

St John and St Francis Church School - Pupil Premium 2017/2018

The Pupil Premium is a government grant allocated to each pupil on free school meals, identified as a 'child looked after (CLA)' or whose parents are in the Forces. The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. During 2017/18, St John and St Francis Church School has 83 / 410 pupils eligible for the Pupil Premium funding, which is 20% of the whole school and equates to a grant of £110,370.

NFER & DFE Seven building blocks of success for Pupil Premium

1. Whole-school ethos of attainment for all



St John and St Francis Church School has an ethos of high attainment for all children. We believe that despite some barriers, there should not and will not be a ceiling on what every child can achieve. Governors and Senior Leaders regularly review the impact of spending and interventions and have implemented systems across the school so that in future children make rapid progress.

2. Addressing behaviour and attendance



Our school works closely with Somerset County Council Attendance team to reduce persistent absence. Within school there is now a new system which quickly identifies children who are at risk of under achievement through non-attendance at school. Initial data demonstrate this is having strong impact with both disadvantaged children and others across the school.

3. High quality teaching for all



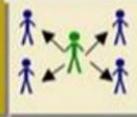
Our school ensures that all children experience high quality teaching both within the class, interventions and catch up programmes. Outcomes are closely monitored by Senior Leaders with a specific focus on ensuring those who are disadvantaged are a high priority. Teachers regularly plan specific learning interventions for disadvantaged children to ensure their needs are being met both within and outside of the classroom.

4. Meeting individual learning needs



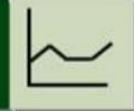
Through regular monitoring, teachers and leaders at St John and St Francis Church School identify errors and misconceptions in work, at the same time, finding out what interests children so that children are fully engaged in their learning. Our SENCO and other leaders work alongside class teachers to identify the next steps for all disadvantaged pupils. These are regularly reviewed and evaluated to ensure progress is being made.

5. Deploying staff effectively



School leaders plan strategically to create an ethos of collective responsibility. Performance management is rigorous and staff are held accountable. There are clear links between whole school development priorities and increasing Continuing Professional Development opportunities for all. Our Pastoral Assistant regularly meets with disadvantaged children in ELSA sessions.

6. Data driven and responding to evidence



Leaders and teachers have a strong understanding of the school's assessment tracking system and able to use this information to analyse and positively discriminate for disadvantaged learners. With a relentless focus on progress, performance targets are set and reviewed regularly, with specific measurable strategies being implemented.

7. Clear, responsive leadership



Leaders have set high aspirations for all children across the school with a specific focus for those identified as disadvantaged. They hold all staff accountable for raising attainment. Leaders, through an ethos of collective responsibility, share their ideas and invest wholeheartedly in Continuing Professional Development. School development priorities are linked to performance management objectives and together will ensure that outcomes improve.

Pupil Premium Strategy St John and St Francis Church School 2017

1. Summary information					
School	St John and St Francis Church Sch				
Academic Year	2017/18	Total PP budget	£110370	Date of most recent PP Review (external or Internal)	External 06.12.17
Total number of pupils	410	Number of pupils eligible for PP	83	Date for next internal review of this strategy	20 th March 2018

2. Current attainment (2016-2017)

Prior Attainment of Disadvantaged Children 2016-2017			
	GLD	KS1/2 % children achieving ARE or higher	
EYFS + PP	50% (5/10)		
EYFS no PP	76% (50/60)		
	Reading	Writing	Maths
KS1 +PP	67% (6/9)	67% (6/9)	67% (6/9)
KS1 no PP	76% (39/51)	68% (35/51)	71% (36/51)
KS2 +PP	79% (11/14)	64% (9/14)	71% (10/14)
KS2 no PP	85% (36/42)	83% (35/42)	78% (33/42)
National	71%	76%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Engagement in learning is inconsistent due to factors outside of school such as: resources at home to assist with schooling (for example resources to complete homework) and attendance and punctuality
B.	Social, Emotional and Mental health needs

External barriers *(issues which also require action outside school, such as low attendance rates)*

C.	Attendance and punctuality
D.	Parents supporting children's experiences out of school

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High quality first teaching effectively differentiated to meet needs of all groups	The outcomes of disadvantaged children across the school are in line with or better than the other children. Outcomes for disadvantaged children are high against the national average.
B.	Targeted intervention and support, monitored effectively	The outcomes of disadvantaged children across the school are in line with or better than the other children. Outcomes for disadvantaged children are high against the national average.
C.	ELSA provision and Emotional coaching. Mediation, de-escalation and emotional literacy training for staff to support SEMH needs of disadvantaged pupils	The outcomes of disadvantaged children across the school are not reduced by SEMH needs. Therefore, there is an improved number of children accessing all learning, reduced exclusions and attendance improves.
D.	No child in receipt of Pupil Premium funding is disadvantaged by poor attendance	Attendance of disadvantaged children is as good as or is improving towards that of others nationally

5. Planned expenditure

Quality First Teaching and Curriculum

Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
<p>Year 5 and 6 smaller classes for the morning</p>	<p>Data informed that these year groups needed targeted support to ensure outcomes at the end of KS2 ensured they were secondary school ready.</p> <p>Additional support for children in the core subjects to enable higher % at ARE and at GD to be achieved</p> <p>EEF Research shows reduced class sizes and smaller group tuition gains +3 and + 4 months in learning respectively. Evidence strongly supports the claim that small group support is highly effective it also suggests learning approaches that encourage meta cognition, 'learning to learn', behaviours are highly effective not only in improving confidence but also in long term outcomes across a range of subjects.</p>	<p>£50000</p>	<p>Book monitoring Observations PPM Data will provide evidence of accelerated progress</p>	<p>SLT</p>	<p>Termly</p>
<p>Raising attainment</p> <p>Reducing the gap and accelerating progress</p>	<p>Data and other types of in school monitoring inform that first quality teaching needs to be at least Good to ensure that all children achieve at least Age Related Expectation. It is therefore important that this remains a high priority in school to constantly revise practice so that all children are receiving the first quality teaching they deserve.</p> <p>We emphasise the importance of quality first teaching we aim to provide consistently high standards, through setting expectations, monitoring performance, tailoring teaching and support to pupils and sharing best practice.</p> <p>This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.</p>	<p>Within school budget</p>	<p>In school CPD – staff meetings and INSET days (including ones run by BWMAT) School to school (BWMAT and County) moderation Book monitoring Observations PPM Pupil voice Data will provide evidence of accelerated progress</p>	<p>SLT</p>	<p>Termly</p>
Total budgeted cost					<p>£50,000</p>

Targeted Support					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Raising attainment Reducing the gap and accelerating progress <ul style="list-style-type: none"> • Year 2 and 6 intervention groups • Year 6 SATS Booster sessions • Extra staff provision across whole school 	Evidence strongly supports the claim that small group support is highly effective it also suggests learning approaches that encourage meta cognition, 'learning to learn', behaviours are highly effective not only in improving confidence but also in long term outcomes across a range of subjects. EEF Research shows reduced class sizes and smaller group tuition gains +3 and + 4 months in learning respectively. 1:1 tuition increases learning by 5 months	£55000	Book monitoring Observations PPM Data will provide evidence of accelerated progress	SLT	Termly
Raising attainment Speech and language sessions with qualified S&L therapist	Good S&L skills are essential to support and enable children to make good progress EEF Research shows: 1:1 tuition increases learning by 5 months and oral language interventions adds 5 months to learning	£6000	S&L interventions are measured and will show progress from start to finish Data will provide evidence of progress	SENCo	Termly
Total budgeted cost					£61000
Attendance					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Widening opportunities Whizz Kids Breakfast and after school club	To support parents to return to work to raise aspirations and life style Breakfast enables the children to get a good start to the day ensuring that learning can start immediately.	£1000	Attendance figures will improve	HT	Monthly
Total budgeted cost					£1000

Other Areas (eg Well Being, Enrichment/Engagement)					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Reducing exclusions, improving behaviour Developing personal skills and qualities	<p>An appointed staff member in the role of an ELSA Emotional Literacy Support Assistant) to work with individuals and groups of children identified as being vulnerable to underachievement due to social, emotional or behavioural needs. Support</p> <p>Children have the time with a trained adult to listen to them and support them with individual strategies to cope with anger management, social skills, building relationships with peers, building relationships with adults in their lives at school and at home</p> <p>EEF Research: Social and emotional interventions +4 months</p>	£10500	Use of ELSA assessment to measure progress Lower % of children being excluded. Higher % of children accessing learning	SENCo	Termly
<p>Widening opportunities and developing personal and social qualities</p> <ul style="list-style-type: none"> • Sports clubs • Swimming • Breakfast • Milk • Nurture groups • Forest School • Trips • Y6 residential 	<p>Children's intellectual, social, cultural, spiritual and emotional development can be enhanced and enriched by active participation in experiences not available inside the classroom.</p> <p>Research finds that children that children from the most disadvantaged households benefit from significantly more spending on extra curricular activities than their peers. EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5months</p>	£16300	<p>Pupil voice Feedback Attendance will improve Lower % of children being excluded. Higher % of children accessing learning</p>	SLT	Termly
Total budgeted cost					£26800

6. Review of expenditure		
Quality First Teaching and Curriculum		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Targeted Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Attendance		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Other Areas <i>(eg Well Being, Enrichment/Engagement)</i>		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
7. Additional detail		
<p>In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk</p>		