

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|------------------------|------------------------|----------------------------------|-------|--|----------|
| School | St John's First School | | | | |
| Academic Year | 2018/19 | Total PP budget | £7920 | Date of most recent PP Review | Jan 19 |
| Total number of pupils | 72 | Number of pupils eligible for PP | 6 pp | Date for next internal review of this strategy | April 19 |

| 2. Current attainment | | |
|---|---|---|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP school data</i> |
| % achieving in reading, writing and maths | 0 | % |
| % making progress in reading | 4/6 67% | 63% |
| % making progress in writing | 5/6 83% | 46% |
| % making progress in maths | 5/6 83% | 61% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|--|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Lack of vocabulary to extend their writing |
| B. | Lack of phonics skills |
| C. | Low self-esteem when working independently |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Lower attendance than would like in most of the children with PP |

| 4. Desired outcomes | | |
|---------------------|---|--|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Vocabulary will be extended by ensuring they have first-hand experiences | Writing will be age related using expected vocabulary |
| B. | Able to use phases 3, 4 and 5 phonics when spelling independently | Common exception words spelt correctly and able to sound out words independently |
| C. | Children feel confident to tack tasks independently and not afraid to have a go | Children use the Visible learning techniques when in class |
| D. | Attendance is improved by all | All children have 95% or above |

| 5. Planned expenditure | | | | | |
|--|--|--|---|---------------|--------------------------------------|
| Academic year | | | | | |
| 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 rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| All staff are trained in visible learning | INSET days set out for training teachers | VL helps children to become confident and independent learners | High quality training | Laura Kearney | Summer term |
| TAs trained in EYFS KS1 active maths for lower attainers | All TAs to attend training | TAs feel more confident to work with lower attainers | Lesson observations and learning walks | | Spring term |
| Total budgeted cost | | | | | £345 |
| ii. Targeted support | | | | | |
| 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? |
| All children progress in all areas | Small intervention groups | Early intervention helps the children progress in all areas | TAs trained and child will be tracked on progress | Class teacher | April 19 |
| All children feel confident in their own ability knowing which strategies to use when faced with a problem | 1:1 Precision teaching | Precision targets specific areas of the child's needs | As above | Class teacher | April 19 |
| Total budgeted cost | | | | | £7018.50 |
| iii. Other approaches | | | | | |
| 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? |
| All children have access to all activities and visits provided by school | All parents made aware that school will fund visits, clubs and activities that have to be paid for | By providing payment for the activities children will not miss out on any experiences that will enhance their learning | Track who has signed up for after school clubs, ensure letters are sent to all parents, speak to children | EC | End of each term |

| | | | | | |
|---|---------------------------|--|--|----|-------------------|
| All children have 95% or higher in attendance | Promote attendance to all | The more children in are in school the more they will learn and build on their confidence to achieve | Track attendance, RAG rate letters to parents, reward children for high attendance | EC | End of every term |
| Total budgeted cost | | | | | £556.50 |

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

| Desired outcome | Chosen action/approach | 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 |
|-----------------|------------------------|--|--|------|
| | | | | |

ii. Targeted support

| Desired outcome | Chosen action/approach | 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 |
|-----------------|------------------------|--|--|------|
| | | | | |

iii. Other approaches

| Desired outcome | Chosen action/approach | 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 |
|-----------------|------------------------|--|--|------|
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7. Additional detail

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