



Saint John's Church School – Pupil Premium Impact Statement for 2016-17

Outcomes 2016/2017

	Cohort	KEY STAGE 1																	
		GLD		No. of PP in Yr1 cohort	PHONICS		No. of PP in Yr2 cohort	READING				WRITING (TA)				MATHS			
		No. of children @GLD or above	% GLD or above		No. of children @Standard or above	% @ Standard or above		No. of children @ARE or above	% ARE or above	No. of children @GD	% GD	No. of children @ARE or above	% ARE or above	No. of children @GD	% GD	No. of children @ARE or above	% ARE or above	No. of children @GD	% GD
MAT Average	102	62	61	119	81	79	97	60	59	19	19	51	50	11	11	58	57	9	9
National 2017																			
North Somerset Hub	50	31	62	59	41	82	44	29	58	11	22	24	48	6	12	28	56	3	6
South Somerset Hub	6	4	67	6	4	67	5	2	33	1	17	1	17	1	17	3	50	2	33
St Georges	6	4	67	9	7	78	3	2	67	1	33	2	67	0	0	2	67	0	0
St John the Evangelist	3	3	100	4	2	50	5	4	80	2	40	3	60	0	0	3	60	0	0

	No. of PP in Yr6 cohort	KEY STAGE 2																R+W+M combined	
		SPAG				READING				WRITING				MATHS				No. of children @ARE or above	% ARE or above
		No. of children @ARE or above	% ARE or above	No. of children @GD	% GD or above	No. of children @ARE or above	% ARE or above	No. of children @GD	% GD or above	No. of children @ARE or above	% ARE or above	No. of children @GD	% GD or above	No. of children @ARE or above	% ARE or above				
MAT Average	147	91	62	27	18	96	65	17	12	95	65	21	14	85	58	13	9	64	44
National 2017																			
North Somerset Hub	78	45	58	18	23	44	56	8	10	47	60	12	15	39	50	4	5	28	36
South Somerset Hub	16	11	69	4	25	11	69	1	6	12	75	3	19	9	56	3	19	9	56
Taunton Hub	53	35	66	5	9	41	77	8	15	36	68	6	11	37	70	6	11	27	51
St John the Evangelist	10	3	30	1	10	5	50	1	10	5	50	1	10	5	50	1	10	4	40

	Additional Provision	Barrier	EEF Impact	Costs	Rationale	Impact Measure	Actual Impact
High quality teaching for all	<p>Assessment for Learning</p> <ul style="list-style-type: none"> -Learning without Limits ethos -success criteria -self assessment -peer assessment -teacher written and verbal feedback -Well-resourced and organised classroom resources to prompt children's learning -High expectations, effective questioning and use of procedural variation to deepen children's learning 	Children's need to develop abstract & conceptual thinking & language skills.	+ 8 months	£300	<p>To ensure children make good progress within whole class lessons.</p> <p>To close the gap between PP and non PP in core subjects.</p>	<p>Assertive Mentoring and SPTO progress data showing good progress at least in line with non PP children.</p>	<p>EYFS 100% of PP pupils in EYFS achieved GLD.</p> <p>Year 2 <u>Attainment</u> Reading PP 80% (non pp 60%) Writing PP 75% (non PP 73%) Maths PP 60% (non PP 75%).</p> <p>Compared to Pupil Premium groups nationally our PP children performed in line or above the national averages in all three subjects. (80% compared to 61% in Reading, 60% compared to 52% in Writing and 60% compared to 60% nationally in Maths.</p> <p><u>Progress</u> Expected yearly progress of 3.0 (SPTO) Reading – PP children made an average of 3.2 (non PP 3.3) Writing – PP children made an average of 3.0 (non PP 3.1) Maths – PP children made an average of 3.2 (non PP 2.9)</p> <p>Year 6 (10 children) <u>Attainment</u></p>
					<p>LSA to ensure children are reading books at the correct level using the new reading book bands, improve comprehension skills to ensure ARE is met or exceeded.</p>	<p>Assertive Mentoring and SPTO progress data showing good progress at least in line with non PP children.</p> <p>Assertive Mentoring scores and SPTO data will show good progress or better in reading term by term.</p>	

	<p>Employ 3 Learning support assistants to work with children</p> <p>Reading Recovery 1.1 reading programme every day for 30 minutes at KS1</p> <p>Nessy programme Catch up Numeracy Catch up Literacy</p>			£28,872			<p>Reading ARE PP 50% (non PP)</p> <p>Writing ARE PP 50% (non PP)</p> <p>Maths ARE was 50% (non PP)</p> <p>5 out of the 10 children were also identified SEN and were working below ARE on entry.</p> <p><u>Progress</u></p> <p>Expected yearly progress of 3.0 (SPTO)</p> <p>Reading – PP children made average of 4.2 (non PP 3.4)</p> <p>Writing – PP children made an average of 4.6 (non PP 3.9))</p> <p>Maths – PP children made an average of 4.8 (non PP 3.6)</p> <p><u>In Year PP Progress</u></p> <p>Expected yearly progress of 3.0 (SPTO)</p> <table border="1" data-bbox="1749 767 2114 1299"> <thead> <tr> <th colspan="2" rowspan="2"></th> <th colspan="4">Year Group</th> </tr> <tr> <th>1</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td rowspan="2">R</td> <td>PP</td> <td>2</td> <td>2. 8</td> <td>3. 3</td> <td>3. 2</td> </tr> <tr> <td>NonPP</td> <td>2. 9</td> <td>3. 0</td> <td>2. 7</td> <td>3. 2</td> </tr> <tr> <td rowspan="2">W</td> <td>PP</td> <td>2. 2</td> <td>2. 8</td> <td>3. 0</td> <td>3. 2</td> </tr> <tr> <td>NonPP</td> <td>2. 9</td> <td>2. 9</td> <td>2. 7</td> <td>3. 1</td> </tr> <tr> <td rowspan="2">M</td> <td>PP</td> <td>2</td> <td>3. 0</td> <td>1. 0</td> <td>3. 5</td> </tr> <tr> <td>NonPP</td> <td>3. 1</td> <td>2. 8</td> <td>2. 7</td> <td>2. 9</td> </tr> </tbody> </table>			Year Group				1	3	4	5	R	PP	2	2. 8	3. 3	3. 2	NonPP	2. 9	3. 0	2. 7	3. 2	W	PP	2. 2	2. 8	3. 0	3. 2	NonPP	2. 9	2. 9	2. 7	3. 1	M	PP	2	3. 0	1. 0	3. 5	NonPP	3. 1	2. 8	2. 7	2. 9
		Year Group																																																
		1	3	4	5																																													
R	PP	2	2. 8	3. 3	3. 2																																													
	NonPP	2. 9	3. 0	2. 7	3. 2																																													
W	PP	2. 2	2. 8	3. 0	3. 2																																													
	NonPP	2. 9	2. 9	2. 7	3. 1																																													
M	PP	2	3. 0	1. 0	3. 5																																													
	NonPP	3. 1	2. 8	2. 7	2. 9																																													
	School uniform allowance for FSM children.		0 months	£180	To enable children to feel smart, confident	Increase in self-esteem having an	Observations show that children appeared more confident and engaged with lessons. Their behaviour and self-esteem was judged to be good.																																											

Meeting individual learning needs					and part of the school.	impact on SPTO data	£15 per child Also, see data above.
	Residential trip in Y6		0 months	£1000	To enable children to have increased self-confidence, independence, team working and collaborative skills.	Increase in self-esteem	Observations from staff say that children were well engaged in all extra curricular activities. They were enthusiastic and involved an their self esteem was good. Year 6 Residential – The Dean Field Studies Centre – 100% take up from PP children (£100 per pupil) Year 5 activities week – 100% PP pupils take up (£30 per pupil) ASCC – 50% take up from PP children Breakfast – 25% take up from PP children After school clubs – 30% take up from PP children Educational Visits – 80% take up from PP children
	Activities week Y5			£120			
	50% discount After School Care Club			£521			
	50% discount Breakfast Club			£280			
	50% discount After school clubs, RMC, Street dance			£404			
50% subsidise Educational Visits			£500				
Personalised Learning Support	Accurate identification of individual children’s needs, planning & review work					Parents, teachers had discussions of needs and agreed appropriate strategies, guided by consultant	See progress data above
	Appoint Personalised Learning Consultant			£7000			