

Pupil premium strategy statement: St John the Baptist Primary School – Titchfield Common

1. Summary information					
School					
Academic Year	Sept 18	Total PP budget	£57,750	Date of most recent PP Review	Sept 19
Total number of pupils	407	Number of pupils eligible for PP	75	Date for next internal review of this strategy	Feb 19

2. Current attainment		
	<i>Pupils eligible for PP (your school)/PP non SEN</i>	<i>Pupils not eligible for PP (national 2018 comparisons)school 2018</i>
% achieving in reading, writing and maths	60%/ 75%	70% / 77%
% achieving in Reading	67% (15) / 83% (12)	80% 87%
% achieving in Writing	73% / 92% (12)	83% 87%
% achieving in Maths	67% / 83% (12)	81% 95%
% achieving in English grammar, punctuation and spelling	67% / 83% (12)	82% 92%
% making progress in reading	0.87(15) / 1.39(12)	0.31 0.71
% making progress in writing	-1.05(15) / 0.44 (12)	0.24 -0.20
% making progress in maths	-0.05 (15) / 0.59	0.31 2.27

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	We would want to ensure that PP children at the very least maintain their entry grading e.g. mid to mid – high to high and where possible a percentage move from mid to high.
B.	We would want pupil progress in writing and maths to be in line with all other pupils nationally/ in school
C.	There needs to be continued emphasis to ensure that gaps in knowledge and conceptual understanding in maths and sentence structure in writing are addressed throughout the school, especially for mobile pupils. There also needs to be systematic development of children’s vocabulary to enhance comprehension skills and effect on reader when writing. There needs to be keep up catch up programs developing excellence in sentence construction.
External barriers	

D.	Support to mitigate issues caused by mobility, family hardship and circumstances. Support for developing home learning environments, parenting skills and home leaning.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All staff, through pupil progress reviews, have identified children at risk of making limited progress and have ensured strategies and interventions that support high attaining PP children to maintain high standards of achievement and progress. Those assessed as EYFS 3 will progress to achieve mastery with greater depth at KS1 and those children in the higher attaining band at Ks1 will progress through KS2 to achieve mastery with greater depth at the end of KS2.	All high attaining pupil premium children are maintaining mastery at greater depth throughout the school. All mid attaining pupil premium children are at least maintaining ARE throughout the school. All low attaining pupil premium children are making accelerated progress to ARE
B.	For pupil progress to be above average in writing and maths across PP groups.	Target - Standards in reading are high. Attainment is above national at expected and mastery at greater depth for pupil premium and other pupils against national other and progress measures are above average. We would want to see this reflected for maths and writing for PP children.
C.	<p>Any gaps in knowledge and concepts in maths are addressed as the children progress through the school so that all children achieve higher than national at expected and mastery with greater depth including pupil premium groups.</p> <p>There is systematic development of children's vocabulary to support their comprehension skills and writing skills in order PP group to attain as highly as national other and school other.</p> <p>There is systematic quality first teach and keep up/ catch up programs to support children's sentence structure to ensure that writing attainment for PP groups is a least in in line with national other and school other.</p>	Targets – evident in cohort target overviews

D.	Parents are given additional help to understand how they can support their child's learning at home and how the home environment can further support their child's progress. Pastoral support ensures that families feel supported in difficult circumstances and opportunities to develop parenting skills are taken up.	PP pupils whose families have taken up access to pastoral support, home learning guidance and parenting skills are shown to be making progress at least in line with national. Staff clearly understand which children benefit from additional home learning support involving supporting parents and adopt ways to alleviate pastoral concerns and issues.
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5. Planned expenditure

Academic year

2018/19

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 – improving classroom pedagogy – training and resources

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?
1.Ensure that PP children are able to achieve at least as well as others nationally at expected in reading.	CPD through staff meetings on providing challenge for higher attaining pupils and ensuring that weaker domain areas are addressed within group planning.	We want to ensure that pupils in the high attaining band, eligible for PP are making at least the same progress than other higher attaining pupils nationally. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to ensure that barriers are addressed through regular pupil progress reviews, evaluation and adaptation of quality first teach, interventions and home learning support. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit	Use staff meeting and Inset to deliver training. Dedicated time for pupil progress reviews giving high quality time for discussion and next steps Quadrangulation activities observing PP children within class sessions, pupil conferencing and work sampling to further enhance practice. Analysis of attainment by groups in each cohort after each phase (Nov, Feb, June and year end.	English leads Toni Keogh and Harry Dawkins	Feb 2018 Additional time for pupil conferencing
2. Improved progress for pupil premium pupils in maths and writing.	Use of study lessons to ensure excellence in professional dialogue to refine practice for the best progress outcomes. £3240	We want to ensure the very best progress for our PP children in writing and maths.	Senior leadership team to organise, evaluate and review impact.	Senior leaders	Dec 2018

	<p>Continued cluster action research project relating to faster progress for lower attainers.</p> <p>New year 5 teacher attending training with Maths lead to ensure excellence in mathematic teaching</p> <p>£200 + £160</p> <p>Jacqui Clift – teacher advisor undertaking external work scrutiny with maths managers with feedback and support.</p> <p>£900</p> <p>Owen Tromans – teacher advisor undertaking external work scrutiny with Literacy managers with feedback and support</p> <p>£900</p>	<p>We want to ensure that low attaining pupil premium children make faster progress from their starting points and that pupil premium children attain at least in line with others nationally.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Improved dialogue through both staff attending. Teaching school program has been used before at St. Johns with very good impact.</p>	<p>Project group set up by local heads group with feedback of action and findings to heads termly.</p> <p>Observations across Brookfield cluster to share best practice and implement highly effective common approaches.</p> <p>£990</p> <p>Maths lead attending with staff member.</p> <p>Use staff meeting to deliver training. Dedicated time for pupil progress reviews giving high quality time for discussion and next steps</p> <p>Quadrangulation activities observing PP children within class sessions, pupil conferencing and work sampling to further enhance practice.</p> <p>Regular use of pupil conferencing by class teacher also.</p> <p>Analysis of attainment by groups in each cohort after each phase (Nov, Feb, June and year end.</p>	<p>Elaine Merriman Harry Dawkins</p> <p>Kaye Austin</p> <p>Kaye Austin</p> <p>Harry Dawkins Toni Keogh</p>	<p>Dec 2018</p> <p>Dec 2018</p> <p>Dec 2018</p> <p>Dec 2018</p>
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<p>4. To ensure that barriers to learning of our Early Years PP pupils are quickly addressed so that wherever possible our pupil premium children are able to attain GLD at the end of the reception year.</p>	<p>Continue to employ strategies from County 3 day course – Destined for disadvantage which enhances pedagogy within the setting relating to mitigating barriers.</p> <p>To ensure that there is excellent practice in EYFS provision to support children's development of listening and attention, receptive language, expressive language and social communication.</p> <p>Participating in EYEs project to support transition and early years practice of vulnerable children in pre school settings £740</p>	<p>We want to ensure that staff have fully implemented strategies where deficits in early learning experiences can be filled both within the school learning environment and through involvement of the family unit. This cohesive approach ensures that strategies have effect beyond the school day and into their lives at home.</p> <p>We want to ensure that all children are able to develop excellent listening and attention, receptive language expressive language and social communication to provide a secure foundation for their future learning.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Early Years strategies</p> <p>We want to ensure that pre - school provisions are able to train alongside our staff and work for shared outcomes to improve attainment and progress of disadvantaged groups.</p>	<p>Course selected using evidence of effectiveness and follow up support.</p> <p>All Early Years staff cascaded training</p> <p>Early years lead observation of class practice to embed learning.</p> <p>Learning disseminated across the school and outcomes evaluated for further learning opportunities.</p>	<p>Early Years Lead Senco</p>	<p>Dec 2018</p>
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<p>Cost</p>	<p>£7,130</p>
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<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>Review</p>

<p>To ensure that all prior attaining groups of PP pupils progress at least as well as 'others' nationally in reading.</p>	<p>Targeted support. <u>Year 6</u> Teacher- one afternoon per week developing skills related to key reading domains and reading stamina with groups and individuals.</p>	<p>Additional targeted support is effective when targeting weaker areas within comprehension and developing the children's strategies within different domains.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Reading strategies</p>	<p>Moderation of teaching quality by English Lead.</p> <p>Pupil progress review to ensure rigorous support for specific domains.</p> <p>English leads pupil conference.</p>	<p>Mr. Dawkins</p>	<p>Dec 18</p> <p>Cost £2047</p>
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	<p><u>Year 5</u> TA one afternoon per week developing skills related to key reading domains and reading stamina with groups and individuals.</p>	<p>Additional targeted support is effective when targeting weaker areas within comprehension and developing the children's strategies within different domains.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Reading strategies</p>	<p>Moderation of teaching quality by English Lead.</p> <p>Pupil progress review to ensure rigorous support for specific domains and reading stamina with groups and individuals.</p>	<p>Mr. Dawkins Mrs. Hubbard</p>	<p>Dec 2018 Cost £967</p>
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	<p><u>Year 3 and 4</u> Targeted support in reading year 3 and 4. TA 3 afternoons per week developing skills related to key reading domains and reading stamina with groups and individuals.</p>	<p>PP pupils targeted last year made excellent progress. There is an enhanced focus on higher attaining readers.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Reading strategies</p>	<p>Moderation of teaching quality by English Lead.</p> <p>Pupil progress review to ensure rigorous support for specific domains and reading stamina with groups and individuals.</p>	<p>Mrs. Gemmell</p>	<p>Review Dec 2018</p> <p>7/12ths = £2651</p>
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	<p><u>Year 1 and 2</u> Additional reading support, enjoying and discussing books to increase cultural literacy, ensuring children know traditional tales, rhymes and enjoy non fiction. Focus on Key reading domains to improve comprehension skills.</p> <p><u>Year 1 SEN</u> SEN pupils to undertake 5 minute box, additional reading 1:1 and sharing of stories to increase cultural literacy - traditional tales, rhymes and enjoy non fiction.</p> <p>Develop an invited library child/ parent story time.</p>	<p>It is important to ensure that there is not a deficit in cultural literacy or reading skills.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Reading strategies</p>	<p>Moderation of teaching quality by English Lead. Pupil progress review to ensure rigorous support for specific domains and reading stamina with groups and individuals.</p>	<p>Mrs. Childs Mrs. Clifford</p>	<p><u>Review Dec 2018</u></p> <p>Lisa Childs 2 p.m. 7/12ths £1604 Lisa Clifford 2p.m. 7/12ths £1353</p>
Total budgeted cost					<p>£8622 7/12 costs where appropriate</p>

<p>Key Stage 2 To ensure that all pupils make double the rate of progress in their spelling age over four phases to ensure the optimum number of pupils achieve age related expectations in spelling.</p>	<p>Diaphon spelling program and diagnostic spelling activities. Identified children undertaking diaphon spelling scheme in addition to class spelling and learning rules and patterns from diagnostic assessment.</p>	<p>This form of intervention was highly successful last year. Ratio gains were high.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>small group tuition</p>	<p>Team leaders observations of teaching sessions with feedback. Team discussion at pupil progress reviews. Team leaders to oversee the program</p> <p>Alison Russell – 5p.m. 7/12ths = £3307</p>	<p>Mrs. Sale Alison Russell</p>	<p>December 2018 7/12ths = £3307</p>
<p>Year 2/1 To ensure all children including pupil premium achieve age related expectations in spelling.</p>	<p>Identified children using additional precision teaching strategies for tricky words and spelling patterns.</p>	<p>This form of intervention was highly successful last year.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Small group tuition</p>	<p>Team leaders observations of teaching sessions with feedback. Team discussion at pupil progress reviews. Team leaders to oversee the program with support from SENco where appropriate</p> <p>Helen Field 1 hour - £432 7/12ths Lisa Childs 1 hour - £514 7/12ths Lisa Clifford 1 hour - £464 7/12ths</p>	<p>Mrs. Childs Mrs. Bassett Mrs. Keogh</p>	<p>December 2018 Lisa Childs 1 hour - £514 7/12ths Lisa Clifford 1 hour - £464 7/12ths</p>

Total budgeted cost					£4285 7/12ths costs where appropriate
<p><u>Year 6</u> To ensure that PP children who are tracking as close to or below achieve ARE by the end of the year in writing.</p>	<p>X30 HD sessions</p>	<p>Assessment for learning identifying where weak writing domains need addressing. Focussed support for sentence structure.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit small group tuition</p>	<p>Program set up by English lead undertaking work scrutiny and moderation of standards.</p> <p>Discussion of effectiveness of the program throughout with other English lead.</p>	<p>Mr. Dawkins</p>	<p>December 2018 Cost £1575</p>
<p><u>Year 5</u> To ensure PP children close to in writing attain ARE with specific focus of improving sentence construction.</p>	<p>Targeted teacher support x 15 x half hour sessions with NQT observer to develop sentence structure and avoid run on.</p>	<p>Assessment for learning identifying where weak writing domains need addressing. Focussed support for sentence structure.</p>	<p>Discussion of effectiveness of the program throughout with other English lead.</p>	<p>Mr. White</p>	<p><u>December 2018</u> Cost £675</p>
Total budgeted cost					£2250 7/12 costs where appropriate

<p><u>Support in Maths</u></p> <p>Any gaps in knowledge and concepts in maths are addressed as the children progress through the school so that all children achieve higher than national at expected and mastery with greater depth including pupil premium groups.</p>	<p>Year 6 additional part time member of teaching staff (maths specialist) takes 7 hours of small group intervention, half targeted pre teach, develop fluency and to reduce gaps in knowledge, skills and understanding and half to support children capable of working at greater depth. Focussed greater depth group work, supporting the use of higher order thinking skills and applying wide ranging maths knowledge in varied contexts and problems.</p>	<p>This approach proved highly successful with last year's year 6 cohort. (Attainment)</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>small group tuition</p>	<p>Class teacher and maths lead in close liaison with specialist teacher.</p> <p>Moderation by maths lead.</p> <p>Ongoing assessment for learning feeds programme.</p>	<p>Mrs. Nobes Mrs. Austin</p>	<p>December 2018 Margaret Nobes - £4211 7/12ths £2456</p>
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	<p>Year 5 – reducing barriers through closing gaps in skills, knowledge and understanding in maths. Supporting those with low attainment or those not making expected progress. Pupils are given individualised/ group programmes delivered by Teacher SB to enable children to catch up and keep up.</p>	<p>Approach proved highly successful last year – individualised to each child’s need.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>small group tuition</p>	<p>Class teacher and maths lead in close liaison with LSA.</p> <p>Moderation by maths lead.</p> <p>Ongoing assessment for learning feeds programme.</p>	<p>Mrs. Brown Mrs. Austin Mr. Yeates Mrs. McCartney</p>	<p>Dec 2018 Cost £1350</p>
	<p>Year 3 and 4 - reducing barriers through closing gaps in skills, knowledge and understanding in maths. Supporting those with low attainment or those not making expected progress. Pupils are given individualised/ group programmes delivered by LSA to enable children to catch up and keep up.</p>	<p>Approach proved highly successful last year – individualised to each child’s need.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>small group tuition</p>	<p>Class teacher and maths lead in close liaison with LSA.</p> <p>Moderation by maths lead and team leader</p> <p>Ongoing assessment for learning feeds programme.</p>	<p>Mrs. Goldstone Mrs. Tubb Mr. Trickett Mr. White Miss Hobb Mrs. Austin</p>	<p><u>December 2018</u></p> <p>LSA 10.5 hours £4605 7/12ths £2686</p>

<p><u>Year 2</u> Reducing barriers through closing gaps in skills, knowledge and understanding in maths. Supporting those with low attainment or those not making expected progress. Pupils are given individualised/ group programmes delivered by LSA to enable children to catch up and keep up.</p> <p><u>Year 1</u> – special needs support for children within this cohort. 5 minute box activities undertaken 5 times a week – support for home learning.</p>	<p>Approach proved highly successful last year – individualised to each child’s need.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>small group tuition/ individualised instruction</p> <p>Five minute box has proved successful in ensuring the development of basic number skills and supports fluency. Parents will be more confident to understand how to support learning at home, knowing the activities they can do together to help support learning.</p>	<p>Class teacher and maths lead in close liaison with LSA.</p> <p>Moderation by maths lead and team leader</p> <p>Ongoing assessment for learning feeds programme.</p> <p>Class teacher and team leader</p>	<p>Mrs. Keogh Mr. Herring Mrs. Austin</p> <p>Mrs. Childs Mrs. Clifford Mrs. Bagby Mr. Herring</p>	<p><u>December 2018</u></p> <p>LSA costs Lisa Clifford 1p.m. 7/12ths £676 Lisa Childs 1p.m. 7/12ths £737</p>

Total budgeted cost £7905
7/12ths costs where appropriate

iii. Other approaches – supporting whole school strategies

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?
<p>Barriers to learning such as attendance, home support, social and emotional issues are reduced to ensure children are able to access learning to their full potential.</p>	<p>Programs for the pupil or family that reduce barriers to learning. Work with family/agencies and pupil 1:1 supporting parenting, attendance, learning support, social emotional issues, student confidence, growth mind-set.</p>	<p>Support for children’s emotional well being is paramount in order for children to be able to access learning well. Enabling the children to have a growth mind-set which ensures they can persevere in their tasks and overcome barriers is vital to good attainment and progress.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p>	<p>Line management systems Where appropriate Boxhall profiles Ongoing CPD</p>	<p>Honor Hodges – full time homelink worker X32ELSA’s Zoe Grayson Jackie Bradley</p>	<p>Elsa programs 6 weekly Termly reviews of other programs</p> <p>Costs 7/12ths Honor Hodges homelink - £19,082 7/12ths Jackie Bradley KS2 ELSA - £1807 7/12ths Zoe Grayson KS1 ELSA - £3573</p>

		Parental involvement			
AST appointment with dedicated time to support pupil premium development and monitoring	Ensure regular quadrangulation activities relating to pupil premium groups within teams and by English and maths managers. Quadrangulation involving lesson observations, planning and book scrutiny and pupil conferencing to reduce barriers to learning, finding misconceptions and planning to close gaps in knowledge and skills. Half termly progress and attainment meetings to discuss, plan and evaluate interventions for children at risk of not making age related expectations or appropriate progress.	Studies support the use of a pupil premium champion who is able to ensure that the pupil premium strategy is developed and evaluated.	Head teacher line management	Mrs. Sale Mrs. Merriman	Reviewed within governor TLC and FGB meetings as part of the school development plan. Cost Catherine Sale £2642 7/12ths
All pupil premium children have access to Year 6 residential, after school clubs and where possible instrumental lessons.	To ensure equal opportunity for pupil premium pupils.	Such activities provide an enrichment to learning	Homelink worker/ music and PE lead auditing provision Ensure all PP children attend at least one after school club.	Mrs. Hodges Mrs Kirk Mr. Herring	Next review – November 2017 £3000 subsidy for residential Clubs covered through sports premium
Children are fully supported in changing behaviours which are barriers to learning. IBMP's are effective in supporting children with social, emotional, mental difficulties.	Creation of behaviour support co-ordinator to help children to develop language and understanding of growth mind- set and quality IBMP's where needed.	Support for children's emotional well being is paramount in order for children to be able to access learning well. Enabling the children to have a growth mind-set which ensures they can persevere in their tasks and overcome barriers is vital to good attainment and progress. Children are able to understand that there are many different ways to attempt their work and that skills can learnt with effort. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit Behaviour	Line management Catherine Sale – AST Sarah Robinson – SENco Review of children's IBMP's and progress made towards targets Review of Boxhall profiles – where appropriate	Miss Grayson	Continual review by AST, team leaders, class teachers, Senco and behavioural lead in conjunction with parents. 7/12ths one afternoon Zoe Grayson - £660

Total budgeted cost

£30,764

Total spend – September 2017 – April 2017 – £60956