

1. Summary information					
School	St. John's C. of E. Primary School, Hindley Green				
Academic Year	2019- 20	Total PP budget	£74,180	Date of most recent PP Review	July 19
Total number of pupils	209	Number of pupils eligible for PP	45	Date for next internal review of this strategy	December 19

2. Current attainment at end of Key Stage 2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	50%	52% (66%)
% making expected progress or above in reading	60%	62% (73%)
% making expected progress or above in writing	90%	79% (78%)
% making expected progress or above in maths	70%	66% (79%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Early speech and communication language development.
B.	Reading stamina and comprehension, relating to extracting information and inferring meaning.
C.	Ability to recall and apply basic skills in Maths and Writing.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Mental health needs and anxiety. Maintaining expected levels of punctuality and attendance.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the attendance and punctuality of identified pupils.	Attendance and punctuality continue to be monitored on a weekly basis. TA mentors allocated to identified vulnerable pupils for weekly support sessions.
B.	Increase combined (reading, writing, maths) attainment for identified vulnerable pupils, across all year groups.	The combined attainment of vulnerable pupils will be above the national average of 66%. Combined attainment monitored half termly, following on from baseline assessment. (September 2019)

C.	Increase attainment in reading and maths to be in-line with peers, across all year groups.	Challenging targets met for the attainment of all pupils in reading and maths, across all year groups. PP children to achieve in line with peers across the school. Half-termly monitoring of attainment.
D.	Support identified vulnerable PP children to improve their mental health and reduce anxiety levels, leading to increased attendance, punctuality and attainment.	Sensory room established as quiet refuge for intervention. Breaktime and lunchtime sensory sessions introduced. Additional staff training on supporting children with mental health needs.

5. Planned expenditure

Academic year	2019-20
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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

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?
Increase reading attainment within all year groups.	Introduction of Echo Reading approach within classrooms.	EEF research suggests that upto 6 months progress can be achieved by delivering Oral Instruction and comprehension reading interventions.	SLT member to lead implementation. Regular monitoring through leadership monitoring cycle.	Mrs Platt Ms. Boulton	Half-termly alongside data review.
Increase maths attainment within all year groups.	Implementation of Maths Hub training around Maths Mastery.	Reduced level of attainment at the end of Key Stage 2. Higher level of attainment through Arithmetic compared to Reasoning papers.	SLT member to attend Maths Hub training. Allocated time weekly to support and monitor implementation.	Mrs. Platt	Half-termly alongside data review.
Total budgeted cost					£22,800

ii. 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?
'Close the Gap' to peers for PP children with identified needs.	Provide targeted intervention through Maths Recovery and 'SoundsWrite' interventions. Provide 1 to 1/ small group intervention.	Identified national intervention approaches. Internal data demonstrates progress made by children completing these programs.	Detailed conversations in regard to pupils requiring support. Timetabled slots for intervention. Baseline and final assessment completed. Sessions observed.	Mrs. Pearson- Maths Recovery Mrs. Kay- SoundsWrite Mr. Heatley	Half-termly alongside data review. 6-weekly following intervention.
Increase attainment levels for PP children in Year 6.	1 to 1 mentoring for identified PP children in Year 6.	EEF evidence suggests that 1 to 1 support, provided by a qualified teacher, can increase attainment by 6 months.	SLT member to lead implementation. Regular monitoring through leadership monitoring cycle. Weekly conversations in regards to pupil progress.	Mrs. Hilton Mrs. Platt	Half-termly alongside data review.

					Total budgeted cost	£34,780
iii. Other approaches						
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?	
Increase mental health and reduce anxiety for PP children.	Allocated Learning Mentor support provided by TAs. Nurture/ Sensory room introduced to provide safe space. 1 to 1 nurture support. Behaviour support with planned/ unplanned intervention.	Positive feedback from parents on the level of support provided by school. During trials, 75% of children demonstrated an improvement in attendance. 67% of children achieved age-related, combined attainment in reading, writing and maths.	Weekly learning mentor sessions timetabled. Additional TA training on supporting children's emotional and academic need.	Mr Heatley TAs	6- Weekly programme of review.	
Increase the learning opportunities for PP within school.	Target PP children for participation in sport's events and clubs. Increase learning opportunities for PP children by providing additional activities, such as Robinwood visit. Increase positive attitude and application to school through 'WoW' experiences. Counselling provided for vulnerable PP children.	Challenge empathy towards learning demonstrated by children and parents by increasing positive experiences within school. Greater participation will increase attendance and application towards school work. Opportunities not normally afforded to PP children outside of school, should be provided by school, in the form of visits; and internal and external activities.	Subsidised funding to ensure participation. Events timetabled to allow for organisation and notifying parents. Participation monitored by subject-leads to ensure that correct pupils are targeted. Non-contact time to all subject lead to review.	Mr. Heatley Mr. Edwards Mrs. Lawrence	Half-termly review of participation.	
					Total budgeted cost	£16,600

6. Review of expenditure				
Previous Academic Year		2018-2019		
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
Reduce the Vocabulary Gap for all pupils.	Word of the Day adopted within classrooms. Vocabulary displays to increase word knowledge. Provide SoP sessions on closing the word gap.	90% of PP children achieved ARE at the end of Key Stage 2. 79% of all pupils achieved ARE in writing. This is in line with the national average. Moderated writing demonstrated an increased level of vocabulary. Teacher knowledge, as demonstrated during the Leadership Monitoring Cycle' had clearly improved.	The level of vocabulary understanding and application in writing increased; however there was less evidence to demonstrate that children's understanding of vocabulary during reading and comprehension activities had improved. Approaches to reading and inference when analysing texts should be a key focus for the following year.	£3,000
ii. Targeted support				
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
Reduce the gap in attainment for PP children to ensure increasingly it is in line with peers and that they are working at age-related expectation.	Targeted intervention in relation to Phonics, Maths Recovery, Reading and SoundsWrite. TA targeted support provided in classrooms for identified pupils.	Phonics- Targeted pupils achieved expected standard at the end of Year 2. 50% (2 out of 4) children achieved expected level at the end of Year 1. Year 5- Targeted year group PP achievement in writing in Year 5 is 75%, in line with peers. (74% all) PP achievement in maths in Year 5 is 88%, above peers. (74% all)	Targeted intervention supports identified pupils, especially those who are EAL. Significant progress, especially in reading, has been demonstrated by these pupils. With allocated, timetabled slots for intervention, a greater range of children will benefit from increased support. TAs have completed nationally recognised training in SoundsWrite and Maths Recovery.	£1500 training costs £54,966
iii. Other approaches				
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
Pupil's attainment will increase due to additional emotional need being addressed.	Additional adult support provided to aid identified PP children. Services, such as counselling provided when required.	75% of all pupils identified as requiring nurture support demonstrated an improvement in attendance. 67% achieved combined (r/w/m) age-related expectation. Parental feedback regarding nurture care within school demonstrated the significance of this intervention, highlighting provision as a strength, with significant positive responses. Counselling is regularly agreed as an approach to supporting children with their emotional need.	The impact of nurture support cannot be underestimated. Provision will be increase, with additional TA training provided. This will also incorporate supporting children with learning, as well as nurture needs. Counselling continues to be a significant tool in supporting children with their emotional needs. Waiting lists through the NHS are considerable and by providing this service, we are supporting children as early as possible.	£12,000 £6,000

7. Additional detail

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

Support for vulnerable pupils has led to lower than national average exclusions within school and low levels of inappropriate behaviour demonstrated by the children. Progress by PP children from Year 2 to Year 6 demonstrates increased progress when compared to peers. (For results- May 2019) Reading PP is -1.7 compared to -3.1 for peers. Writing PP is +1.2 compared to -2.1 for peers and Maths PP is -1.7 compared to -2.4 peers.

2018-19 PP children received 50% reduction in trips and residential visits. This equates to approximately £2,000 additional allocated budget.