

# Pupil premium strategy statement 2016/17 Evaluated - July 2017

1. Summary information					
School	Hoveton St Johns Community Primary and Nursery School				
Academic Year	2016/17	Total PP budget	£58,080	Date of most recent PP Review	Sep 15
Total number of pupils		Number of pupils eligible for PP	44	Date for next internal review of this strategy	Nov 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP(national average)</i>
% achieving expected level or above in reading, writing & maths	31%	82.4% (sch)
Expected progress in reading	-3.8	TBC
Expected progress in writing	-0.48	TBC
Expected progress in maths	-5.67	TBC

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Poor communication and language skills and social and emotional development on entry
B.	Emerging mental health issues and families in need of early intervention
C.	Low prior attainment
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Lower than national attendance
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	
<b>Success criteria</b>	

<b>A.</b>	Improve mental health of young people in receipt of PP and ensure early intervention in place for families.	Attendance at least in line with National Families supported
<b>B.</b>	Improve phonics outcomes for Year 1 and Year 2 PP pupils	Attainment at the end of Year 1 and end of Year 2 is in line with National
<b>C.</b>	Improve Maths outcomes for all PP pupils. Accelerate progress in maths.	Attainment and progress is in line with National at the end of KS1 and KS2

- PP- Pupil Premium
- CPD- Continuous professional development
- SLT- Senior Leadership Team
- TA- Teaching assistant
- SL- Subject Leader
- CT- Class teacher

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016/17</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / 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>When will you review implementation?</b>
Improve outcomes for pupils in maths	Maths coaching for teachers and TA's working with pupils in all Key Stages.	Effective CPD will improve quality first teaching in all classes benefiting all teachers and TA's.	Quality trainer used Regular monitoring of teaching by SLT	RQ/JC	January and April 2017

	Sharing of first class @ number to be used as intervention for additional year 3 pupils.	Effective intervention to be more widely used for specific group.	Teacher conversation and pupil data	JS/JP	January 2017
Improve outcomes in phonics	New assessment and tracking introduced for all pupils CPD and parental engagement	Whole school approach needs to be more robust and allow for quicker identification and intervention.	SL will monitor and train staff. Time will be allowed for this to be done well.	SH	December 2016
	Maintain Rapid phonics and Rapid reading and Rapid writing intervention timetables.	Impact was proven in 2015/16 using entry and exit data	SENCo will monitor entry and exit data and report to SLT. Literacy lead will observe teaching of interventions and offer support if required.	NA/JS/JP/ CB/JA	December 2016
<b>Total budgeted cost</b>					£15,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / 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>When will you review implementation?</b>

Improve outcomes for pupils in Maths	First class at Number intervention in KS1 and KS2	Evidence over past two years has shown it is effective in accelerating progress for pupils.	SENCo will monitor impact of interventions using entry and exit data. Maths lead will observe delivery of interventions to ensure quality teaching.	NATW	Termly through SENCo and PP reports.
	Small group teaching in Year 6 led by teacher	Additional time to consolidate learning. Quality teaching from experienced teacher in small group will allow greater support and more personalised lesson.	Year 6 teacher will review half termly impact through data.	MC/RQ	December 2016
<b>Total budgeted cost</b>					£15,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / 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>When will you review implementation?</b>
Improve emotional well-being for all	Implement THRIVE in all classes.	THRIVE is a whole school approach to support social and emotional well-being of all pupils. Allows assessment/action planning and impact evaluation. It engages families in the process.	Three THRIVE practitioners in school fully trained will oversee intervention. Action plans will be evaluated and progress measured for classes and individual pupils.	RQ/JC	January and April 2017

	Introduce higher level counselling services	Mental health and well-being is a National problem. Reduced services available locally. Children cannot learn if they do not feel safe.	In school counsellor already working for St John's- develop her role to meet higher and more complex needs of some pupils.	RQ/JC	January and April 2017
Ensure personalised learning programme for every child	Half termly interviews with a member of SLT to review progress/barriers to learning/impact of interventions and any additional support young person would like. To be shared with parents.	Young people have positive relationships with all staff. It has been noted that we must hear the voice of the child and look at each child individually to ensure we are optimising opportunity.	Regular review item at SLT meetings Governors will monitor progress of PP children through teaching and learning reviews from HT. Parents will be asked to feedback on process as will pupils. Data will be shared with governors.	SLT	Half termly from November 2016
<b>Total budgeted cost</b>					<b>£28, 080</b>

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improve outcomes for pupils in maths

Sharing of first class @ number to be used as intervention for additional year 3 pupils.

Maths coaching for teachers and TA's working with pupils in all Key Stages.

Year 6 outcomes July 2017-

	Year 6	Year 6	Year 2	Year 2
	PP	Other	Pp	Other
	(13)	(17)	(4)	(18)
Reading exp	53%	82%	100%	83.3%
Reading GD	0%	35.3%	0%	11%
Progress	-3.8	0.62		
Writing exp	75%	88%	83.3%	100%
Writing GD	69.2%	88.2%	0%	0%
Progress	-0.48	1.48		
Maths exp	30%	88%	25%	77.8%
Maths GD	15.4%	17.6%	0%	11%
Progress	-5.67	0.42		

- Coaching and team teaching has been highly effective.
  - Teachers have been able to learn from one another and develop pedagogy
  - Teachers have been able to offer tailored small group support following a gap analysis.
  - First Class @ number has significant impact on maths age when tested on entry and exit- this is not always reflected in class work afterwards.
  - Maths results remain lower for PP children in both KS1 and KS2. Progress is slower and attainment is lower in 2016/17.
- Action**
- Further work needs to be done to ensure staffing supports this being used in class. In 2017/18 TA's delivering will be in class with highest number of students on Intervention. SENDCo will support with tracking pupils and half termly meetings with CT will support feedback.
  - First Class @number did not target Year 6. IN 2017/18 a teacher will be available to deliver 1:1 intervention based on gap analysis. This started in Summer term 2017.
  - PP children will be given priority maths tuition from a teacher.

Improve outcomes in phonics	New assessment and tracking introduced for all pupils CPD and parental engagement	<table border="1"> <tr> <td></td> <td>Year 1</td> <td>Year 1</td> <td>Year 2</td> <td>Year 2</td> </tr> <tr> <td></td> <td>PP (7)</td> <td>Other (23)</td> <td>Pp (4)</td> <td>Other (6)</td> </tr> <tr> <td>Expected</td> <td>71.4%</td> <td>82.6%</td> <td>100%</td> <td>83.4%</td> </tr> <tr> <td>Average score</td> <td>33.1</td> <td>34.3</td> <td>TBC</td> <td>TBC</td> </tr> </table>					Year 1	Year 1	Year 2	Year 2		PP (7)	Other (23)	Pp (4)	Other (6)	Expected	71.4%	82.6%	100%	83.4%	Average score	33.1	34.3	TBC	TBC	<ul style="list-style-type: none"> <li>➤ Phonic workshop for parents huge success- need to deliver earlier in school year.</li> <li>➤ New tracking system embedded.</li> <li>➤ Clear support in place for all pupils.</li> <li>➤ CPD delivered to all staff</li> </ul> <p><b><u>Action</u></b></p> <ul style="list-style-type: none"> <li>➤ This could be continued with more workshops for parents and ongoing CPD for staff.</li> </ul>	
			Year 1	Year 1	Year 2	Year 2																					
			PP (7)	Other (23)	Pp (4)	Other (6)																					
Expected	71.4%	82.6%	100%	83.4%																							
Average score	33.1	34.3	TBC	TBC																							

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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<p>Improve emotional well-being for all</p>	<p>Introduce higher level counselling services</p> <p>Implement THRIVE in all classes.</p>	<p>Thrive training was completed by 3 members of staff</p> <p>Thrive room is established</p> <p>Thrive has been shared with staff and governors</p> <p>Thrive resources have been purchased</p> <p>Letters to parents, website resources and information etc have all been created ready to start the programme in September 2017.</p> <p>All pupils have been assessed</p>	<ul style="list-style-type: none"> <li>➤ Training and preparation took longer than planned</li> <li>➤ 10 day training over a year was delayed due to trainers therefore not completed until April 2017</li> <li>➤ Staff will require ongoing support to understand rationale</li> <li>➤ Feedback from governors was it may require a parent workshop to model and explain strategy</li> <li>➤ Allowing sufficient time to plan carefully and screen children was supportive, ensuring it was organised</li> <li>➤ Use of a counsellor within school has enormous impact on raising attainment for PP children and vulnerable families as evidenced in individual case files.</li> </ul> <p>Action</p> <ul style="list-style-type: none"> <li>➤ Parent workshop on Thrive September 2017</li> <li>➤ Continue with Thrive in September 2017 and use data collected at entry and exit to assess impact</li> </ul>	
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<p>Ensure personalised learning programme for every child</p>	<p>Half termly interviews with a member of SLT to review progress/ barriers to learning/impact of interventions and any additional support young person would like. To be shared with parents.</p>	<p>This was completed in first term however it was felt that it was unmanageable and the comments from pupils were all similar. It was agreed to ensure teachers spoke with all children about their learning.</p>	<p>Not completed</p>	
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**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Data collected from a variety of sources:

- Raise online
- In school tracking data
- Completion of tests SATS/Puma maths/Rising Stars Reading and SPaG/Phonics
- Conversations with pupils
- Wishes and feelings
- Intervention data entry and exit
- Conversations with partner agencies i.e. social care/Health/CAMBHS