

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.

At St John's, the main areas we are working on include:

- language and communication skills
- understanding in numeracy
- developing positive self-esteem and high aspirations
- developing social skills

Pupil Premium Funding for 2019-20: £75,240

Percentage of pupils in the school who are eligible for pupil premium: 28.8%

Next review of school's pupil premium strategy: April 2020

Use of Funding				
The total cost of these interventions is greater than the Pupil Premium Funding; not all children who benefit from these interventions are eligible for Pupil Premium.				
Intervention	Desired Impact	What this does	Targeted pupils	Impact
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. One Ta trained for KS1 & 2, and one TA trained for EYFS	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 – 6 to 8 children a term	
Funding to support Breakfast Club	To ensure children have a good start to the school day.	A settled start to the day ensures children are ready to learn.	As required.	
Funding to support additional nursery hours for identified children.	To ensure children have access to quality nursery provision to support their social, emotional and language development.	Additional/ early access to quality nursery provision to support social, emotional and language development.	As required.	

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 in year 6 who need support to make expected progress.	
Funding for training for teachers and TAs in Colourful Semantics	To further develop our consistent approach to the teaching of writing.	It is aimed at helping children to develop their grammar and it is rooted in the meaning of words (semantics).	All children	
Extra-Curricular activities	Increased confidence and engagement	Children are given opportunities to have new experiences/ challenges and work alongside other children with similar interests. Eg writers' workshops, able maths sessions, SATRO workshops, cooking workshops,	Identified children in Years 1 - 6	
Residential Trips	Increased confidence and engagement	To ensure children benefit from the opportunities offered on residential trips.	Identified children as required	
INTERVENTIONS – all TAs at St John's are trained in research based interventions. These are used to meet identified needs for individual and small groups of children. Detailed below are some of the interventions used at St John's.				
First Class @ Number	To make 12 months progress over 4 months	A teaching assistant delivers up to 30 half-hour sessions to a group of up to four children, for 10 -15 weeks. The children continue to take part in their normal class mathematics lessons. The lessons focus on number and calculation, developing children's mathematical understanding, communication and reasoning skills.	Identified children in Years 2, 3 & 4.	
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	

FFT Wave 3 intervention and structured phonics interventions	The aim is to accelerate learning so that each child makes enough progress in reading and writing in order to be able to progress through whole class /group teaching.	These are early interventions for children who are experiencing difficulties in learning to read and write	Identified children in KS1	
Catch Up Numeracy	To achieve 11 months progress over 5 months and to display an improved attitude towards numeracy	Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners. Catch Up Numeracy involves 15-minute individual sessions delivered twice a week.	Targeted children in KS2 who need support to make expected progress.	
NELI	The Nuffield Early Language Intervention (NELI) is designed to improve the spoken language ability of children in reception classrooms.	NELI is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.	Targeted children in EYFS	
Precision Teaching	To develop the quick recall of key skills.	Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing	Identified children in Years 1 - 6	

		difficulty with acquiring identified key skills.		
Other focused support: identified children will also receive individualised/ small group support within class from our teaching assistants, including Success@Arithmetc, Colourful Semantics and other structured intervention programmes.				

Pupil Premium Funding for 2018-19: £72,860

Percentage of pupils in the school who are eligible for pupil premium: 30.1%

Next review of school's pupil premium strategy: January 2019

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
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 in year 6 who need support to make expected progress.	63% of Pupil Premium children achieved the expected standard in Year 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	17 families of children entitled to pupil premium received support through the home school link worker. Our HSLW also supports teachers and TAs as they support the pastoral needs of children within their classes.
Whole school training on the Emotion Coaching	To help children to regulate own emotions.	Emotion Coaching enables staff to have a shared strategy and shared language for supporting children to regulate their emotions.	All children	Developed a consistent approach in the way staff support children in regulating their own emotions.
ELSA support (KS1 & KS2) for identified children and training for EYFS ELSA TA	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 – 6 to 8 children a term	All children involved benefitted from the programme, increasing their ability to regulate their behaviour and discuss their feelings and those of others. They recognised positive attributes in themselves and learnt how to make friends and socialise.

1:1 tuition for targeted children	To address identified gaps in learning.	One to one tuition enables gaps in a child's learning to be addressed.	Identified children in years 3 - 6	Three children in Year 6 received one to one tuition, two of the children achieved expected.
Funding for children to attend Breakfast Club	To ensure children have a good start to the school day.	A settled start to the day ensures children are ready to learn.	As required.	As required.
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	Four children received additional transition support.
Forest Schools (including training for a member of the EYFS team)	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.	Children in EYFS, all children in Year 2 and identified children in Y1 - 6	Independence, teamwork skills, listening skills, gross and fine motor skills have been developed. Training for EYFS team member on-going
INTERVENTIONS – all TAs at St John's are trained in research based interventions. These are used to meet identified needs for individual and small groups of children. Detailed below are some of the interventions used at St John's.				
First Class @ Number	To make 12 months progress over 4 months	A teaching assistant delivers up to 30 half-hour sessions to a group of up to four children, for 10 -15 weeks. The children continue to take part in their normal class mathematics lessons. The lessons focus on number and calculation, developing children's mathematical	Identified children in Years 2, 3 & 4.	The average progress for the children who completed the programme was 13 months.

		understanding, communication and reasoning skills.		
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	All children, apart from one, made at least two levels of progress in reading
FFT Wave 3 intervention and structured phonics interventions	The aim is to accelerate learning so that each child makes enough progress in reading and writing in order to be able to progress through whole class /group teaching.	These are early interventions for children who are experiencing difficulties in learning to read and write	Identified children in KS1	Identified children made accelerated progress. 86% of Pupil Premium children in Year 1 achieved the expected level in phonics.
Catch Up Numeracy – (including initial training for at least one TA)	To achieve 11 months progress over 5 months and to display an improved attitude towards numeracy	Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners. Catch Up Numeracy involves 15-minute individual sessions delivered twice a week.	Targeted children in KS2 who need support to make expected progress.	One TA completed the Catch Up Training and completed the programme with two children. Both children demonstrated an improved attitude and understanding of key concepts.
NELI	The Nuffield Early Language Intervention (NELI) is designed to improve the spoken language ability of children in reception classrooms.	NELI is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active	Targeted children in EYFS	6 children benefitted from this programme – developing their listening skills and vocabulary.

		listening and phonological awareness.		
Precision Teaching	To develop the quick recall of key skills.	Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring identified key skills.	Identified children in Years 1 - 6	Training for TAs has proved effective in enabling TAs to support identified children with precision teaching.
Extra-Curricular activities	Increased confidence and engagement	Children are given opportunities to have new experiences/ challenges and work alongside other children with similar interests. Eg writers' workshops, able maths sessions, SATRO workshops, cooking workshops,	Identified children in Years 1 - 6	Ten children had the opportunity to take part in extracurricular activities, including Writers' Workshops and Aspirational Maths Workshops.
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 2017-18: £74,940

Percentage of pupils in the school who are eligible for pupil premium: 29%

Next review of school's pupil premium strategy: January 2018

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
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 need support to make expected progress.	Disadvantaged children in Year 6 made +1.80 progress, which is above the national average of +0.31 for non-disadvantaged 75% of the disadvantaged children made the expected level in maths
Year 6 Literacy support	To achieve the expected standard at the end of KS2	A teacher supports literacy within class lessons. (From Autumn ½ term)	Targeted children who need support to make expected progress.	Disadvantaged children in Year 6 made +2.52 progress in Reading, which is above the national average of +0.31 for non-disadvantaged. 75% of the disadvantaged children made the expected level in reading. Disadvantaged children in Year 6 made -3.90 progress in Writing, which is below the national average of +0.24 for non-disadvantaged.

				38% of the disadvantaged children made the expected level in writing, 75% made the expected level in SPAG.
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.	Success @ Arithmetic A group of children worked on very specific times tables targets during this intervention. All of them made an average of 3 times tables progress. Two children increased their times tables rock star scores by 20 points.
First Class @ Number	To make 12 months progress over 4 months	A teaching assistant delivers up to 30 half-hour sessions to a group of up to four children, for 10 -15 weeks. The children continue to take part in their normal class mathematics lessons. The lessons focus on number and calculation, developing children's mathematical understanding, communication and reasoning skills.	Identified children in Years 2, 3 & 4.	First class @ number The children that benefitted from this programme this year all made progress. A couple of children made over 18 months progress whilst others made an average of 7 months 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	Boosting reading @ Primary This programme is a wave 3, 1:1 intervention for our children who find reading incredibly challenging. All children made at least two levels of progress in reading
FFT Wave 3 intervention	The aim is to accelerate learning so that each child makes	FFT is an early intervention for children in Year 1 who are	Identified children in KS1	FFT – small group, additional phonics was completed instead of this intervention. All

(including training for two TAs and a link teacher)	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		children made progress from Phase 3 to Phase 5.
First Class@ Writing: The Pirate Writing Crew/ Dragon hunters (A new intervention)	The children develop key skills of spelling, handwriting, grammar and punctuation and promotes the confidence and motivation to write.	A specially will be trained this year to deliver up to 60 stimulating and motivating half-hour lessons to a group of up to 4 children, 4 times a week, in addition to their daily class lessons.	Identified children in Years 3 and 4	First class @ writing Chd enjoyed this programme. It did not run in its entirety, as there was not long enough in the term, but children improved in their understanding of language.
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	19 families of children entitled to pupil premium received support through the home school link worker.
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	All children involved benefitted from the programme, increasing their ability to regulate their behaviour and discuss their feelings and those of others. They recognised positive attributes in themselves and learnt how to make friends and socialise.
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.	All children in Year 2 and identified children in Y1 - 6	Positive feedback was received, with children showing increased confidence to work and communicate with others.
A well resourced 'Chill Zone'	Increased self-esteem and self-motivation	The Chill Zone is a comfortable room where children are able to take 'time	Identified individuals	The chill zone has enabled children to have the space they

	and ability to regulate own behaviour and emotions.	out', relax and work quietly for a period of time.		need to regulate their emotions and calm down in a more peaceful and respectful environment therefore allowing other children in their class to continue learning.
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	Eight children benefitted from additional transition support. The children and their parents reported that they found these sessions useful.
Extra-Curricular activities	Increased confidence and engagement	Children are given opportunities to have new experiences/ challenges and work alongside other children with similar interests. E.g writers' workshops, able maths sessions, SATRO workshops, cooking workshops,	Identified children in Years 1 - 6	Children participated in Able Maths Sessions, Cooking Sessions and Able Writers' Workshops and the Surrey Library Book Awards, which involved all of Y3 and 4 visiting the library and a visit from a well known author. Parent Maths Workshops focusing on key number skills – all parents received a resource pack to support learning at home. Positive feedback was received.
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 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
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.	Disadvantaged children in Year 6 made +0.86 progress, which is above the national average of +0.28 for non-disadvantaged 63% of the disadvantaged children made the expected level in maths
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	Identified children made good progress in their reading levels.
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	21 families of children entitled to pupil premium received support through the home school link worker.
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	Identified children benefitted from the ELSA programme. Each programme was targeted to the needs of the individual child. All children made

				progress on a social and emotional skills assessment.
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	All children in Year 2 took part in Forest Schools sessions, along with targeted children. Positive feedback was received, with children showing increased confidence to work and communicate with others.
FFT Wave 3 intervention (including training for two TAs and a link teacher)	The aim is to accelerate learning so that each child makes enough progress in reading and writing in order to be able to progress through whole class /group teaching.	FFT is an early intervention for children in Year 1 who are experiencing difficulties in learning to read and write	Identified children in KS1	Two TAs completed the training during the year, and three children completed the course. The children made good progress against their individual targets.
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	Six children benefitted from additional transition support. The children and their parents reported that they found these sessions useful.
Extra-Curricular activities	Increased confidence and engagement	Children are given opportunities to have new experiences/ challenges and work alongside other children with similar interests. Eg writers' workshops, able maths sessions,	Identified children in Years 1 - 6	Children participated in Able Maths Sessions, Cooking sessions, writers' workshops, art workshops.

		SATRO workshops, cooking workshops,		
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 book level 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 one TA, and time to support 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	All children involved benefitted 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.				