



St John's Meads Church Of England Primary School Pupil Premium Report 2019/20

1. Summary information			
School	St John's Meads CE Primary School	7/12 budget 2018-19	£16,520
		5/12 budget 2019-20 (est.)	£10,683
Academic Year	2019-2020	Total PP budget	£27,203
Total number of pupils	218	Number of pupils eligible for PP	18

2. Attainment – KS2 Results July 2019						
	Pupils eligible for PP			Pupils NOT eligible PP		
	School	East Sussex	National	School	East Sussex	National
Achieving ARE in reading, writing and maths	20%	45.8%	51.4%	74.1%	68.8%	70.8%
ARE in reading	40%	58.3%	62%	81.5%	77.2%	78%
ARE in writing	60%	65.3%	67.8%	77.8%	83.8%	83.2%
ARE in maths	80%	60.9%	67.4%	85.2%	80.6%	83.6%
3. Progress – KS2 Results July 2019						
	Pupils eligible for PP			Pupils NOT eligible PP		
	School	East Sussex	National	School	East Sussex	National
Reading progress score	-9.0	-1.2	-0.6	-4.2	-0.2	+0.3
Writing progress score	-4.4	-1.3	-0.5	-4.6	-0.3	+0.2
Maths progress score	-4.5	-2.0	-0.7	-2.5	-0.9	+0.3



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4. 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.	Social and emotional development	
B.	Lack of self-awareness and ability to reflection about learning	
C.	Poor progress over time in reading/writing/maths for older pupils as a result of A&B	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	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	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Staff will have an increased understanding of the social and emotional needs of all pupils.</p> <p>Pupils will received 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 through: Thrive screens, staff and pupil training surveys, reviews of the school development plan</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 as part of their class using Thrive online.</p> <p>A Thrive Room is created and used daily.</p> <p>Interventions and support sessions to address identified needs take place.</p>
B.	<p>Pupils to take greater responsibility for their learning by being able to talk about what they enjoy/have been successful at and what they need some help with.</p> <p>Support will be bespoke from class TA as part of weekly coaching sessions.</p> <p>Pupils have improved self-awareness in lessons, and make progress as a result.</p> <p>Class staff have a greater understanding or interests of</p>	<p>Tracking folders evidence that session are taking place and support is being given.</p> <p>Eligible pupils supported to access enrichment according to their interests.</p>



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	eligible pupils.	
C.	<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>
D.	All families who are eligible complete paperwork, enabling the school to obtain funding and provide support for those pupils.	<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>
D	Eligible pupils are supported to access enrichment such as music tuition and after school clubs.	<p>Families are aware of support available.</p> <p>Pupils access enrichment.</p>

5. Planned expenditure					
Academic year	2019-2020				
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?
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.	LJC/LA	bi-termly through the school development plan
Total budgeted cost					£10,000



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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 make 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 review of data Gap analysis identifies areas of learning to target.	ET/KW	Termly
B. Pupils eligible for funding have enhanced awareness of how their emotions and behaviour affect their learning and 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 weekly time with class TA and logs kept. Monitored by SENCO. Training for staff.	LJC and all TAs	Bi-termly as part of school development plan
Total budgeted cost					£13,273



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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. Use of FSM service to schools	LNB	EOT4
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.	LNB	EOT6
Total budgeted cost					£4600



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6. Review of expenditure

Previous Academic Year: 2018-19	2018-19 Pupil Premium Budget was £27,873
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i. Quality of teaching for all

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>A. Social and emotional needs of pupils are addressed and no longer present a barrier to academic achievement and happiness in school.</p>	<p>Thrive</p>	<p><i>All staff received awareness training for Thrive and the school now has a fully trained Thrive practitioner.</i></p> <p><i>All pupils were screened using Thrive online to identify those to target within each class.</i></p> <p><i>A Thrive Room was created and 'nurture' sessions took place for targeted individuals/groups. These will be Thrive sessions in the new academic year, using individual targets and plans.</i></p>	<p><i>New SENCO to attend Thrive Leadership training. Teachers to identify targets and actions from Thrive for whole class in progress plans.</i></p> <p><i>Thrive will be embedded in 2019-20 and evaluated for impact.</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)
B. Pupils eligible for funding have enhanced awareness of how their emotions and behaviour affect their learning and strategies to address this.	1:1 coaching/mentoring with PP champion	<i>This had a positive impact for pupils who needed it, particularly in Y6 and led to improved behaviour for learning.</i>	<i>This approach was appropriate for the cohort at the time, but analysis of the new cohort of eligible pupils shows that 'behaviour for learning' is less of an issue on the whole and an approach to develop children ability to reflect on their own learning would be more appropriate..</i> <i>1:1 coaching may be more effective if done by staff working in the same class as the child, leading to raised awareness and links to in class support and strategies.</i>
C. Pupils in UKS2 make accelerated progress in reading/writing/ maths.	Wave 2 and 3 interventions as appropriate	<i>A range of interventions were in place for Y6, particularly in Maths. The impact of this can be seen in the ARE of PP children exceeding National average in maths.</i> <i>Eligible pupils in Y6 did make accelerated progress from their end of Y5 starting points. This is evidenced through internal data.</i>	<i>Appropriate interventions are still needed to accelerate progress and combat historic underachievement. An analysis of the impact of other factors is needed, e.g. PP/SEND overlap and children who join the school through the key stage. The new SENCO will assume responsibility for tracking PP.</i>

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)
D. All families who are eligible complete paperwork, enabling the	Funded school jumper offered to every eligible pupil.	<i>Three additional pupils were identified as eligible for funding through this approach.</i>	<i>This will be continued.</i>



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school to obtain funding and provide support for those pupils.			
D. Pupils are supported to access enrichment such as music tuition and after school clubs.	Support with funding tuition through county music service.	<i>Pupils who have been supported historically continued to access enrichment.</i>	<i>A better way to identify interests of eligible pupils is needed. This will be done through 1:1 time next year. Tracking of access to clubs would be helpful as a way of tergetting pupils to attend.</i>