



Pupil premium strategy statement

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

2. Current attainment and progress exit 2018 ... exit 2017			
KS2 Exit N=	Pupils eligible for PP (National average)		Pupils not eligible for PP national average
% achieving in reading, writing and maths	29% 27%		(Nat 70%) (Nat 67%)
% making progress in reading	43% 55%	-1.16 (-6.0 to +3.6) -3.7 (-7.4 to +0.0)	(Nat 80%, +0.31) (Nat 77%, +0.33)
% making progress in writing	43% 64%	-2.99 (-7.3 to +1.3) + 1.2 (-2.4 to +4.8)	(Nat 83%, +0.24) (Nat 81%, +0.17)
% making progress in maths	43% 27%	-2.53 (-6.5 to +1.5) -4.1 (-7.4 to -0.8)	(Nat 81%, +0.31) (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 i.e. 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)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Proportion of disadvantaged pupils are fairly even across schools (45+ within 3 most deprived ICADI categories), however 27% of the Year 4 pupils are pupil premium (higher than all other year groups)
B.	Maths attainment at KS2 was in the bottom quintile (20%) for at least two years for disadvantaged pupils. Progress in maths has been in Q5 (2017) and Q4 (2018) at KS2
C.	Certain pupils have limited life experiences – school attempts to provide exciting opportunities to address this
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Overall attendance and punctuality of disadvantaged pupils (PA exclusively disadvantaged pupils)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupils display high levels of engagement with school curriculum, especially those PP pupils with additional social and emotional needs	For targets pupils – frequency and scale of negative behaviour incidents to reduce significantly
B.	There is a strengthening picture of increased progress and attainment for PP pupils across school in core subjects, specifically writing and maths	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
C.	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
D.	Maths attainment at end of year 6 improves from previous 2 years performance	Attainment for PP pupils at the end of KS in maths is at least in line with National figure for PP pupils and closing the gap to non-PP pupils
E.	Improve attendance rates & improve PA amongst disadvantaged children	An improved attendance from 2017 – 2018 for PP Pupils – 93.68% National figure 94.1% for PP Pupils (2017) Close the gap between school non-PP pupils and school PP pupils 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 PPP in reading is at least typical with that of PP Nationally	Personalised programme of support to target specific needs of pupils who are off track to meet their end of year target in reading	To increase attainment and close the gap to National figure for PPP	Regular assessment of these pupils – both formally and informally Personalise programme of support e.g. additional reading sessions PM cycle Half Termly PPM's and ongoing discussion regarding regrouping	Additional TA hours in all KS2 classes	End of each term
Progress of PPP writing is at least typical with that of PP Nationally	Personalised programme of support to target specific needs of pupils who are off track to meet their end of year target in writing	Progress measure was significantly below National for 2017/2018	Middle leader book looks highlight the progress of PP pupils		End of each term
Progress of PPP maths is at least typical with that of PP Nationally	Personalised programme of support to target specific needs of pupils who are off track to meet their end of year target in maths	There is a two year trend of attainment in the bottom 20% nationally	Lesson drop ins Additional support from SENCO for both learning and emotional needs Termly data collections identify additional support for individual pupils		End of each term
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
Total budgeted cost					£47,800

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?
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 Rewards for attendance SLT closely monitor attendance and report to P+S	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 £12,137	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	£3,700	Reduction in behaviour incidents and potential exclusions
Total budgeted cost					£15,837
Total budget cost					£63,637

6. Review of expenditure 2018-2019

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
Progress of PPP in reading is at least typical with that of PP Nationally	Personalised programme of support to target specific needs of pupils who are off track to meet their end of year target in reading	Year 6 Scaled Score for PPP = 95.6 40% of PPP reached expected standard+ 27% lower than National 0% achieved higher standard	Staff were made more aware of those pupils receiving PP funding that during previous years A more targeted approach was implemented, however due to changes in staff the consistency was not in place during the year to drive the standards across school. A significant piece of work has been undertaken by the SLT looking at the appropriateness of the curriculum in general to ensure expectations are high and there is a more logical sequence	
Progress of PPP writing is at least typical with that of PP Nationally	Personalised programme of support to target specific needs of pupils who are off track to meet their end of year target in writing	Year 6 Scaled Score for PPP = 92.8 40% of PPP reached expected standard+ 37% lower than National 0% achieved higher standard	This personalised approach needs to be continued during 19/20. A more close monitoring of the attainment and progress of PP pupils needs to be driven by subject leaders and SLT to increase the rates to ensure that the progress is at least typical and in many cases accelerated to ensure best possible outcomes for this group of pupils.	
Progress of PPP maths is at least typical with that of PP Nationally	Personalised programme of support to target specific needs of pupils who are off track to meet their end of year target in maths	Year 6 Scaled Score for PPP = 97.0 20% of PPP reached expected standard+ 60% lower than National 0% achieved higher standard	Progress trackers to be set up for all PPP across school in the core subjects – these to be discussed in detail during termly (and half termly) Pupil Progress meetings Parents to be made more aware of expectations and next step for these pupils and how best to help them at home	

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	50% of PPP met the expected standard for Phonics by the end of Year 1 80% of PPP met the expected standard for phonics by the end of Year 2	A whole school change in the delivery of phonics will be introduced from next academic year – Read Write Inc. This is an approach that has been successful at others within our Trust. Staff had already undertaken training to ensure a quick start in September.	
--	---	--	--	--

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
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 Rewards for attendance SLT closely monitor attendance and report to P+S	Attendance rates were monitored SLT was made aware of % rates However overall attendance of PPP for 2018 – 2019 was 93.0% This is lower than school attendance % of 95.9%	More rigorous close monitoring of attendance to be carried out by PSA and SLT New Attendance Policy introduced from September 2019, with more specific triggers and a clearer procedure for challenging low attendance and punctuality	
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	There has been a slight improvement generally especially at playtime due to increased staffing however further development is still needed.	Investment in playtime resources needs to be put in place, also more staff training (especially at lunchtime) to raise standards of behaviour. Those pupils who have additional needs continue to be well supported at lunchtime, through engaging tasks to encourage social and emotional	