



1. Summary information					
<b>School:</b>	St John's Walham Green CE Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£121,190	<b>Date of most recent PP Review</b>	Oct 2017
<b>Total number of pupils</b>	386	<b>Number of mainstream pupils eligible for PP</b>	82	<b>Date for next internal review of this strategy</b>	July 2018

2. 2016/17 Attainment		
End of KS2	Pupils eligible for PP (12)	Pupils not eligible for PP (39)
% achieving expected standard or above in reading, writing and maths	25%	
% achieving expected standard or above in reading	67%	85%
% achieving expected standard or above in writing	42%	88%
% achieving expected standard or above in maths	42%	96%

3. Barriers to future attainment (for pupils eligible for PP)
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)
<ul style="list-style-type: none"> <li>Lower than average attainment upon entry to Nursery;</li> <li>Poor oral skills</li> </ul>
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)
<ul style="list-style-type: none"> <li>Lower attainment in Communication and Language, Mathematics and Literacy in the Early Years Foundation Stage (EYFS.) than their peers;</li> </ul>
<b>4. Desired outcomes</b>

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Children's attainment is in line with age-related expectations.	Accelerated progress for identified children Diminishing difference between PP and non-PP.
Opportunities for children to talk in informal settings.	Pupils (without SEN or stage 1 EAL) will make progress in line or above their peers in reading and writing.
Continue to work with families and children to improve attendance and punctuality of all children.	Diminish difference between PP and non-PP attendance. Whole school attendance meets national.

5. Planned expenditure					
Academic year	2017/18				
Desired outcome	Actions	Targeted support <ul style="list-style-type: none"> <li>• <b>Booster</b></li> <li>• <b>Intervention</b></li> </ul>	Expected outcomes for PP children	Expected cost	When will you review implementation?
Children's attainment is in line with age-related expectations	<ul style="list-style-type: none"> <li>• All staff aware of expectations for their year group.</li> <li>• Robust and rigorous school improvement cycle in place.</li> <li>• CPD for staff to understand sequences of learning and learning development.</li> <li>• Broad and balanced curriculum that meets demands of new assessment process.</li> <li>• Feedback and Marking Policy that supports progress.</li> <li>• Focused intervention in Y2,3,4,5 &amp; 6 including team planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Pupil Progress meetings to identify children at risk of underperforming.</li> <li>• Full programme of intervention available, including in-class support and out of class booster, in maths, literacy and PSHE.</li> </ul>	Diminishing difference between PP and non PP children with regard to progress and attainment.	1 X PT teacher 3 X HLTA 's TAs to reduce ratio of adult : pupil Total:	Termly – Pupil Progress Meetings
Various opportunities for talk	<ul style="list-style-type: none"> <li>• Opportunities for children to talk in informal settings.</li> <li>• Beanstalk Volunteer reading programme: 18 Pupils to have the opportunity to work with a volunteer 2 x week for 30 min each session.</li> </ul>	<ul style="list-style-type: none"> <li>• Build on 2016-17 successful ' get talking sessions' for targeted children last spring and run again, targeting EAL, SEN, PPG children who have been identified as requiring opportunities to talk.</li> </ul>	Accelerated progress in reading and writing Accelerated progress in n reading and writing, increased self-esteem, improved behaviours for learning will increase.	2 hrs per week : AHT Beanstalk CPD: £2,200	March 2018 Feb. 2018

Continue to work with families and children to improve attendance and punctuality.	<ul style="list-style-type: none"> <li>• Whole school and individual reward and incentive schemes.</li> <li>• Celebration of good attendance and punctuality.</li> <li>• Senior staff are visible at the beginning and end of day to welcome children and their Families.</li> <li>• Identify and remedy any social or academic issues that may arise in school and lead to lower than expected attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Agency referrals, as and when necessary.</li> <li>• Meetings with individual families, to develop attendance action plans</li> <li>• Weekly monitoring of attendance and punctuality.</li> <li>• Nurture group</li> <li>• ELSA groups across KS2</li> </ul>	<ul style="list-style-type: none"> <li>• Increased attendance and being ready to learn should lead to greater engagement, participation and achievement through reduced missed opportunities.</li> <li>• Children feel safe and secure, feel happy and willing to go to school and engage with their learning.</li> </ul>	.1 attendance officer .2 Admin assistant	Ongoing, termly, annually
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## 6. Review of expenditure 2016/17 - £120,190

### The Governing Body of St John's CE Primary school decided that this grant should be spent as follows:

Pupil Premium funding is used to improve quality first teaching for children and therefore contributes to professional development for senior leaders, teachers and support staff. This serves to develop strategies and approaches to improve outcomes for children and close the gaps between children entitled to funding and their non-pupil premium peers.

We seek ways to improve experiences, opportunities, attitudes to learning and child and parental engagement to ensure that school life and prospects of accelerating achievement are maximised for all children.

### Review of PPG expenditure and provision 2016-17

Following a review in July and an additional review in October 2017, aims were generated to further utilise the PPG to raise attainment.

#### Overview of review

##### Early Years

- All PP pupils achieved a Good Level of Development (GLD) compared with 50 % in 2016
- 100% PP pupils achieved GLD compared with 73% of NON PP
- 60% PP pupils achieved an exceeding in one or more areas for **GLD** at end of **EYFS** (Compared with 51% of non PP pupils)

##### Year 1

- 92% PP pupils (13/14) (compared with 93% all) passed Phonics screening test first time round
- 86% of PP pupils have made accelerated progress in writing

##### Year 2

- 71% of PP pupils have made accelerated progress in writing
- 50 % of PP pupils have made accelerated progress in maths
- 29% of PP pupils have made accelerated progress in reading
- Pupils with multi-vulnerabilities have generally made less progress than their peers

##### Year 4

- 100 % Rec pupils (2) have made progress in reading and both have met the Early Learning Goal for Literacy at the end of EYFS.
- 89% PP pupils (16/18) have made accelerated progress in writing (compared to 100% of NON PP) however 1 PP – multi vulnerabilities.

#### Year 5

- 64% have made good progress in writing, compared with 86% of NON PP
- 57% accelerated progress, compared with 65% NON PP

#### Beanstalk Volunteers

- 72% of pupils (Year 1-6, 11 pupils) have made good progress in reading
- Of whom 45 % have made accelerated progress

#### Year 6

	<b>PP EXP</b>	<b>PP Greater depth (GDS)</b>	<b>Non PP EXP</b>	<b>NON PP GDS</b>
Reading	66%	33%	85%	58%
Maths	42%	25%	92%	35%
SPAG	92%	42%	96%	65%

#### Even better if:

- EYFS: More PP pupils reached Exceeding as a final, overall level. (2016:
- Year 2: Personnel who support lower attainers should have experience of working within Early Years.
- KS1 – more PP above EXP
- KS2 – Maths – targeted support for PP pupils

## Summary

### Pupil Premium – Aims for 2017-2018

**Objective:** Disadvantaged children, including the most able, make substantial and sustained progress over time so their attainment is at least in line with their peers.

**Actions:**

- Following half termly pupil progress meetings, PP lead and other Senior Leaders will quickly identify successful support and continue. After analysis, support which is less effective will be modified or discontinued.
- Current list of more able PP pupils to be reviewed, class teachers and SENDCo to be consulted. Support targeted at these pupils in particular subjects: small groups taught by PP intervention teacher. Type of support selected from; group out of class, team teaching, 2:1, 1:1. Standard of output compared between beginning and end of intervention.
- SLT to carry out book scrutinies and learning walks to maintain level of awareness of barriers faced by some children.
- Teachers' planning to continue to identify PP pupils and any targeted support /in class support which they are receiving.
- SENDCo and PP lead to evaluate current provision map.

**Success criteria:**

- PP pupils who make accelerated progress will increase, thus diminishing the difference.
- More PP pupils will achieve in line with their peers, in particular KS2 maths, EYFS writing.
- Through targeted support, more PP pupils will achieve GDS or exceeding at the end of academic year. In particular end of KS1, end of EYFS

## **2017-2018 Evaluation**

### Successes

- Early Years Foundation stage: Attainment in Prime areas
- Accelerated progress in Years 1 & 2 in core subject areas.
- 100% of PP pupils passes phonics screening test.
- Direct correlation between additional adult support in reading (Y4) and accelerated progress.

### Area for Development

- Writing across the school

### **EYFS**

Cohort: 55 **Pupil Premium: 8** (2 at the beginning of the year, with 6 joining the register in May 2018.)

### Successes

Prime areas of learning = Communication and Language (CL), Physical Development (PD),

- 100% of PP pupils met all 3 Communication and Language Early Learning Goals (ELG's.)
- 100% of PP pupils met both PD ELG's.
- 100% of PP pupils met all 3 PSED Early Learning Goals (ELG's.)
- **Therefore 100% of PP pupils met all 9 Early Learning Goals in the prime subjects.**

### Area for development

Increase in number of FSM pupils achieving ELG for writing. (**ELG 10:** 2018 FSM 38%, P 44%, non PP 87%) in order to increase number of PP pupils achieving GLD.

(GLD: 2018 FSM: 38%, PP 44% non PP 87%)

### **KS1**

#### Successes

- PP pupils outperformed non-pp pupils in Reading and Maths at expected level and were both significantly above national overall.
- PP pupils in writing were sig above national overall in writing expected.
- PP pupils were sig above national at above expected level in writing.
- Combined expected PP was significantly above national.

- Combined exceeding PP slightly below national. (*source: report KO*)

### Area for development

Increase number of children reaching exceeding in maths and reading (**Greater depth**: 2018 PP maths 21%, non PP 59%, reading PP: 29%, non-pp 46%)

### KS2

#### Successes

- An increase in number of PP pupils who achieved Above EXP.
- Reading expected is significantly below school and national expected but above national at above expected standard.
- Writing is below school and national at expected but significantly above national at above expected standard.
- GPS is below school and national but at national for above expected.
- Maths is significantly below school and national at expected and above expected standard.
- Combined is significantly below school and below national at combined expected but at national standard for above expected combined. (*Source KG report*)

### End of KS2 attainment

5/12 PP pupils had multi vulnerabilities EAL: 4 SEN: 2

<b>Cohort: 54 PP: 12</b>	PP EXP	PP Greater depth	Non-PP EXP	Non- PP Greater depth	<b>Context</b>	<b>notes</b>
Reading	50%	33%	83%	48%	2 pupils were targeted to improve attendance, 1 pupil (LPA) ended KS2 working below in reading, 1 pupil with middle prior attainment (MPA) was exceeding in reading at end of KS2. <b>2 (MPA) pupils made above average progress and were exceeding at end of KS2.</b>	Intervention groups included targeted comprehension support in groups, literacy booster groups and regular reading. Pupils made progress but did not meet EXP.
Writing	67%	33%	90%	55%	<b>4 pupils from MPA band at KS1 met exceeding at end of KS2.</b>	
Maths	58%	8%	88%	40%	5 pupils had multi-vulnerabilities. CAT data for these pupils suggested that their IQ was well below National.	

### Areas for development

- Increase number of PP pupils reaching expected in reading at end KS2 in reading, writing & maths to raise combined %. (**KS2 reading**: 2018 PP 50%, non-PP 83%, **combined** PP; 50%, non-PP 83%,)



- Target teaching to increase number of PP pupils exceeding in maths.

## Progress

### Summary

### Key

0.92	0.87	+0.5
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Green filled cells indicate subjects whereby PP pupils made greater progress than non-pp pupils. Interventions for each year group are bullet pointed beneath each year group.

- An additional teacher 3 x 30 mins each week highlighted text indicates direct correlation between support and PP pupils attainment/progress

Yr 1P	Reading AR			Writing AR			Maths AR		
	PP	Non PP	Differential	PP	Non PP	Differential	PP	Non PP	Differential
Sept	5.83	5.44	-0.39	3.67	3.67	0	5.75	5.345	-0.45
June	6.75	6.31	-0.44	6.33	6.22	-0.11	6.67	6.24	-0.43
	0.92	0.87	+0.5	2.66	2.55	+0.11	.92	0.89	+0.03

Yr 1S	Reading AR			Writing AR			Maths AR		
	PP	Non PP	Differential	PP	Non PP	Differential	PP	Non PP	Differential
Sept	5.67	5.35	-0.32	3.67	3.67	0	5.75	5.14	-0.61
June	6.40	6.13	-0.27	6.20	6	+0.20	6.6	6.33	-0.27
	0.73	0.78	-0.05	2.63	2.33	+0.3	.85	1.19	+0.34

### Year 1 support

- An additional teacher 3 x 30 mins each week to take a small phonics group to reduce number of children in each group. (100% of PP pupils passed phonics screening test, non-PP-98%)
- Differentiated learning activities in all core learning.
- 2 full-time Teaching assistants (one of whom was an HLTA) alongside the classteachers, to support all children with their learning. Thus PP pupils received regular and targeted adult intervention to increase attainment and progress.

Yr 2 (all)	Reading AR			Writing AR			Maths AR		
	PP	Non PP	Differential	PP	Non PP	Differential	PP	Non PP	Differential
Sept	6.14	6.34	-0.20	6.26	6.32	-0.06	6.40	6.64	-0.24
June	7.26	7.37	-0.11	6.98	7.05	-0.07	7.29	7.53	-0.24
	1.12	1.03	+0.9	0.82	0.73	+0.09	0.89	0.89	=

#### Year 2 support

- An additional teacher 4 x 1 hr per week, for 2 terms, (across the year group) to take small literacy groups to provide targeted support for PP pupils.
- An additional teacher 1 x week, for 1 term, to take small literacy groups to provide targeted support for PP pupils.
- 2 full-time Teaching assistants (one of whom was an HLTA) alongside the classteachers, to support all children with their learning.
- Differentiated learning activities in all core learning.

Yr 3H	Reading AR			Writing AR			Maths AR		
	PP	Non PP	Differential	PP	Non PP	Differential	PP	Non PP	Differential
Sept	6.61	7.24	-0.63	6.39	6.55	-0.14	6.83	7.26	-0.43
June	7.78	8.65	0.87	7.61	8.31	-0.7	8.05	8.52	-0.47
	1.17	1.41	-0.24	1.22	1.76	-0.54	1.22	1.26	-0.04

Yr 3L	Reading AR			Writing AR			Maths AR		
	PP	Non PP	Differential	PP	Non PP	Differential	PP	Non PP	Differential
Sept	6.57	7.40	-0.83	6.43	7.14	-0.71	6.24	6.67	-0.43
June	7.76	8.61	-0.83	7.43	8.37	-0.94	7.57	8.70	-1.13
	1.19	1.21	-0.02	1	1.22	-0.22	1.33	2.03	-0.7

#### Year 3 support

- Differentiated learning activities in all core learning.
- Part-time teaching assistant across the year group to target certain PP pupils.

Yr 4C	Reading AR			Writing AR			Maths AR		
	PP	Non PP	Differential	PP	Non PP	Differential	PP	Non PP	Differential
Sept	7.89	8.43	-0.54	7.67	7.36	-0.31	8.28	8.59	-0.31
June	9.24	9.5	-0.26	9.33	9.41	-0.08	9.14	9.5	-0.36
	1.35	1.13	+0.22	1.66	2.05	-0.39	0.86	0.91	-0.05

Yr 4R	Reading AR			Writing AR			Maths AR		
	PP	Non PP	Differential	PP	Non PP	Differential	PP	Non PP	Differential
Sept	8.11	8.39		7.56	7.54	<b>+0.02</b>	8.17	8.41	-0.24
June	9.45	9.61		9.00	9.32	-0.32	9.28	9.47	-0.19
	1.34	.92	+0.42	1.44	1.78	-0.34	1.11	1.06	+0.05

Year 4 support

- Differentiated learning activities in all core learning.
- Part-time teaching assistant across the year group to target certain PP pupils.
- An additional teacher 2 x 1 hr per week, for 2 terms, (across the year group) to take reading comprehension and writing groups to provide targeted support for PP pupils.
- An additional teacher 1 x 1 hr per week for reading support for PP pupils.