

## Pupil premium strategy statement

1. Summary information					
<b>School</b>	Royston St. John Baptist Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£61,000	<b>Date of most recent PP Review</b>	12/10/18
<b>Total number of pupils</b>	220	<b>Number of pupils eligible for PP</b>	35	<b>Date for next internal review of this strategy</b>	11/01/19

2. Current attainment and progress exit 2017. To be updated on release of new data.			
KS2 Exit N=	Pupils eligible for PP (National average)		Pupils not eligible for PP national average
<b>% achieving in reading, writing and maths</b>	27%		(Nat 67%)
<b>% making progress in reading</b>	55%	-3.7 (-7.4 to +0.0)	(Nat 77%, +0.33)
<b>% making progress in writing</b>	64%	+ 1.2 (-2.4 to +4.8)	(Nat 81%, +0.17)
<b>% making progress in maths</b>	27%	-4.1 (-7.4 to -0.8)	(Nat 80%, +0.28)

Note levels of significance esp. for maths. Therefore, progress outcomes are similar to 60% of other schools and average in each subject  
Comparing subjects and groups where there is greater statistical significance ie group numbers 6 or more would show that Middle PA group was greatest gap to national at -3.9, however the confidence interval is (-8.1 to +0.9)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Proportion of disadvantaged pupils are fairly even across schools (45+ within 3 most deprived ICADI categories) – each cohort have similar needs
<b>B.</b>	Slower rates of progress in literacy compared to maths
<b>C.</b>	Certain pupils have limited life experiences – school attempts to provide exciting opportunities to address this
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Overall attendance and punctuality of disadvantaged pupils (PA exclusively disadvantaged pupils)

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All pupils display high levels of engagement with school curriculum, especially pupils with additional social and emotional needs	For targets pupils – frequency and scale of negative behaviour incidents to reduce significantly
<b>B.</b>	There is a strengthening picture of increased progress and attainment across school	SLT & P+S committee monitor progress of all pupil groups Successful intervention will address gaps in learning/ knowledge ensuring progress is rapid within Year from individual's previous Key Stage results
<b>C.</b>	Year 3 and Year 4 cohort makes at least typical progress throughout the year across all subjects	Year 3 and Year 4 data shows a higher % of pupils making accelerated progress from their starting points
<b>D.</b>	Year 6 cohort make at least typical progress from end of KS1	Progress of PP is at least in line with that of PP Nationally
<b>E.</b>	Improve attendance rates & improve PA amongst disadvantaged children	An improved attendance from 2017 – 2018 for PP Pupils – 93.68% Improve the attendance of those pupils currently on FSM National figure 94.1% for PP Pupils (2017) Lower PA rate than 2016-17 – 9.4% (Nat 11%)

## 5. Planned expenditure

**Academic year**

**2018-19**

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?
Progress of Year 6 pupils is at least typical with that of PP Nationally	Additional member of staff	High levels of deprivation means end of KS2 results are vulnerable	Regular assessment of these pupils – both formally and informally Regrouping of these pupils as and when appropriate	Class Teacher and SLT  HLTA am	Jan 2019 following end of Autumn Term Data trawl
Progress of Year 4 (2018 – 2019) disadvantaged pupils is at least typical	Additional member of staff	High number of PP in this cohort – many of whom have additional needs	PM cycle Half Termly PPM's and ongoing discussion regarding regrouping Book Looks Lesson drop ins Additional support from SENCO	Class Teacher and SLT	Jan 2019 following end of Autumn Term Data trawl
Progress of Year 3 disadvantages pupils is at least typical	HLTA place specially in that class in the mornings	High number of PP in this cohort - – many of whom have additional needs	PM cycle Half Termly PPM's and ongoing discussion regarding regrouping Book Looks Lesson drop ins Additional support from SENCO	HLTA am	Jan 2019 following end of Autumn Term Data trawl
Phonics catch up is differentiated well across FS and KS1 to help meet the needs of all pupils	Delivery of Phonics enables differentiate teaching and provides our youngest children the best start  Regroup pupils as appropriate	To increase pass rate of Phonics Screening Check in Year 1 (dip in Summer 2018 to 71%)  To improve pupils' reading ability across KS1	New Phonics leader appointed New grouping for phonics across FS and KS1	Scale 2 x 1	PPM termly

To maximise the readiness to learn	Discussions with pupils and parents regarding behavioural, social and emotional needs. Attend TAF, CIN and CP meetings as appropriate. Liaise with outside agencies providing support. Log any actions/discussions with staff, parents outside agencies, 1:1 and small group thrive sessions	Close monitoring of targeted families has improved pupil willingness to learn and engage in school  Parents feel they have more skills to support their child/ren	Regular meetings between PSA/SENCO/SLT regarding punctuality  Home Visits  PSA updates PP attendance Excel documents, reports to SLT and P+S committee	VG/LS  £18,000	Ongoing reviews of % attendance trawl  Half termly reports made to P+S committee
<b>Total budgeted cost</b>					£53,200

<b>ii. Targeted support</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>
Widen musical opportunities for pupils	Music Elsecar ensemble experience with other schools. Motivational/aspirational to perform in front of wider audiences Offer to support guitar peripatetic lesson with PADS	Observed impact of this opportunity in previous year	Music service provided through PADS and by working in collaboration with other schools	PADS Y3 Samba £1000	Annual music service review
Increase attendance rates of PP Pupil to at least National Average for these pupils Decrease PA for all	Rates of attendance are checked weekly by attendance team PSA holds informal discussions with parents to stress importance of attendance	Evidence from attendance reviews from 2017 – 2018 shows this to be an area to improve to become nearer inline with national figure (95.6%)	Very close monitoring of attendance of individual pupils – weekly Excel document completed  Phone calls home  1 to 1 support for parents from VG (where appropriate)  Attendance policy used proactively to support these pupils	SLT time + attendance officer £3,000	Weekly tracking – see Excel document held in school
Improve general behaviour at playtimes/lunchtimes, including that of children with specific needs	ASD (and other children with specific needs) access, where appropriate small group play sessions (using Thrive techniques) at playtimes and/or lunchtimes in quad area	Thrive approach has worked very well with these pupils in the past, supporting improved behaviour across school  For specific pupils it has enabled successful play sessions which has both developed their relationships with others and also enabled them to be more ready to access learning in the session following it	Staff working with the pupils have good understanding of their needs and have Thrive training	£7,000	Reduction in behaviour incidents and potential exclusions
<b>Total budgeted cost</b>					£11,000

**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?
For Post LAC and current PP pupils access to trips and other wider experiences linked to new curriculum implementation 2018 19	Provide opportunity to subsidise trips and make specific arrangements to enable vulnerable/disadvantaged families to enable full participation	Previous evidence shows some PP pupils haven't accessed these at the same % as non – pp pupils (especially those with EAL)	Alert parents to this opportunity Evaluate uptake of the trips/activities Review of groups of children attending after school clubs	none	July 2019
<b>Total budgeted cost</b>					£1,500

**6. Review of expenditure 2018-2019****Previous Academic Year****i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated 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)	<b>Cost</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated 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)	<b>Cost</b>

<b>iii. Other approaches -</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated 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)	<b>Cost</b>