



St John's Pupil Premium Report 2017-2018  
Growing Together in Love and Respect

**Overview:**

The Pupil Premium is designed to provide pupils with the greatest opportunities to fulfil their potential. Funding from the Government is allocated to each child who is eligible for Free School Meals (FSM); those children who have qualified for FSM within the last 6 years (Ever 6); children who have parents serving in one of the Armed Forces (and for up to five years after the parent has left the service) and finally, for children in care and adopted children. The Government does not specify how school should use this money but is clear that schools will need to employ strategies and resources that they know will support pupils towards at least good attainment and progress.

Please let the school office know if you think your child falls into one of the Pupil Premium categories. This will enable us to claim additional funding to provide support for your child where and when they need it.

| 1. Summary Information |                         |                                  |                                     |                            |             |
|------------------------|-------------------------|----------------------------------|-------------------------------------|----------------------------|-------------|
| School                 | St John's C of E School |                                  |                                     |                            |             |
| Academic Year          | 2017/18                 | Total PP Budget                  | £ 3,220                             | Date of most recent review | Jan 2018    |
| Total Number of pupils | 56                      | Number of pupils eligible for PP | 2 are funded<br>6 currently qualify | Date for next review       | Summer 2018 |

## 2. Current attainment based on the results of the academic year 2016-17

|                          |                                    |                             |
|--------------------------|------------------------------------|-----------------------------|
| % achieving ARE or above | Pupils eligible for PP (St John's) | Non PP children (St John's) |
| EYFS 70% GLD             | 1 child 50%                        | 66%                         |

In the academic year 2016 to 2017, the school received £770 in pupil premium funding:

## 3. Review of expenditure for 2016-2017

| Desired Outcome                                   | Chosen approach  | Reason   | Cost  | Impact achieved   | Next steps   |
|---|--|--|---|---|--|
| All children attaining ARE across EYFS curriculum | Access to high quality teaching and positive relationships across the EYFS curriculum.<br>Interventions - Wellcomm and Talk About. | Lack of confidence and maturity.<br>Nurturing environment.<br>Social and emotional opportunities for learning. | Nil above normal school budget.<br><br>New school EYFS.<br>Carried PPG forward.<br>(£770) | 50% of children achieved GLD.<br>50% creating firmer foundation for readiness for Y1. | Continue to support children in high quality teaching and learning. Provide interventions to boost academic and social skills. |

In the academic year 2017 to 2018, our school is expecting to receive £3220 plus £770 brought forward from 16/17 n pupil premium funding.

## 4. Current barriers to future attainment

|                   |   |
|-------------------|---|
| Internal Barriers |   |
| A                 | Learning skills need greater reinforcement.   |
| B                 | Behaviour: the need to develop a 'readiness' in order to learn and follow adult direction |

|                   |  |
|-------------------|--|
| External Barriers |  |
| C                 | Attendance and punctuality amongst PPG pupils is lower |

Based on the identified barriers, the desired outcomes as well as our next steps knowledge, we are planning to spend Pupil Premium funding in the following ways:

| 5. Planned Expenditure   |  |  |  |   |               |  |
|--|--|--|--|---|---------------|--|
| Academic Year  |  | 2017-18  |  |   |               |  |
| Desired outcome  | Cost                                       | Chosen action/approach from evidenced best practice.   | How will success be evidenced?   | How will it be implemented?   | Staff Lead    | When will it be reviewed?                                |
| PP children to make accelerated progress achieving the same or better progress than non-PP children. | £275 for FFT                               | For Y1: FFT, intervention groups and 1:1 from Senco.   | Evidence of narrowing the gap and increase in confidence.  | TA to deliver FFT. Home learning packs sourced and made available.  | Senco         | Twice termly pupil progress meetings.<br><br>Summer 2018 |
|  | £500 for resources                         | Take home activities to reinforce basic skills both social and academic  | Evidence of narrowing the gap and increase in confidence.  |   |               |  |
| Learning behaviours developed and embedded.  | £750 contribution towards LSA for support. | CT, TA, LSA to further promote appropriate social and learning skills by modelling, scaffolding and challenging.<br>Engaging Curriculum within and outside school. | Increase in active participation in 1:1, group and whole class.<br>Greater engagement with learning journey. | CT and TA to further promote appropriate social and learning skills by modelling, scaffolding and challenging.<br>Forest days, visitors to school, breadth and depth. | Class Teacher | Twice termly pupil progress meetings.<br>Summer 2018     |

|   |                     |   |  |  |                |             |
|---|---------------------|---|--|--|----------------|-------------|
|   |                     |   | Participation increased and new skills accomplished.   |  |                |             |
| Attendance data % improves.                   | £270                | HT to attend Attendance Conference to gain further strategies.<br>Contact made with Attendance Improvement Officer for support. | Data will show that attendance for PP children has improved.   | High expectations communicated to parents. Regular data analysis. Use of weekly newsletter, parent meetings and pastoral support offered to parents. Service of Improvement Officer. | HT             | Weekly      |
| Attend Pupil Premium Conference               | £269                | To attend latest training.  | HT upskilled on how to support PP children and able to disseminate information to staff.                         | Cascaded to staff.   | HT             | Summer 2018 |
| Raising Achievement for your lowest attainers | £15                 |   |  |  |                |             |
| Financial Support for individual families     | £100 per FSM family | To supply £100 credit.  | Feedback from families. Children gain equal opportunities. Children have a positive start and finish to the day. | £100 to supplement school trips, uniform, after School Club.   | Office Manager | Summer 2018 |
| Protective                                    | £150                | SENCo to attend   | PB in place  | SENCo to train all staff in  | HT/SENC        | Summer 2018 |

|  |      |  |   |   |                |             |
|--|------|--|---|---|----------------|-------------|
| Behaviours Course Summer Term  |      | Protective Behaviours Course during summer term  | across whole school- children familiar with the themes; opportunities for vulnerable ch to discuss. | PBs- all classes to carry out at least 1 session in the final halfterm. Evidence collected. | o              |             |
| Rolling budget to be used flexibly in order to meet individual PP children's needs | £561 | To be available to meet needs as they occur in real time.<br>To be spent by July 2018. | It will be reviewed in Summer 18 to see if this is an effective strategy.                           | As need occurs fund will be available to resource the need.                                 | Office Manager | Summer 2018 |

### How is the impact of Pupil Premium evaluated?

At St John's, we evaluate the progress of children eligible for Pupil Premium funding in conjunction with our regular assessment cycle. Evaluation focuses on the academic progress as well as overcoming any individual barriers to learning.