

Pupil Premium strategy / self-evaluation

1. Summary information					
School	St John Baptist C of E Primary School, Findon				
Academic Year	2019-20	Total PP budget	£31,083	Date of most recent PP Review	Oct 19
Total number of pupils	136	Number of pupils eligible for PP	16	Date for next internal review of this strategy	Jan 20

2. Current attainment		
	<i>Pupils eligible for PP (Whole school)2019</i>	<i>Pupils not eligible for PP (national average) 2018 (KS2)</i>
% achieving expected standard or above in reading, writing & maths	33	70
% making expected progress in reading (as measured in the school)	87	85
% making expected progress in writing (as measured in the school)	93	80
% making expected progress in mathematics (as measured in the school)	87	92

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Specific issues around reading, in particular developing fluency.
B.	Improve spelling and use of wider vocabulary accurately.
C.	Challenge to reach Greater Depth in RWM.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Social, emotional challenges for our most vulnerable children.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Reading data improves for PP children at the expected rate.	Good progress evident in data.
B.	Writing for PP children at expected rises.	Good progress evident.
C.	Greater Depth achieved by targeted children.	Shows accelerated progress.

5. Review of expenditure				
Previous Academic Year		2018 – 2019 Review		
i. Quality of teaching for all				
Action	Intended outcome	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
1:1 teacher funded	Raised results in KS2.	RWM for PP in KS2 = 50% 2 out of 4 children. 25% attained GD in RWM	Good support. Costs may limit this intervention next year.	2,861
1. TA class support 2. Teacher time to track PP provision and impact	Good progress for PP children	See summary of data and review of provision map. Although attainment impacted by 50% of PP being on the SEN register.	Impact evident and will continue next year.	22,012 1,749
ii. Targeted support				
Action	Intended outcome	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
Learning Mentor	Social emotional support	Feedback from children and parents positive. Reports given to Pastoral Committee.	High quality input. Supporting children and parents when they need it. Funding to continue	Included in TA support
Play Therapy Ed Psychologist oversight for Learning Mentor	Social emotional support	Play Therapy reports reviewed by Governors shows improvement and feedback from pupils, staff and parents supports this	Reports and feedback from pupils and parents show positive impact and so effective use of funding. Funding to continue.	2,184 300

iii. Other approaches				
Action	Intended outcome	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
Resources for PP children	Engagement and improvement	PP children felt engaged and part of the community.	Important part of inclusive practice	1,776

6. Planned expenditure

Academic year **2019 – 2020 Plan**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teaching Assistant support with range of interventions including Speech and language, Precision training, Phonics support, ILPs	To raise attainment in Maths and English	Analysis of need looking at school Provision Map and Pupil premium data tracker.	Pupil progress meetings between SLT and teachers as well as teachers and TAs.	RY	Termly. Final review Autumn 2020 after data collated.

1. 1:1 teacher funded support Feb to May 2. Teacher time to track PP provision and impact	Raised results in KS2.	Accelerated progress for identified pupils	Progress tracked on school systems	RY/JC	Termly
Total budgeted cost					£24,800
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Learning mentor	Remove barriers to learning and support families.	Valued and effectively support over previous year.	Regular reports, updates and meetings tracking developments.	RY	Termly
Play therapy	Specific emotional support	Nationally and locally recognised as having impact.	Regular reports, updates and meetings tracking developments.	RY/VP	Termly
Total budgeted cost					£4,924
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Resources for PP children	Ensure PP children have equality of choice.	Inclusion vital part of school's role.	Regular monitoring by Bursar and HT.	RY/SJ	July 2020
Support for attendance on trips	Ensure all children who wish to attend go to trips	Previous visits very popular. Important to build bonds with all children.	Regular monitoring by Bursar and HT.	RY/SJ	July 2020
Total budgeted cost					£1,000