



THE KEYS FEDERATION ACADEMY TRUST
St. John's C. of E. Primary School, Hindley Green



Pupil Premium Grant Allocation – 2018-19

Summary Information for 2018/19	
Total number of pupils at September 2018	209
Total number of pupils eligible for PPG	53
Amount of PPG received per pupil	£1,320
TOTAL AMOUNT OF PPG RECEIVED	£69,960
Total number of LAC pupils	4
Amount of LAC PPG received per pupil	£1,900
Total number of service pupils	1
Amount of PPG received per pupil	£300

Summary of PPG spending 2018/19	
<p>Objectives in spending PPG:</p> <ul style="list-style-type: none"> - Provide additional support to diminish the difference between identified vulnerable groups within our school. - Appropriate and timely provision is made to ensure that all children make good progress and that any barriers to learning are removed. - The attainment and progress of disadvantaged pupils is similar to, or improving, in relation to that of other pupils nationally, locally and within the school. 	
Summary of proposed spending and actions	Budget Allocation from Pupil Premium
<p>Staffing resources to</p> <ul style="list-style-type: none"> - promote self-esteem and resilience, through nurture group and implementation of Kagan teaching strategies. - deliver small group, skills focused sessions. - phonics small group work and targeted support - 1:1 work as required to develop skills and embed these including Sounds Write, Additional Maths support and Communication group. - early support through targeted intervention in EYFS - SMSC will be developed through a culture of facilitating pupil voice and promoting a greater contribution to our school community. 	£69,672
<p>Resources to:</p> <ul style="list-style-type: none"> - develop reading skills and mastery of skills in promoting a love of reading – Bug Club. - develop reading linked to phonics letters and sounds. - develop writing skills and embed these throughout the curriculum and within small intervention groups. - enhance spelling and support use of spelling application in writing. - enhance mastery in all subjects, especially maths. - further support our 'DREAM' curriculum allowing children to showcase their learning. This will foster life-long skills, interests and specialisms for our pupils. - Enhance our digital strategy to support pupils in learning and practising basic skills. 	£3,188
<p>50% funding of all trips for children entitled to free school meals or ever 6 children</p> <p>Funding towards music tuition to develop pupil skills in all subjects. Provide a range of curricular and extra-curricular opportunities.</p>	£5,000

PUPIL PREMIUM STRATEGY – IMPACT STATEMENT
(Review date – July 2019)

All eligible pupils had the opportunity to participate in a range of first-hand experiences which supported their learning, widened their knowledge and removed barriers to learning.

	17/18 Outcomes	Impact Measure of 18/19 PPG
Reception	<p>Initial baseline showed that 0% of children in Reading, 3% in Writing and 13% in Maths, were school ready.</p> <p>0% of eligible children achieved a Good Level of Development (based on 3 children) Each of the qualifying children had complex needs, with two children having an EHC plan in place.</p> <p>72% of all children achieved a Good Level of Development</p>	<p>The proportion of eligible Pupil Premium children to achieve ARE targeted at 50%.</p>
End of Key Stage 1	<p><u>Year 1 Phonic test</u> 83% of eligible children met the required standard, based on 6 children. This equates to 1 child not meeting the standard.</p> <p>89% of all children met the required standard</p> <p><u>Year 2 Attainment (8 out of 29 pupils were eligible)</u></p> <p>50% of eligible children achieved the expected standard in reading. 83% of all pupils achieved the expected standard in reading.</p> <p>50% of eligible children achieved the expected standard in writing. 80% of all pupils achieved the expected standard in writing.</p> <p>63% of eligible children achieved the expected standard in maths. 87% of all pupils achieved the expected standard in maths.</p> <p><i>Where the % figures of eligible children are significantly below non-eligible children, other factors may be evident in our inclusive school.</i></p>	<p><u>Year 1 Phonic test</u> Ensure that pupil premium children achieve the expected standard in phonics or receive appropriate intervention to maximise their attainment.</p> <p><u>2018/19 (5 out of 30 pupils eligible)</u></p> <p>Raise the proportion of eligible pupils achieving the expected standard by 10% in reading.</p> <p>Raise the proportion of eligible pupils achieving the expected standard by 10% in writing.</p> <p>The proportion of eligible pupils to achieve ARE is targeted at 60% in maths.</p>

	17/18 Outcomes	Impact Measure of 18/19 PPG
End of Key Stage 2	<p><u>Attainment (6 out of 19 children were eligible)</u></p> <p>Out of the whole Y6 cohort of 19 children, 58% achieved the expected standard in Reading, Writing and Maths.</p> <p>50% of the eligible children met the expected standard in Reading, Writing and Maths.</p> <p>67% of the eligible children met the expected standard in Reading.</p> <p>74% of all children met the national standard in Reading.</p> <p>83% of the eligible children met the national standard in Writing.</p> <p>84% of all children met the national standard in Writing.</p> <p>83% of the eligible children met the national standard in Maths.</p> <p>84% of all children met the national standard in Maths.</p> <p>83% of the eligible children met the national standard in Grammar, Punctuation and Spelling.</p> <p>89% of all children met the national standard in Grammar, Punctuation and Spelling.</p>	<p>Pupil Premium children to make more progress than non-eligible children in Reading, Writing and Maths by 10% and accelerate progress for PPG pupils at Key Stage 2 including the more able pupil premium.</p> <p>Accelerate attainment in Reading to be in-line with peers and at least in-line with national average.</p> <p>N.B- 2018-19 there are 13 Pupil Premium children in Year 6, so increments of 8% should be recorded.</p>
Attendance	<p>Attendance for eligible children from Reception to Year 6 on school roll at year end 2017-18 was 93.8%.</p> <p>Attendance for non-eligible children from Reception to Year 6 on school roll at year end 2017-18 was 94.8%</p>	<p>Attendance for children identified as eligible to increase by 1% to close the gap. This will be monitored closely by the Learning Mentor throughout the year with termly updates submitted to the Directors' Quality Assurance & Standards Committee.</p>
Behaviour	<p>Behaviour rewards and Staff monitoring behaviour improved children's readiness to learn.</p>	<p>Reduce the number of behavioural incidents for eligible children and improve readiness to learn. This will be monitored closely by the Learning Mentor.</p>
Nurture and raising self esteem	<p>Regular nurture sessions increased children's ability to access the curriculum and learning mentor supported with individual and group interaction. Targeted support for disadvantaged pupils, especially those a range of complex behavioural and learning needs.</p>	<p>Accelerate progress and close the gap.</p>

Individual and small group tuition in English	Children identified received specific interventions and support in English to increase outcomes. This included reading comprehension support and writing support through 'Sounds Write'.	Accelerate progress in spelling, reading and accuracy in English including more able pupil premium.
Individual and small group tuition in Maths	Children identified received specific interventions and support in Maths to increase outcomes and address gaps in mathematical understanding. Year 6 disadvantaged pupils received Accelerated Maths support, which also included TA training.	Accelerate progress in maths to raise and close the gap in attainment including more able pupil premium. This allowed for the programme to be run through 2018-19, offering succession planning.
First hand experiences	Supported learning and widened knowledge whilst building firm foundations and a whole education entitlement for all. Developed confidence and a sense of belonging, co-operation as part of a team, problem solving skills and independence. Develop skills and knowledge throughout our DREAM curriculum.	Accelerate progress for pupil premium children at Key Stage 2 including the more able pupil premium.
Eco Club	Meet individual needs of pupils who require additional support with behaviour and/or self-esteem. Development of our school grounds to allow for nurture activities and the development of life-long skills, such as growing and eating our own produce.	Accelerate progress for pupil premium children across the school including the more able pupil premium.

BARRIERS TO LEARNING

Barrier	Code 1 B2L Removable Barriers 1 point	Code 2 B2L Challenging Barriers 5 points	Code 3 B2L Seriously Challenging Barriers - 10 points
Entry to School	KS1 KS2	Significantly below ARE on entry to EY	Significantly below ARE on entry to school KS1/KS2
LAC			Foster Care
Behaviour		Medical condition identified (ADHD ASD) Behaviour Support involved either through school or externally/family Family involved with a number of other agencies including SS, Behaviour Support, CP issues	Diagnosed behaviour condition (ADHD ASD) that leads to EHCP.
Medical condition	Undiagnosed medical condition Early Help in place	Diagnosed medical condition that impacts upon attendance	Diagnosed medical condition that leads to EHCP
Mental Health, Emotional and/or Social Difficulties (MESD)	Queries such as: Coming without breakfast No coat Ill-fitting clothes Unkempt Basic hygiene not in place No glasses Inappropriate footwear No PE kit No homework No reading book Not wanting to go home	The following addressed by meetings, phone calls, visits to home: Shortfall in parenting, Home conditions Influence of domestic violence Alcohol Drugs Sexual exploitation Children of offenders Debt Specific needs identified by relevant professional body, i.e. CAMHS Social care Health Death of parent/life limiting condition of parent Police	Safeguarding plan resulting from: Emotional, physical, sexual, neglect Severe diagnosed non-reversible condition
SEND	Academic Intervention	Additional in school support and referral to EP	EHCP
Social Dep (FSM)	No other factors		Other factors
Mobility	1 school	2+ schools	
Child Protection (CP)	Early Help	Query Meeting involving other agencies, i.e. Social Services, Medical professional, Police	Proven Emotional, physical, sexual, neglect Child Protection Plan

Barrier	Code 1 B2L Removable Barriers 1 point	Code 2 B2L Challenging Barriers 5 points	Code 3 B2L Seriously Challenging Barriers - 10 points
Attendance	-90% Current academic year and prior attendance issues	-85% Current academic year and prior attendance issues	
Punctuality	Up to 19 lates per year (divide by 3 for term) Current academic year and prior punctuality issues	20-39 lates per year (divide by 3 for term) Current academic year and prior punctuality issues	40+ lates per year (divide by 3 for term) Current academic year and prior punctuality issues
EAL/GRT	Limited English admission prior to Year 3	Limited English Admission from ACIS	INA – no English UKS2
Language Development	Below Low (Renfrew Lang Scale)	Well Below Very Low (Renfrew Lang Scale)	Significantly (Well Well) Below Delayed (Renfrew Lang Scale)
Non-verbal reasoning	76-85 Below Average (EP assessments)	66-75 Borderline (EP assessments)	<66 Extremely low (EP assessments)