

1. Summary information					
School	St. John's CE Primary School part of The Christ Church CofE Multi-Academy Trust				
Academic Year	2019-2020	Total PP budget	£151,614	Date of most recent PP Review – led by Mrs Farnworth NLE	July 2019
Total number of pupils	189	Number of pupils eligible for PP	118	Date for next internal review of this strategy	January 2020

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	To understand the impact of SEMH on all children, particularly those eligible for pupil premium.	
B.	The complex needs of those children in receipt of pupil premium who are also EAL	
C.	Gaps in learning preventing pupils from achieving ARE, particularly for children who are eligible for pupil premium funding.	
D.	Low attendance and persistent absence of pupil eligible for pupil premium and the impact this has on their learning.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Most parents have limited incomes which impacts on and restricts the experiences on offer to children.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils achieve in line with their non-pupil premium peers and make accelerated progress as gaps in learning are addressed.	The percentage of pupils who reach the expected standard in their year group for reading writing and maths are increasingly line with national. Class data sheets will show progress towards ARE.
B.	Pupils are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions and behaviour inside and outside the classroom.	Pupils engage positively in lessons and wider school life. Tracking of behaviour records shows children are recording fewer incidents. Visitors evidence excellent behaviour for learning.
C.	An increase in attendance figures, including those pupils who have persistent absence.	Overall attendance rate improves. Tracking shows upward trends in attendance for PP children. The number of PP children classed as being persistently absent will improve, with parents being sufficiently challenged where attendance does not increase.
D.	An increase in the number of pupils who read for pleasure, positively impacting on pupils achieving ARE in reading throughout school.	There is an increasing number of children who are positively engaging with reading for pleasure. Parents are engaging with home reading and class teachers report an increase in the number of children achieving ARE, through the new approach to guided and supported reading.

4. What the research says

The Sutton Trust research built upon the work of John Hattie and demonstrated clearly that different types of intervention had different levels of impact on pupil attainment and progress. The Sutton Trust Toolkit (<https://educationendowmentfoundation.org.uk/toolkit/>) shows that the most successful strategies in terms of improving learning gains are:

Effective Feedback

Feedback is information given to the learner and / or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Average impact +8 months

One to One Tuition

One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for example as part of extending school time or summer schools, or as a replacement for other lessons by withdrawing the pupil for extra teaching. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly with, normal teaching, and that teachers should monitor progress to ensure tutoring is beneficial.

Average Impact +5 months

Reading Comprehension

Reading Comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.

Average Impact +5 months

Meta-Cognitive and Self-Regulation Strategies

Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.

Average Impact +8 months

Behaviour Intervention

Seek to improve attainment by reducing challenging behaviour.

Average Impact +3 months

The spends outlined in the strategy below are accurate as of September 2019.

The allocated money is reviewed termly.

Total Allocation	Total Spend	Amount Available in special projects
£151,800	£136,800	£15,000

Area of Spend	Pupil Premium Spend	Description of Intervention to Address Barriers to Learning	Intended Outcomes	How Impact will be measured	Impact Due to COVID-19 the data collected by The Trust is the predicted Y6 scores.
Mathematics	£3,500 on High quality mathematics resources from Nursery to Year 6 – Big Maths	Current outcomes reflect the need for a consistent approach to Teaching & Learning in Maths to ensure gaps in learning are analysed and addressed	An increase in children moving towards ARE, particularly those who are entitled to PPG.	Monitoring of Maths shows an increase in attainment and progress in all year groups. Weekly diagnostic assessments enable staff to address misconceptions in learning	Consistent approach to teaching, learning and use of mathematic vocabulary throughout school. Weekly Big Maths assessments starting to show increased confidence in rapid recall of number facts. Increased teacher confidence in the delivery of teaching Big Maths, due to investment in training with Ben Harding. Y6 outcomes in Maths 50% in 2018-2019 Predicted 75% in 2019-2020
TA Intervention Programme	£3,548 on Rapid Intervention materials and online access	Intervention work with small groups of identified children across the school to include: <ul style="list-style-type: none"> • English & Maths to secure accelerated progress and improved attainment • Reading Comprehension strategies • High quality intervention programme, with bespoke training for 	Accelerated progress and raised attainment for pupils identified as needing additional support in English and Maths.	Gap between FSM and non FSM pupils is closing. Increased number of pupils achieving expected standard or better in reading, writing and maths, and an improvement in their progress.	Focus children identified through conversations with SENDCO & Class Teachers. Rapid has enabled consistent strategies applied for intervention and assessment / evaluation of intervention from Y1 to Y5. Consistent expectations of TAs set from Y1 to Y5. Engagement in Rapid Intervention Programme enabled key staff to

		TAs who are implementing it			identify children who required additional support and enabled EHCPs to be successfully processed.
Assistant Head Teacher – Inclusion Lead	£36,300	<p>Targeted support for vulnerable children and families</p> <p>Focused behaviour management support and self-esteem interventions.</p>	Work with families to develop a positive ethos to improving behaviour and attainment across the school.	<p>Behaviour for learning is at least good throughout school.</p> <p>Positive levels of engagement with children and families.</p>	<p>AHT (DHT) focused on working alongside external agencies to improve attendance, well-being and academic outcomes for vulnerable children.</p> <p>A consistent approach to behaviour management is in place with records kept of interventions and behaviour which requires support.</p> <p>1 permanent exclusion was made during the academic year. This was externally reviewed. The child now receives specialist support from an alternative provider.</p>
Teacher Focused Cover of PPA Time	£49,300	<p>Previous coverage of PPA has created difference in expectations and outcomes.</p> <p>PPA cover by a qualified teacher is aimed at addressing this.</p>	Raised attainment in curriculum areas.	Increased number of pupils achieving ARE in foundation subjects.	<p>Quality first teaching is prioritised across the whole curriculum. This has resulted in whole staff development and a review of T&L in the foundation curriculum.</p> <p>Staff have received additional trained on T&L the foundation subjects and a new, consistent approach has been applied – starting September 2020.</p>

Parent Support	£1,400	Parents to feel confident in approaching school by building trust through a consistent point of contact.	Information is quickly shared with relevant staff to ensure children's needs are met	Parents feel well supported and any concerns regarding children and their education are addressed quickly and smoothly.	Parents who can be difficult to engage built trust with the TA who was assigned to this role. Contact was made with parents where necessary and issues quickly addressed. No parental complaints during the academic year reflect the impact of having a clearly assigned person as a first point of contact.
Area of Spend	Pupil Premium Spend	Description of Intervention to Address Barriers to Learning	Intended Outcomes	How Impact will be measured	Impact
Fruit & School Milk for every pupil every day	£5,000 (milk) £2,500 (fruit)	All pupils receive milk daily and a piece of fruit	Ensure children have access to a healthier diet	Pupils' needs are met.	Every child has had a healthy aspect to their diet introduced. Alongside breakfast in the morning, all staff have noticed the improved concentration of children in the morning. Parents have commented on children actively choosing a healthier alternative when shopping – particularly for breakfast.
HLTA	£ 31,200	Quality T&L in EYFS to ensure all children have a strong start to their education.	An increased number of children receiving required support on entry to Nursery.	Pupils' needs are met and outcomes improve across EYFS.	EYFS continues to be a strength of the school. This has been noted in Trust and QEP visits. The consistency in approach enables children and staff to have a successful start to school.

Additional LAC Funding

Area of Spend	Pupil Premium Spend	Description of Intervention to Address Barriers to Learning	Intended Outcomes	How Impact will be measured	Impact
LAC Funding	£1,132.90	Resources purchased on recommendations made from additional agencies	Children's fine motor skills have improved. Children's writing has improved. Children are able to follow instructions.	Monitoring of data shows LAC children are making good progress towards ARE	<p>Closer links with families and foster placements has resulted in books evidencing LAC children are making good progress.</p> <p>The children who were allocated funding both moved during the course of the academic year. One with her birth mother as school worked with additional agencies to ensure targets were met.</p> <p>The second child was moved out of area with a foster family. Both children had good attendance and were making progress during their time at St. John's.</p>