

St John's Primary

Pupil Premium Report

The school aims for all children to achieve their potential and eliminate barriers to learning. In order to do this, we ensure that teaching and learning opportunities meet the needs of all the pupils, and that appropriate provision is provided for those who require additional support.

We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged will be eligible for free school meals.

Pupil Premium funding is allocated following regular analysis of pupil progress. Vulnerable groups, including those that are socially disadvantaged, are reviewed regularly and interventions put into place as required. Pupil Premium funding supports this targeted provision, which is aimed at accelerating progress and narrowing the gap. At St John's, all teachers and TAs receive regular in-house training. In addition to this, individual TAs are trained on specific research based interventions. This ensures we have a range of interventions to support children's literacy and numeracy skills, as well as their social and emotional development.

Pupil Premium Funding for 2016-17: £72,600

Percentage of pupils in the school who are eligible for pupil premium: 31%

Next review of school's pupil premium strategy : January 2017

Use of Funding				
The total cost of these interventions is greater than the Pupil Premium Funding, as not all children who benefit from these interventions are eligible for Pupil Premium.				
Intervention	Desired Impact	What this does	Targeted pupils	Impact
Reading Recovery	To make 2 years progress in reading over a 20 week	A teacher working with individual children at risk of underachieving in reading for 30 minutes per day for	Children in Years 1 & 2	

	programme	20 weeks.		
Year 6 Numeracy support	To achieve the expected standard at the end of KS2	A teacher supports numeracy within class lessons. (From Autumn ½ term)	Targeted children who achieved Level 2C at KS1 or need support to make expected progress.	
Success @ Arithmetic	To make 12 months progress over 24 sessions.	A teaching assistant works with 3 children in Upper Key Stage. The focus is on developing arithmetic proficiency. 3 x 30 minutes per week for 8 weeks	Identified children in Years 5 & 6 who are not making adequate progress.	
Boosting Reading @ Primary	To make accelerated progress in reading.	Teaching Assistants work 1 to 1 with identified children – 3 x 20 mins a week for 10 weeks.	Years 1 – 6	
Family Support/ Pastoral Care	To support families, to improve attendance and access to the curriculum.	The Home School Link Worker supports families on an individual basis, as well as running self-esteem programmes with selected children.	Whole School	
ELSA support for identified children.	To support children's social and emotional development.	To help children to understand their own emotions and respect the feelings of those around them, and therefore be able to engage in their learning.	Identified children – 4 to 6 children a term	
Forest Schools – training for TA, resources and time.	Increased independence, self-esteem and self-motivation.	Children participate in engaging, motivating and achievable tasks and activities in our environmental area, giving the opportunity to develop intrinsic motivation, emotional and social skills.	Identified children Y1 - 6	
FFT Wave 3	The aim is to accelerate learning so	FFT is an early intervention for children in Year 1 who are	Identified children in KS1	

intervention (including training for two TAs and a link teacher)	that each child makes enough progress in reading and writing in order to be able to progress through whole class /group teaching.	experiencing difficulties in learning to read and write		
Transition support to Secondary Schools	Vulnerable children are supported appropriately and feel prepared for the move to Secondary School	Additional support for vulnerable children as they prepare to move to Secondary school.	Identified children in Year 6	
Extra-Curricular activities	Increased confidence and engagement	Children are given opportunities to have new experiences/ challenges and work along side other children with similar interests. E.g writers' workshops, able maths sessions, SATRO workshops, cooking workshops,	Identified children in Years 1 - 6	
Other focused support: identified children will also receive individualised/ small group support within class from our SENCo or class teaching assistants, including First Class@ number, colourful semantics and other structured intervention programmes.				

Pupil Premium Funding for 2015-16: £72,600

Percentage of pupils in the school who are eligible for Pupil premium: 33%

Use of Funding				
The total cost of these interventions is greater than the Pupil Premium Funding, as not all children who benefit from these interventions are eligible for Pupil Premium.				
Intervention	Desired Impact	What this does	Targeted pupils	Impact
Reading Recovery	To make 2 years progress in reading over a 20 week programme	A teacher working with individual children at risk of underachieving in reading for 30 minutes per day for 20 weeks.	Children in Years 1 & 2	Eight children benefitted from the programme, although not all the children completed the course within the academic year. All children made accelerated progress. Two children who made less progress than was expected were given additional support through BR@P (Boosting Reading@Primary).
Year 6 Literacy support	To address individualised needs	A teacher works with a group of 4 children daily during the literacy lesson.	Targeted for children in Year 6 who achieved Level 1 or below at KS1	All children involved made good progress in relation to their personalised targets. The children became more positive about reading and writing, and the skills learned were transferred back into the classroom.
Year 6 Numeracy support	To achieve the expected standard at the end of KS2	A teacher supports numeracy within class lessons. (From Autumn ½ term)	Focus on children who achieved level 1 or above at KS1	Of the 11 children who were entitled to Pupil Premium in Year 6, 73 % achieved the

				expected level in maths and 73% achieved at least expected progress.
Success @ Arithmetic	To make 12 months progress over 24 sessions.	A teaching assistant works with 3 children in Upper Key Stage who are working at about National Curriculum Level 3C or 3B. The focus is on developing arithmetic proficiency. 3 x 30 minutes per week for 8 weeks	Children in Years 5 & 6	Nine children benefitted from Success@Arithmetic. Three children made limited progress and so received additional support (Springboard 5) On average the remaining children made 10 months progress over the 4 month course.
Boosting Reading @ Primary	To make accelerated progress in reading.	Teaching Assistants work 1 to 1 with identified children – 3 x 20 mins a week for 10 weeks.	Years 1 – 6	Autumn Term – 8 children received between 15 and 30 sessions. On average they made 5.125 book levels progress. Spring Term – 8 children received between 19 and 30 sessions. Two children reached booklevel 30, of the other six, they made on average 5.8 book levels progress.
Family Support/ Pastoral Care	To support families, to improve attendance and access to the curriculum.	The Home School Link Worker supports families on an individual basis, as well as running self esteem programmes with selected children.	Whole School	23 families of children entitled to pupil premium received support through the home school link worker.
ELSA training for	To support children's	To help children to understand their	Identified children	All children involved benefitted

one TA, and time to support identified children.	social and emotional development.	own emotions and respect the feelings of those around them, and therefore be able to engage in their learning.		from the programme, increasing their ability to regulate their behaviour and discuss their feelings and those of others.
Other support: identified children will also receive individualised support within class from our SENCo or class teaching assistants, including First Class@ number and other structured intervention programmes.				