



## St John's Meads Church Of England Primary School Pupil Premium Report 2018/19

1. Summary information					
School	St John's Meads CE Primary School				
Academic Year	2018-2019	Total PP budget	£27,873	Date of most recent PP Review	
Total number of pupils	217	Number of pupils eligible for PP	24	Date for next internal review of this strategy	January 2019

2. Attainment – KS2 Results July 2018						
	Pupils eligible for PP			Pupils NOT eligible PP		
	<i>School</i>	<i>East Sussex</i>	<i>National</i>	<i>School</i>	<i>East Sussex</i>	<i>National</i>
Achieving ARE in reading, writing and maths	25%	49%	50%	50%	69%	70%
ARE in reading	63%	64%	64%	63%	80%	80%
ARE in writing	63%	66%	67%	71%	84%	83%
ARE in maths	25%	60%	64%	58%	79%	80%

3. Progress – KS2 Results July 2018					
	Pupils eligible for PP		Pupils NOT eligible PP		
	<i>School</i>	<i>East Sussex</i>	<i>School</i>	<i>East Sussex</i>	<i>National</i>
Reading progress score	-2.0	-0.8	<b>-3.1</b>	+0.5	+2.0
Writing progress score	-2.1	-1.2	<b>-5.2</b>	0	+2.0
Maths progress score	-4.5	-1.3	<b>-5.0</b>	-0.2	+2.0



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<b>4. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Social and emotional development	
<b>B.</b>	Behaviour for learning, concentration and study skills	
<b>C.</b>	Poor progress over time in reading/writing/maths for older pupils as a result of A&B	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Identification of eligible families – due to implementation of universal free school meals Pupils eligible for funding are less likely to access enrichment activities outside of school	
<b>4. Desired outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A.</b>	<p>Staff will have an increased understanding of the social and emotional needs of all pupils.</p> <p>Pupils will receive targeted support to address social and emotional needs.</p> <p>Pupils have strategies to manage friendship issues.</p> <p>Pupils are able to identify and manage difficult feelings and situations.</p> <p>Pupils are happy in school.</p> <p>Outcomes will be measured via pupil surveys and SDQs (strengths and difficulties questionnaires).</p>	<p>All staff receive awareness training for Thrive.</p> <p>The school has a fully trained Thrive practitioner.</p> <p>All pupils eligible for funding are screened using Thrive online and have a personalised plan.</p> <p>A Thrive Room is created and used daily.</p> <p>Interventions and support sessions to address identified needs take place.</p> <p>Surveys and SDQs show positive impact on eligible pupils.</p>
<b>B.</b>	<p>Pupils are able to access Quality First Teaching.</p> <p>The need for support and impact will be measured via weekly 'think sheets' linked to the classroom behaviour system.</p> <p>Identified pupils have improved classroom behaviour.</p> <p>Support will be bespoke from PP champion as part of weekly coaching sessions.</p> <p>Pupils have improved concentration in lessons, and make progress as a result.</p>	<p>Behaviour system in place.</p> <p>Monitoring of classroom behaviour identifies pupils for support.</p> <p>PP champion observes pupils in class to identify support needed .</p> <p>Pupils are able to articulate and apply behaviour for learning strategies which help them in class.</p>



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<b>C.</b>	<p>Pupils in UKS2 make accelerated progress in reading/writing/maths this academic year.</p> <p>This will be measured via termly data tracking and comparison.</p> <p>The impact of interventions will be measured through the use of graded targets.</p>	<p>Identified pupils are discussed during termly pupil progress meetings.</p> <p>Targeted intervention (wave 2 and 3 as appropriate) takes place to address gaps in pupils' learning.</p> <p>Interventions are successful in addressing identified targets.</p>
<b>D.</b>	<p>All families who are eligible complete paperwork, enabling the school to obtain funding and provide support for those pupils.</p>	<p>Families are aware of PP funding and whether they are eligible.</p> <p>Families complete paperwork for the school if they are eligible.</p>
<b>D</b>	<p>Eligible pupils are supported to access enrichment such as music tuition and after school clubs.</p>	<p>Families are aware of support available.</p> <p>Pupils access enrichment.</p>

<b>5. Planned expenditure</b>					
<b>Academic year</b>	2018-2019				
<b>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.</b>					
<b>I. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Social and emotional needs of pupils are addressed and no longer present a barrier to academic achievement and happiness in school.	Thrive	PP champion 1:1 sessions have identified this as a key barrier to achievement. It will provide personalised plans and practical strategies for support. Other adults will be able to engage in supporting all pupils with their emotional development.	It will form part of the school development plan.	MP/LA/ KW	Termly
<b>Total budgeted cost</b>					<b>£10,000</b>



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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?
C. Pupils in UKS2 made accelerated progress in reading/writing/ maths.	Wave 2 and 3 interventions as appropriate.	Internal assessments show a need for targeted support for pupils to 'catch up' with their peers.	Termly pupil progress meetings. Effectiveness of interventions will be evaluated through graded targets. Gap analysis identifies areas of learning to target.	ET/HMS	Termly
B. Pupils eligible for funding have enhanced awareness of how their emotions and behaviour affect their learning an strategies to address this.	1:1 coaching/mentoring with PP champion	There are a relatively small numbers of pupils eligible for funding. Their needs are different; this is evidenced by variations in their academic achievement, attendance and behaviour. Therefore a personalised approach would best.	Allocated time with PP champion. Use of Strengths and difficulties questionnaires. PPM champion to oversee provision for targeted pupils and analyse impact.	MP	Termly
<b>Total budgeted cost</b>					<b>£13,273</b>



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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?
D. All families who are eligible complete paperwork, enabling the school to obtain funding and provide support for those pupils.	Funded school jumper offered to every eligible pupil.	Others schools have found this a successful approach.	Co-ordinated by office and followed up by pp champion	LNB/MP	EOT2 EOT4 EOT6
D. Pupils are supported to access enrichment such as music tuition and after school clubs.	Support with funding tuition through county music service.	Historic support given.	Pupil voice as part of 1:1 coaching sessions.	MP	EOT6
<b>Total budgeted cost</b>					<b>£4600</b>



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<b>6. Review of expenditure</b>	
Previous Academic Year: 2017-18	2017-18 Pupil Premium Budget was £32,678

<b>i. Quality of teaching for all</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<p><b>A.</b> Pupils eligible for PP attain in line with non PP pupils in mathematics arithmetic and reasoning</p>	<p>In class FQ direct teaching followed by early intervention 11.30 daily. Working in partnership EIP / NTSA /NCETM/LA Introduction of maths mastery and associated visual kinaesthetic resources.</p>	<p>This will be measured by statutory testing in Y1 and Y2.</p> <p><u>Year 1 teacher assessments for maths</u> Pupil premium: 100% at age related expectation (or above) Non pupil premium: 79% at age related expectation (or above)</p> <p><u>Year 2 teacher assessment for maths</u> Pupil premium: 100% at age related expectation (or above) Non pupil premium: 82% at age related expectation (or above)</p>	<p><i>The number of pupils eligible for funding within these year groups is small.</i></p> <p><i>CPD to support QFT has been successful in raising achievement in maths overall within Key stage 1 and this will continue.</i></p>
<p><b>B.</b> Pupils eligible for PP make as much progress as 'other' pupils in the school across KS2 in writing.</p>	<p>CPD on providing high quality feedback to pupils. Whole school regular moderation The effective use of SMART targeting and historic data.</p>	<p>This will be measured by teacher assessments in Y4, Y5 and Y6 and successful moderation and quality assurance practices across the school and cluster group.</p> <p><i>This did not have the intended impact on writing outcomes in Key Stage 2.</i></p>	<p><i>Assessment of writing is an area for school development. This will lead to improved personalised target setting and intervention.</i></p>



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ii. Targeted support			
Desired outcome	Chosen action/approach	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)
<p><b>A.</b> Pupils eligible for PP attain in line with non PP pupils in mathematics arithmetic and reasoning</p>	<p>Small group / 1:1 sessions in maths in addition to standard lessons targeted at personalised learning goals. Focus will be on all targeted pupils having intensive support, through booster, springboard maths and coaching interventions.</p>	<p>Pupils eligible for PP attain in line with non PP pupils in mathematics arithmetic and reasoning and this will be measured by statutory testing in Y1 and Y2.</p> <p><u>Year 1 teacher assessments for maths</u> Pupil premium: 100% at age related expectation (or above) Non pupil premium: 79% at age related expectation (or above)</p> <p><u>Year 2 teacher assessment for maths</u> Pupil premium: 100% at age related expectation (or above) Non pupil premium: 82% at age related expectation (or above)</p>	<p><i>The number of pupils eligible for funding within these year groups is small.</i></p> <p><i>Pupils have achieved well. The identification of personal barriers and targets will continue, through use of 1:1 sessions with the Pupil Premium Champion. We will develop our tracking systems to evidence this.</i></p>
<p><b>B.</b> Pupils eligible for PP make as much progress as 'other' pupils in the school across KS2 in writing.</p>	<p>Small group / 1:1 sessions in writing in addition to standard lessons targeted at pupils specific needs. Individual SMART targets to be written by teachers for all PP pupils detailing specific interventions informed by 10 minute teacher to teacher conferencing sharing best practise.</p>	<p>This will be measured by teacher assessments in Y4, Y5 and Y6 and successful moderation and quality assurance practices across the school and cluster group.</p> <p><i>This did not have the intended impact on writing outcomes in Key Stage 2.</i></p>	<p><i>Assessment of writing is an area for school development. This will lead to improved personalised target setting and intervention.</i></p>



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ii. Other approaches			
Desired outcome	Chosen action/approach	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)
<p><b>C.</b> Pupils in receipt of PPG to receive one to one coaching on a weekly basis to monitor and review personalised learning goals and emotional wellbeing.</p>	<p>PP pupils to receive a one to one coaching session at least once a week. To develop behaviour for learning through self-regulation and meta- cognition and study skills. To raise profile and ensure the positive impact of PP and ensure value for money a PP champion has been appointed.</p>	<p>Pupils eligible for PP are confident and competent in knowing their next steps to learning with effective behaviour for learning strategies to draw upon. This will be monitored through pupil voice, learning outcomes and electronic meeting notes. Every child in receipt of PP will have at least a 15 minutes coaching meeting per week with the schools pupil premium champion.</p> <p><i>A pupil premium champion was appointed towards the end of the academic year. Learning outcomes for pupils are varied.</i></p>	<p><i>We will continue this approach but will develop our approach to monitoring and measuring impact, including the use of Thrive screening and SDQs.</i></p>
<p><b>D.</b> PP pupils continue to be provided with creative approaches to learning opportunities for curriculum enrichment within and beyond the curriculum to further develop talents and aspirations.</p>	<p>School to offer funding towards one school club a term for PP pupils and offer free breakfast club daily at a nominal fee. Teachers to actively encourage PP pupils to get involved in clubs / sporting and arts activities.</p>	<p>All PP pupils attend at least one after school club per year and have the opportunity to attend breakfast club daily. PP pupils attend residential trips in years 5 and 6. Targeted PP pupils are able to learn a musical instrument if they wish too.</p> <p><i>All pupils eligible for funding were offered support for trips, clubs and music tuition.</i>  <i>2 pupils accessed music tuition</i>  <i>20 pupils accessed funding for residential trips</i>  <i>3 pupils attended breakfast/tea club</i></p>	<p><i>We will continue this approach and obtain pupil voice regarding enrichment.</i></p>