

The John Moore Primary School Pupil Premium Strategy Statement April 2018- April 2019

1. Summary information					
School	The John Moore Primary School				
Academic Year	2018/19	Total PP budget	£48,380	Date of most recent internal PP Review	April 2018
Total number of pupils	241	Number of pupils eligible for PP	32 (£1320 per pupil)	Date for next internal review of this strategy	April 2019

2. Current attainment				
*This relates to two children		<i>Pupils eligible for PP (our school)</i>	<i>Pupils eligible for PP (national) 2017</i>	All pupils (national average)
% achieving expected level in English Reading KS2 SATs		50%	53%	75%
% achieving expected level in Writing KS2 SATs		100%	59%	78%
% achieving expected level in Maths KS2 SATs		50%	56%	76%
% achieving expected level in GPS KS2 SATs		100%	-	78%
% achieving expected level in Reading, Writing and Maths		0%	-	64%
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers <i>(issues to be addressed in school)</i>				
A.	KS2 progress in writing was significantly below average for the groups: middle and high prior attainment groups			
B.	KS2 progress was significantly below average in at least one subject for the groups: girls, boys, boys middle			
C.	Social and emotional issues preventing pupils being ready to learn and having a detrimental effect on their peers			
External barriers <i>(issues which also require action outside school)</i>				
D.	PP children’s families are sometimes unable to afford the additional opportunities and experiences offered i.e. the residential school trip.			

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	KS2 progress in writing improves as gaps in learning are addressed.	Pupils reach at least the expected standard in their year groups and make good progress from their starting points for writing. Insight tracking system will show good progress. Intervention group tracking will highlight that gaps in their learning have been addressed. Books will show continued improvement in children's writing. Regular practice of spellings (through support from the Family Support Worker) will ensure that children's spelling improves (and will be shown through spelling test results). . Discovery Club (after school club) will provide the opportunity for children to practise key skills and progress will be shown through impact tracking system.
B.	KS2 progress in reading and maths improves as gaps in learning are addressed.	Pupils reach at least the expected standard in their year groups and make good progress from their starting points for reading and maths. Insight tracking system will show progress. Intervention group tracking will highlight that gaps in their learning have been addressed. Books will show continued improvement in Maths skills. Regular practice of reading and maths skills (through support from the Family Support Worker) will ensure that children's reading and maths skills improve (and will be shown through reading tests and maths tests). Discovery Club (after school club) will provide the opportunity for children to practise key skills such as reading and times tables and progress will be shown through impact tracking system.
C.	Pupils are ready to learn and develop positive learning behaviours. Pupils are able to regulate their emotions.	Pupils engage positively in lessons and wider school life. Tracking of behaviour shows fewer incidents (CPOMS). Intervention from Pastoral/Behaviour Support TA targets specific children to engage children in their learning and to prevent them from having a detrimental effect on their peers and this results in positive learning behaviours. Low stimulus room is set up to meet the SEMH needs of children and children and other professionals report that CYP are being well supported. 'Talk time' sessions are provided by a Behaviour Support consultant to support children's needs. Teachers report that pupils are better able to self-regulate and participate fully in learning.
D.	PP children are able to participate in additional opportunities and experiences (the residential trip)	PP children participate in enriching experiences and opportunities that develop social skills and promote learning skills.

5. Planned expenditure					
Academic year		April 2018-April 2019			
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. KS2 progress in writing improves as gaps in learning are addressed	Talk 4 Writing training.	We want to continue developing and upskilling our staff. Talk 4 Writing will provide a consistent approach across the school and will ensure that writing skills are constantly developed and improved upon. The Sutton Trust states that ‘the most effective teachers have deep knowledge of the subjects they teach’.	Lesson observations/Learning Walks/Book Looks.	Ruth Laing	Termly
B.KS2 progress in reading and maths improves as gaps in learning are addressed.	All staff to participate in Mastery Maths training sessions as school adopts this approach to Maths.	School have continued their Mastery Maths journey. The approach focuses on deepening children’s understanding in Maths so that concepts are secure before moving on to new learning. The Sutton Trust states that ‘the most effective teachers have deep knowledge of the subjects they teach’.	Lesson observations/learning walks and work scrutiny (Strive days). Monitor children’s progress in Maths through Insight tracking system. SATs results will show an increase in number of children reaching the expected standard in Maths.	Tim Blakey	Termly
Total budgeted cost					No cost as expertise within staff team

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?
<p>C. Pupils are ready to learn and develop positive learning behaviours. Pupils are able to regulate their emotions.</p>	<p>School to employ a Behaviour Support/Pastoral TA for 5 mornings and two afternoons a week to work with children with Social, Emotional and Mental Health needs. Develop restorative approaches, nurturing environment and focus on positive behaviours.</p> <p>£15,079pa £1,000pa for MDS Total= £16,079</p>	<p>School have noted more children starting school with SEMH needs. They need help to recognise/regulate their emotions so that they, and their peers, are ready to learn.</p> <p>This support will enable children to express themselves in an effective way. School also to create a low-stimulus room so that children have a quiet space to go when needed.</p> <p>EEF (Education Endowment Foundation) Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.</p>	<p>Observation of the work carried out by the Pastoral/Behaviour Support TA to ensure it is tailored to the needs of the children.</p> <p>The number of incidents of disruptive behaviour occurring in school will decrease.</p> <p>Progress of children with SEMH needs will increase allowing them to make good progress from their starting points.</p>	Heather Philcox	Termly
<p>A. KS2 progress in writing improves as gaps in learning are addressed</p> <p>B. KS2 progress in reading and maths improves as gaps in learning are addressed.</p>	<p>Inclusion Manager to run intervention groups</p> <p>TAs to run intervention groups</p> <p>£17,515</p>	<p>We want to provide extra support to maintain the progress of PP children. Small group interventions have been shown to be highly effective, as discussed in reliable evidence sources such as EEF Toolkit.</p>	<p>Intervention impact grids highlight the progress of the intervention children.</p> <p>Regular meetings with intervention leads identify progress made and next steps in learning.</p>	Heather Philcox	Termly

<p>A. KS2 progress in writing improves as gaps in learning are addressed</p> <p>B. KS2 progress in reading and maths improves as gaps in learning are addressed.</p>	<p>Family Support Worker employed for 7 hours a week to support PP children with basic skills. Weekly sessions will focus on practising key learning skills. FSW will develop strong links with parents and offer advice on how to support their children at home.</p> <p>FSW employed for additional 2 afternoons per week (5 hours)</p> <p>Total cost= £7,294</p>	<p>We want to provide extra support to maintain progress of PP children. Small group interventions have been shown to be highly effective, as discussed in reliable evidence sources such as EEF Toolkit.</p> <p>We want to develop the relationships between the school and our parents- the FSW will offer support and advice to parents. The EEF Toolkit suggests that parental involvement in learning may have wider benefits beyond boosting attainment outcomes.</p> <p>The National Literacy Trust highlights that children with poor literacy are more likely to live in PP households.</p> <p>EEF Toolkit states that 'evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p>	<p>Tracking progress of PP children. Use of NGRT/SWST/Letters and Sounds booklets for assessment.</p> <p>File of evidence of work which shows progress.</p>	Heather Philcox	Termly
<p>C. Pupils are ready to learn and develop positive learning behaviours. Pupils are able to regulate their emotions.</p>	<p>School pay for Behaviour Support Consultant to work in the school 1 afternoon per week to provide 'talk time' sessions for children who need it.</p> <p>= £110 per week £4,290 pa</p>	<p>School have noted more children starting school with SEMH needs who need help to recognise/regulate their emotions so that they, and their peers, are ready to learn.</p> <p>'Talk time' will enable children to express themselves in positive ways.</p> <p>EEF (Education Endowment Foundation) Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.</p>	<p>The number of incidents of disruptive behaviour occurring in school will decrease.</p> <p>Progress of children with SEMH needs will increase.</p>	Heather Philcox	Termly
Total Cost					£45,178

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. PP children are able to participate in additional opportunities and experiences (the residential trip)	<p>Residential and other visits are subsidised for pupils in receipt of PP.</p> <p>Pupils are targeted and encouraged to attend an extra-curricular club. TAs are paid to attend Discovery Club.</p> <p>Funding is used to pay for swimming lessons and musical instrument lessons.</p>	<p>Trips are a fundamental part of the curriculum and the experience gained from them, and the work undertaken as a result of the experience has a positive impact.</p> <p>Pupils are given opportunities to access activities and experiences that will engage and inspire them.</p>	<p>HP/School Office Manager ensures that PP children receive relevant subsidies.</p> <p>HP/teachers target specific children for clubs.</p>	Heather Philcox	Termly
<p>A. KS2 progress in writing improves as gaps in learning are addressed</p> <p>B.KS2 progress in reading and maths improves as gaps in learning are addressed.</p>	PP lead uses Resources budget to buy resources needed which will help to close gaps in attainment.	High quality resources aid effective teaching.	HP will liaise with staff to identify gaps in resources.	Heather Philcox	Termly
<p>C. Pupils are ready to learn and develop positive learning behaviours.</p> <p>D.PP children are able to participate in additional opportunities and experiences</p>	School identifies children who would benefit from attending Breakfast Club so that they have food and a settled start to the day.	<p>School monitors lateness to school into account when considering this action.</p> <p>School considers availability of food in the home when considering this action.</p>	HP to monitor attendance at Breakfast Club.	Heather Philcox	Termly
Total budgeted cost					£3,202

6. Review of expenditure				
Previous Academic Year		April 2017- April 2018		
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
Pupils are ready to learn and develop positive learning behaviours. Pupils are able to regulate their emotions.	MDS Training from Behaviour Support Consultant. Two session training 1st session- focus on behaviour management and positive approaches 2 nd session- focus on positive playtimes/lunchtimes and meeting the needs of all children.	MDS staff all reported that they felt the training was beneficial and was shown by their completed course evaluation forms. MDS staff model positive playtimes games to children at lunchtimes. Resources are placed out so that children have a range of quality playing equipment to use that is rotated on a regular basis (including skipping ropes, music, bubbles, chalk, dressing up clothes, books, creative activities, sand, cars/mats, duplo etc) The number of behaviour incidents at lunchtimes has decreased. Children who need more support at lunchtimes are targeted and support is given to ensure they can access lunchtimes successfully- the courtyard area is used to enable children to access a quieter space if needed.	Training has ensured that staff are all using a consistent approach when dealing with incidents at playtimes and are sensitive to the needs of all. SMT to look at further ways to improve lunchtimes (play pods) so that children have a greater range of meaningful activities to participate in.	£390
KS2 progress in reading and maths improves as gaps in learning are addressed.	All staff to participate in Mastery Maths training sessions as school adopts this approach to Maths.	During pupil conferencing, pupils expressed enjoyment at the new teaching approach and felt that they had a greater understanding of maths skills as a result. In KS2, PP children made an average of 12 months progress in their reading and spelling age in 2017-18 over a 10 month period. 37% of this group made substantially more progress than this in reading and 45% of this group made substantially more progress than this in spelling. In KS1 all children made good progress with 30% making over 1y progress in reading and 30% making over 1y progress in spelling. This is highlighted on the school's PP tracking grids.	The school staff have received training in this area but this needs to continue so that staff feel confident. The school is part of the GlowMaths Hub. Pupil Premium tracking grids from 2017/18 show most PP children made increased improvement in their reading and spelling ages.	£500
KS2 progress in writing improves as gaps in learning are addressed	Training by Education Consultant on work scrutiny/Book Looks. (£500)		Regular Books Looks and Learning Walks will continue so that staff are confident with the work produced by the children and are picking up on areas of development (Strive days).	
KS2 progress in reading and maths improves as gaps in learning are addressed	Regular moderation of work by staff and regular work scrutiny. Staff training- planning for all needs	Staff were clear as to the moderation timetable and were clear as to the foci over the year. Any areas of development were revisited and developed over the year i.e. the availability of scaffolding resources to aid children in their learning- all classes now have scaffolding materials easily accessible for all pupils.	Talk 4 Writing targets ensures that staff look closely at the needs of all and put differentiation in place- scaffolding work for those that need it but also stretching the rapid graspers.	

				£2000
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
Pupils are ready to learn and develop positive learning behaviours. Pupils are able to regulate their emotions.	School to employ a Behaviour Support/Pastoral TA for 5 mornings a week to work with children with Social, Emotional and Mental Health needs. Develop restorative approaches and focus on positive behaviours. (£9257 and £917 MDS= £10,174	<p>The number of incidents of disruptive behaviour occurring in school decreased. However, school still recognises that this is still an area that needs more intervention and will continue to be a focus next year.</p> <p>Progress of children with SEMH needs (on the SEND register) increased which was highlighted as they achieved outcomes on their support plans and was also shown by their individual SEND tracking sheets.</p> <p>In KS2, PP children made an average of 12 months progress in their reading and spelling age in 2017-18 over a 10 month period. 37% of this group made substantially more progress than this in reading and 45% of this group made substantially more progress than this in spelling. In KS1 all children made good progress with 30% making over 1y progress in reading and 30% making over 1y progress in spelling. This is highlighted on the school's PP tracking grids.</p>	<p>Pastoral/Behaviour Support TA will continue the work that she does.</p> <p>School will also look at setting up a low-stimulus room and providing 'talk time' with a Behaviour Support Consultant to meet the needs of children with SEMH needs.</p>	£10,174
Pupils are ready to learn and develop positive learning behaviours. Pupils are able to regulate their emotions.	Behaviour Support/Pastoral TA to take part in the Build to Express Course run by the EP Service. (£150)	<p>Observation of the work carried out by the Pastoral/Behaviour Support TA highlighted it is tailored to the needs of the children.</p> <p>The number of incidents of disruptive behaviour occurring in school decreased. Behaviour TA was able to respond to children effectively and provide opportunities for them to express themselves in a more effective way.</p> <p>Progress of children with SEMH needs (on the SEND register) increased which was highlighted as they achieved outcomes on their support plans and was also shown on the school's individual SEND tracking grids.</p>	<p>School will continue to offer the 'Build to Express' approach.</p> <p>School also recognise the importance of additional SEMH training in order to upskill staff. i.e. Drawing and Talking, Nurture Groups</p>	£150

<p>KS2 progress in writing improves as gaps in learning are addressed</p> <p>KS2 progress in reading and maths improves as gaps in learning are addressed</p>	<p>Family Support Worker employed for 7 hours a week to support PP children with basic skills. Weekly sessions will focus/practise key learning skills. FSW will develop strong links with parents and offer advice on how to support their children at home. (£5,151)</p>	<p>In KS2, PP children made an average of 12 months progress in their reading and spelling age in 2017-18 over a 10 month period. 37% of this group made substantially more progress than this in reading and 45% of this group made substantially more progress than this in spelling. In KS1 all children made good progress with 30% making over 1y progress in reading and 30% making over 1y progress in spelling. This is highlighted on the school's PP tracking grids.</p> <p>PP Evidence files shows the progress children have made in their writing and Maths over the year 2017-18.</p>	<p>Family Support Worker will continue with the work she does- school will look at extending the hours she is in school in the future.</p>	<p>£5,151</p>
<p>KS2 progress in writing improves as gaps in learning are addressed</p> <p>KS2 progress in reading and maths improves as gaps in learning are addressed.</p>	<p>Use of qualified teacher to run regular writing intervention groups.</p> <p>Inclusion Manager to run intervention groups 2 x a week. TAs to run intervention groups x 4 afternoons a week</p> <p>Weekly Maths Booster sessions run by qualified teacher with specialism in Maths.</p> <p>Inclusion Manager to run intervention groups 2 x a week. (TA cost- £15,175 Teacher cost- £15,500</p>	<p>In KS2, PP children made an average of 12 months progress in their reading and spelling age in 2017-18 over a 10 month period. 37% of this group made substantially more progress than this in reading and 45% of this group made substantially more progress than this in spelling. In KS1 all children made good progress with 30% making over 1y progress in reading and 30% making over 1y progress in spelling. This is highlighted on the school's PP tracking grids.</p> <p>Intervention grids highlight the progress of the intervention children.</p>		<p>£15,175</p> <p>£15,500</p>
Total Cost				£46,150

iii. Other approaches				
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
PP children are able to participate in additional opportunities and experiences (the residential trip)	<p>Residential and other visits are subsidised for pupils in receipt of PP.</p> <p>Pupils are targeted and encouraged to attend an extra-curricular club. TAs are paid to run Discovery Club.</p> <p>Funding is used to pay for swimming lessons and musical instrument lessons. (£1000)</p>	All children were able to participate in the residential trip and educational day trips.	School will continue to ensure that all children can participate in educational trips, wider opportunities and residential trips by subsidising PP children.	£1000
<p>KS2 progress in writing improves as gaps in learning are addressed</p> <p>KS2 progress in reading and maths improves as gaps in learning are addressed.</p>	PP lead uses Resources budget to buy resources needed which will help to close gaps in attainment. (£10,892)	<p>High quality resources aid affective teaching.</p> <p>PP funding has been used to provide Maths toolkits in each classroom with high quality resources inside. It has also been used to provide scaffolding resources in each classroom and individual resource sacks for children. It has also been used to buy Maths concrete apparatus, clocks for the Key Stage 2 classrooms and to re-stock the reading scheme across the school.</p>	PP funding will continue to be used to ensure resources across the school are of a high quality to aid effective learning.	£10,892

<p>Pupils are ready to learn and develop positive learning behaviours.</p> <p>PP children are able to participate in additional opportunities and experiences</p>	<p>School identifies children who would benefit from attending Breakfast Club so that they have food and a settled start to the day. (£1000)</p>	<p>School was able to provide a nutritional start to the day for targeted children.</p>	<p>School will continue to fund Breakfast Club for those children who need it.</p>	<p>£1000</p>
				<p>£12,892</p>