

St. John's C of E Primary School, Gosport

Pupil Premium Strategy Statement 2019 – 2020

| I. Summary Information | | | | | |
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| School | St. John's C of E Primary School Gosport | | | | |
| Academic Year | 2019 - 2020 | Total PP Budget | (£119,720) £113,520 | Date of most recent PP review | |
| Total Number of Pupils | 379 | Number of pupils eligible for PP | 138 | Date for next internal review of this strategy | October 2019 |
| Number of FSM | 91 | Number of LAC | 6 | Number of Ever6 | 89 |
| Number of Service | 22 | Number of SGO | | | |
| <p>We have high aspirations and ambitions for our children at St John's C of E Primary School and we believe that there are no limits to what our children can achieve and that no child should be left behind. We strongly believe that it is not about where you come from but your passion and trust for knowledge and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. The Pupil Premium Grant represent a significant amount of funding and we are committed to ensuring it is spent to maximum effect.</p> <p>We believe that one of the greatest barriers for children can be poverty of expectation and therefore we strive to create a climate that does not limit a child's potential in any way. Our school Christian values 'Love, Courage and Respect' alongside our school motto 'Learn, Love, Fly' reflects our high expectations of the whole school community.</p> <p>Our population</p> <p>The school is located in an area of high social deprivation and we have a third of children eligible for pupil premium, which bring some complex challenges. However, staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their potential. There is no 'one size fits all' and therefore we identify individual barriers in order to provide personalised, targeted support so that our children can progress.</p> | | | | | |

2. School Profile

School Profile of Disadvantaged Pupils in Key Stage 1 and 2 2019 – 2020 financial year

| | | Profile of PP children | | | | | | | | | | | | | | |
|------------------------------|--------|--|---|---|---|--|---|---|---|---|--|---|---|--|---|---|
| | | Number and % of disadvantaged pupils eligible for PP | | Number and % of pupils on SEND register | | Number and % of disadvantaged pupils who are also SEND | | Lower Attaining Pupils from EYFS or KSI | | | Middle Attaining Pupils from EYFS or KSI | | | Higher Attaining Pupils from EYFS or KSI | | |
| Year Group | Cohort | Number | % | Number | % | Number | % | R | W | M | R | W | M | R | W | M |
| EYFS | | | | | | | | | | | | | | | | |
| Year 1 | | | | | | | | | | | | | | | | |
| Year 2 | | | | | | | | | | | | | | | | |
| Year 3 | | | | | | | | | | | | | | | | |
| Year 4 | | | | | | | | | | | | | | | | |
| Year 5 | | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | | | | | | | | | |
| Total and % of school | | | | | | | | | | | | | | | | |

| Attainment KS2 (2018 - 2019) Disadvantaged Pupils | | | | | |
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| Percentage reaching expected standard | PP Outcomes | Non-PP Outcomes | Gap | National Disadvantaged | National Non-PP Outcomes |
| Reading, Writing & Mathematics combined | | | | | |
| Reading | | | | | |
| Writing | | | | | |
| Mathematics | | | | | |

| 3. Pupil Premium Review Team | |
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| Team member | Role |
| Carolyn Wilkinson Deputy Headteacher Inclusion Lead | To advise the Headteacher on the allocation of Pupil Premium funding based on data analysis and evaluating the impact of previous spend. To advise the Pupil Premium Governor throughout the year, following the data drops. To ensure that all disadvantaged children make good progress from their starting points, that they stay on track to achieve their projected targets and that teachers are held to account for the quality first teaching of all disadvantaged children. |
| Barry Rowswell Chair of Governors Pupil Premium Governor | To hold the Pupil Premium leader and School Business Manager to account over the distribution of funds for Pupil Premium children. To meet regularly with the Pupil Premium leader and School Business Manager to discuss the progress of the strategic plan. |
| Jill Murton School Business Manager | To advise on the allocation of funding and the review of spending throughout the financial year. To present review of the financial situation for PPG to Chair of Governors and F&P. |
| Review dates for the academic year | TBC |

| 4. Barrier to future attainment for Pupil Premium children | |
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| <p>In school</p> <p>Areas to be addressed by school such as:</p> <ul style="list-style-type: none"> • poor language skills • poor parental engagement. • High % of PP are also on the SEND register • High number of these children have SEMH need | <ul style="list-style-type: none"> • Low attainment upon entry to school particularly in CLL • Poor communication skills and poverty of vocabulary • Low levels of resilience and self-belief due to poor social and emotional skills |
| <p>External</p> <p>Areas which require action from outside the school such as:</p> <ul style="list-style-type: none"> • poor and persistent absence • low aspirations • turbulence caused by high number of school moves • wide range of social and emotional experiences | <ul style="list-style-type: none"> • High levels of socio economic deprivation and social care needs • Lower than average attendance for PP group • Low level of aspiration and history of poor educational outcome |

| 5. Desired outcomes for Pupil Premium children at St John's | Success Criteria |
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| <ul style="list-style-type: none"> • Children to attend school on time, regularly and in line with the national averages for all children. • Children to make better than expected progress in reading, writing and mathematics to diminish the difference of their non-disadvantaged peers both locally and nationally. • Levels of engagement and participation of pupil premium children will be maintained across the school. • Pupils well-being is supported effectively to ensure they are ready for learning and develop a passions for learning. • Pupils develop stamina and independence to achieve personal targets and are well prepared for success in later life. • High quality curriculum initiatives are targeted to address poverty of vocabulary. • Parents and carers are encouraged to play an active role in their child's education. • Children and families believe they can do well in the future. • All pupils are in receipt of good or better teaching | <ul style="list-style-type: none"> • Attendance of Pupil Premium children is in line with National <96% • The % of children achieving at or above age related expectation is in line with non-pupil premium children. • Rates of progress are at or above expected (average rates of progress at 6.0+) • Pupils are engaged and increasingly participating in after school activities. • Where appropriate, PP children are prioritised at cultural, sporting and other external activities. • Aspirations of PP children for later life are evident. • Quality first teaching and targeted interventions ensure gaps are addressed and % of children achieving at or above ARE increases. • Number of parents/carers attending events increases. • Classrooms, quality of teaching and evidence in books demonstrate high quality language acquisition as a priority. |

| Planned expenditure | | | | | |
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| Academic year | | 2019 – 2020 | | Link to School Improvement Plan | |
| 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 rational for this choice? | How will you ensure that it is implemented well? | Staff lead | When will you review implementation? |
| <p>All children are in receipt of good or better quality of teaching which contributes to improved pupil outcomes.</p> <p>Points of all year groups is at or above expected.</p> | <p>Continued CPD for staff via PDM.</p> <p>External CPD opportunities linked to SIP.</p> <p>Coaching from experienced members of staff, identified through PM.</p> | <p>Research evidence highlights good or better teaching impacts significantly on pupil outcomes.</p> <p>All children have the right ot a broad and balanced education.</p> <p>Progress for PP children is below expected in all year groups, except Y , especially in writing.</p> | <p>Through:</p> <ul style="list-style-type: none"> - Planned PDM throughout the year - Performance Management - Scheduled monitoring including lesson observations, book sampling etc by SLT and LLP | <p>HT</p> <p>SLT</p> | |
| <p>Early speech and language intervention to narrow vocabulary gap on entry to school.</p> | <p>Develop Speech & Language provision across the school.</p> <p>Children taught in smaller groups.</p> <p>Explore purchase of School Radio Station</p> | <p>Research shows that up to 50% of children from socially deprived areas start school with language skills below age expectations. If children continue to have language difficulties over the age of 5, research shows that this will have a significant impact on their ongoing access to the curriculum. To overcome this a sustained approach is required across the key stages.</p> | <p>All pupils screened on entry for S and L deficit.</p> <p>Three levels of Speech & language support overseen by the S& L Therapist and Inclusion LSA:</p> <ul style="list-style-type: none"> - Universal level (strategies for whole school) - Targeted caseload jointly managed by SALT, and S&L LSA - Specialist caseload of complex children who need regular therapy with SLT <p>Use of Language for Thinking (Heathfield)</p> | <p>Inclusion lead</p> <p>Inclusion LSA</p> <p>Staff</p> <p>English Lead</p> <p>SLT</p> | <p>March 2020</p> |

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| <p>Reduce gaps present in Reading, Writing and Maths between PP and non-PP throughout the School.</p> | <p>New system of feedback</p> | <p>Providing high-quality feedback to pupils is integral to effective teaching. The EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. This year teachers will focus on providing high-quality, relevant and tailored verbal feedback to pupils in the lesson itself and in subsequent lessons by adapting their planning to meet the needs of pupils by addressing misconceptions quickly and challenging pupils effectively.</p> | <p>Initial trail with Y2 and Y6 then through CPD delivered in Autumn 2019. Then by further reflecting on and reviewing the new system throughout the year in collaboration with teaching staff. By focusing on pupil progress that is evident in books as a result of the new system.</p> | <p>SLT Gemma Havey Fran Hooper</p> | <p>End of academic year 2019 - 2020</p> |
| <p>Reduce gaps present in Reading, Writing and Maths between PP and non-PP throughout the School.</p> | <p>Develop and refine the role of TAs in the classroom when supporting pupils' learning</p> | <p>Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits.*</p> | <p>A CPD project for TAs and teachers will focus on examining the role of TAs in building independence in our learners. We will utilise peer and self-observation to scrutinise this fully and build a clear set of expectations for the role of the TA in supporting learning and particularly for developing independence in our pupils.</p> | <p>CW (link to NASENCO award work)</p> | |
| <p>Reduce gaps present in Reading, Writing and Maths between PP and non-PP throughout the School.</p> | <p>Continued teaching and promotion of the principles of Growth Mindset</p> | <p>'Character' is increasingly considered to be important in determining academic and employment outcomes, and there is growing attention from policymakers on how character can be developed in</p> | <p>This will be evident in the observations of teachers and through pupil voice surveys towards the end of the academic year.</p> | <p>SLT</p> | <p>End of academic year 2019 - 2020</p> |

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| | | children and young people. Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils.* | | | |
| PP children with no SEND perform closer in line with their peers in reading, maths and GPS at the end of KS2 | Additional provision provided by HT/DHT for Year 6 groups. Easter support for children before SATS Explore the idea of a monthly Saturday morning school. | As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 month's additional progress for pupils, on average.* | Groups to be organised at the outset of the academic year so that our PP children are prioritised in terms of their placing which will be done according to their learning needs. This will be reviewed throughout the year if movement between groups is required. | Y6 teachers HT DHT | Throughout the academic year 2019-2020 |
| An increased number of PP children attain in line with their peers , particularly by the end of KS2. | HSLW and Behaviour Support worker to work with named children and families supporting reading, writing and maths. | PP children often need an additional confidence boost and encouragement. Parents are not always aware of the attainment gap and need ways and encouragement to support their children. | HSLW and Behaviour Support Worker to champion PP children learning and encourage more parental engagement through family 'tea and learning' workshop | HSLW Behaviour Support | Continuous |
| Teaching of reading to be systematic and high quality. PP children will not only attain in line with peers nationally but develop a love of | English lead to arrange training and intervention across school. Children are targeted from PPM | Reading provides invaluable life skills. Reading helps children increase their vocabulary. | LSAs will read daily with children in early years and Year 1 particularly disadvantaged children. Structured comprehension teaching to be monitored by English Lead. | English lead and English shadow | End of academic year 2019-2020 |

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| reading and books. PP children will have increased levels of reading comprehension. | | | | | |
| Quality teaching for all budget cost | | | | | £60,000 |

| ii. Targeted academic support | | | | | |
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| 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 |
| Gaps narrowed for PP children in Reading, Writing and Maths. | Individualised and targeted support for pupils who are on the cusp of expected. | Well-targeted and incisive interventions / support will focus on the PP pupils who are on the verge of expected. Year leaders and teachers will identify these children through data analysis and by using evidence of pupil attainment and progress that they see in lessons and in books. These pupils will be given appropriate additional support to accelerate their progress and bring them to the expected level for their year group. | By communicating with phase leaders and teachers about the current barriers for learning. Any necessary guidance for the identification of pupils and how to support them will be offered by SLT to teachers. Data analysis at each data drop will monitor the effectiveness of this support. In Reception, the EY lead will be monitoring the impact of the interventions against small-step criteria on a weekly basis and will make changes as required. | CW (IL) FH GH AN | Pupil Progress Meetings Meetings with PP governor and HT Review by SLT At each data drop End of academic year 2019-2020 |
| Gaps narrowed for PP children in phonics | Phonics interventions and catch up sessions | The importance of phonics in the Early Years and KSI curriculum is very well documented. Our Year 1 team will ensure they track the progress of pupils in the build-up to the phonics screening. | For those pupils who are behind year group expectations there will be interventions available where necessary. There is also a daily phonics catch-up session which identifies pupils who have not grasped that day's sound and follows up quickly to help ensure pupils do not fall behind the peers. | FH ACC/ TW KH | June 2020 |
| Gap reduced for PP children in reading Y2,3,4 | Daily reading with an adult | We appreciate that some of our pupils are behind their peers in terms of their reading | Pupils in need of daily reading with an adult are identified by Y1 teachers. The daily sessions are recorded on a consistent format so that | GH Class teachers | End of each term |

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| | | progress and need regular opportunities to read to an adult so that their progress can be tracked accurately. | progress can be clearly tracked. (10 week targeted intervention) | | |
| Gap narrowed between PP and non-PP in Reading, Writing and Mathematics | Interventions to support good progress reviewed and evaluated for effectiveness. | Staff collect, analyse and use data to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions. | The assessment cycle, which takes place four times a year, has been reviewed and refined at the end of the year to ensure that teachers and phase leaders can easily identify pupils struggling to meet their targets and put support in place accordingly. | CW SLT | Review at every data drop |
| Communication and engagement between the school and PP parents continues to improve | Review of attendance data | We need to ensure this is maintained in order for our PP pupils to access the quality first teaching and targeted support we have in place. We have noticed a correlation between persistent absence and PP children, | Daily procedures in place between the school office and the HSLW to ensure that PP children, particularly those who are persistent absentees, are picked up rapidly – parents contacted immediately. Weekly review meeting between Inclusion Lead/HT and HSLW. Any direct pastoral support or link building that needs to occur can follow directly from this. (see SIP and Attendance plan) The performance management of our HSLW will focus on clear targets which relate to improved attendance for PP children. | HT/DHT HSLW | Continuous |
| Intensive Speech, Language and Communication programs for PP children, which enables gaps in skills to be rapidly addressed. | There are three levels of Speech & Language support in the school overseen by the Inclusion LSA who has a specialism in this area: Universal level (strategies for whole school) Targeted caseload, jointly managed by SALT and | Research shows that up to 50% of children from socially deprived areas start school with language skills below age expectations. If children continue to have language difficulties over the age of 5 research shows that this will have a significant impact on their ongoing access to the curriculum. | Through PPA meetings, SEN support meetings and Pupil Progress, SLC difficulties can identified and targeted with appropriate interventions. Children will be referred to the NHS SALT, with agreement from parents . | SR –Inclusion LSA | End of each term |

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| | <p>LSA</p> <p>Specialist caseload of complex children who need regular therapy with SALT</p> <p>All YR children to be screened on entry for S&L difficulties.</p> <p>All YR children to be DEST tested in Summer term.</p> <p>Nursery Narrative in YR</p> <p>Target children who attend weekly 'Stay and Play' group.</p> | <p>In response to this the school has a sustained approach to overcoming learning barriers in S&L.</p> <p>This will help develop vocabulary which in turn, should open the doors for accessibility into the wider curriculum.</p> | | | |
| Targeted support budget cost | | | | | £10,000 |

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| iii. Other wider approaches and strategies | | | | | |
| Increased extra-curricular activities offered to improve levels of engagement and participation for Pupil Premium children | Extra-curricular opportunities provided. | Extra-curricular activities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs, these children are more likely | PP children are offered places as a priority in extra-curricular activities. Analysis of club attendance should show wide engagement from PP children. | CW SLT | Termly |

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| | | embrace the whole school environment which could have a positive influence on their academic learning. | | | |
| Pupils develop stamina and independence to achieve personal targets and are well prepared for success in later life. | Sporting and musical opportunities | The school offers many opportunities for children to participate in sporting and musical events. Music, adventure activity and sports skills can form the foundation of life-long interests, as well as address the health and obesity agendas in our society. We believe that these activities enrich the lives of these children and develop their self-esteem across a range of areas. | The school and teachers to communicate effectively with parents to identify where trip subsidies are available. The usage of our funding in this way is carefully tracked and recorded on a pupil-by-pupil basis. | LS CW SLT Governors | FGB Agenda |
| Pupils well-being is supported effectively to ensure they are ready for learning and develop a passions for learning. | Subsidising of school trips | Some of our school trips are funded using the Pupil Premium grant, including year 5 and 6 residential visits for some children. School trips can make a major contribution to the acquisition of knowledge and development of skills. Studies of the natural and man-made world, the present and past, science and arts, language and music can all be enhanced outside the classroom. | The school and teachers to communicate effectively with parents to identify where trip subsidies are available. The usage of our funding in this way is carefully tracked and recorded on a pupil-by-pupil basis. | LS CW SLT Governors | FGB agenda |
| Communication and engagement between the school and PP parents continues to improve | More robust information to parents and children. | We understand the importance of our parents feeling empowered and engaged in their child's education. We aim to build strong relationships with all our parents but particularly | This year we will be offering two additional meetings with our PP parents so that over the course of the year they will see their child's teacher formally on four occasions. During these meetings, class teachers will record barriers to learning which are discussed and support put in place as a result. | | |

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| | | those of our PP children and this year we will develop this further | | | |
| All PP children are properly equipped for school. | To further encourage parents of PP children to support their child and engage with the school, we will be introducing a new initiative which offers parents a free school jumper or cardigan on completion of PP registration forms. | Letters and leaflets to be sent to all PP parents explaining the new initiative and what the PPG is. Class teachers to meet with parents in September to discuss and complete the form, if not already completed. Children without adequate footwear will be provided for. | IL Inclusion Team HSLW | December 2019 | |
| Ensuring all parents partake in consultations | Being able to provide updates on progress and targets for all pupils is an essential aspect of engaging parents and improving pupil performance. When the school misses out on these opportunities, it impairs our objectives to engage with and communicate successfully with all parents. | Remind teachers before and after each parent consultation that they should contact any parents who did not make or missed appointments. | SLT | At each Parents' Evening | |
| Breakfast Club | By offering before school clubs, it enables the school to broaden its contact with certain families, particularly where attendance is an issue. We can ensure that these pupils have a calm and appropriate start to the day allowing them to achieve well in their learning. | Breakfast Club to be targeted for PP families. | CW SR | Termly | |
| Lunch Club | The school offers alternative activities at lunch times, particularly aimed at children who find the lunch time challenging due to behavioural, | Lunch Club and IT club to target PP children | HSLW | On-going | |

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| | | social and emotional issues. | | | |
| | Role of the HSLW is focused on our disadvantaged pupils and families. | Parental involvement is consistently associated with pupils' success at school.* | The performance management of our HSLW will focus on clear targets which relate to parental involvement and engagement with the school. | Carolyn Wilkinson | End of academic year 2019-2020 |
| Other support budget cost | | | | | £49,340 |
| Total | | | | | £119,340 |

*According to evidence of effectiveness in the EEF Teaching and Learning Toolkit

Service Premium Statement 2019-2020

Number of Service Children: 15 x £300 = £4500

| Action | Time/Cost | Projected Impact/Evaluation |
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| Forces Club Coordinator & Mentor Non-class based emotional and practical support for pupils with families serving in the Forces. | 1 hour per week for 39 weeks: £8.12 x 39 = £317 On costs = £65 | Instant response for vulnerable pupils. Support and guidance for pupils and families. Delivery of social and emotional programmes for pupils. |
| Forces Club Programme/timetable of activities and fun events for the pupils to experience together every week | £500 | Allow pupils to spend time together and form friendships with other service children. |
| Remembrance Garden Linking with school ethos values and learning behaviours – love, courage and friendship. | £300 | Service pupils to create a remembrance garden to act as a location for reflection and remembrance of their family members deployed and those not at home. Encourage pupil wellbeing and enhance pupil's emotional support. |
| Enrichment Fund Additional opportunities to experience life beyond the school and home. Aim for two trips per year or visitors to school e.g. Monkey Bizness, Cinema, illustrator or author visit, sporting events. Will include minibus hire | £500 | Evidence of visits in School Media Book and Forces Display Board. See pupil's wish lists. Pupils may not get to experience these activities due to parents being away. |
| Annual Forces Day Either celebrate Armed Forces Day or Help for Heroes Day – utilising the Hero Kids initiative | £250 | Pupils learning to support others and being 'a force for good'. Helping others whose lives have been affected whilst serving in the Armed Forces. Pupils will feel empowered and see a positive impact to their community and society. |
| Learning Leader time To support workload of class teacher in tracking pupils progress and provision/priority needs | 1 hour per week focusing on service children £17.53 x 39 = £684 | To support class teachers with teaching to ensure service children working below expectations or making poor progress get increased adult input, support and challenge. Delivery of interventions to reduce gaps in learning. |
| Inclusion Leader time To support workload of class teacher in tracking pupils progress and provision/priority needs | 1 hour per week focusing on service children £17.53 x 39 = £684 | Non-teaching role avoids disruption of children and better oversight of SEND through school and liaison with professionals. |
| TOTAL: | £3300 | |