>Chosen action &amp; approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Approximate cost</b>
Identified children make expected or better attainment and /or progress than their peers	<p>Intervention groups &amp; Y1-6 target groups– HT, DHT as well as TA deployment in all year groups.</p> <p>Intervention groups across school determined by need PP children highest priority with any action Breakfast 'Rise and shine groups' in Ks 1 &amp; 2</p>	<p>Data analysis and evidence has enabled us to identify needs</p> <p>Research about effective use of PP highlights small group/ individual approaches to be successful Research shows importance of instilling aspirations in children ahead of secondary school</p>	<p>Progress meetings Learning walks Monitoring by year leads, subject leads, SLT</p> <p>School self-evaluation</p> <p>Rigorous monitoring by DHT : Differences seen on entry are diminished over time PP children achieve in line with non-PP children</p>	DHT/AHT & SENCo	<p>Part fund additional teacher £25000 (Y6 support) Booster groups – HT/DHT,</p> <p>Teaching Assistants to deliver high quality interventions across school £168,000</p>
For attendance to be 96%	<p>Systematic monitoring by attendance officer , SENCo, HT &amp; director &amp; very effective management &amp; robust policy Proactive support for individual cases. Meetings with parents School nurse/ EWS deployment</p>	<p>DHT uses attendance data and intelligence about families to anticipate and support needs</p>	<p>Half termly meetings with EWS Reports to parents via newsletter Effective and systematic approach to attendance management (letters home, prosecutions etc)</p>	DHT	<p>SENCo time – two days per half term £2800</p>

Opportunities for enrichment support.	PP children are involved in enrichment activities – residential/ trips/ extra-curricular activities support	PP children can be fully involved in all aspects of school life – more inclusive, greater sense of belonging, school enjoyment	Fair approach to determining who is eligible Positive relationships with parents leads to better understanding of circumstances/ need	HT	Additional activities (trips) £1500
Parental engagement and effectiveness	Parents invited to attend trick box 'stress unpacked' course	Supports school's			