

The John Moore Primary School Pupil Premium Strategy Statement April 2019- April 2020

1. Summary information					
School	The John Moore Primary School				
Academic Year	2019/20	Total PP budget	£52,800	Date of most recent internal PP Review	April 2019
Total number of pupils	256	Number of pupils eligible for PP	40 (£1320 per pupil)	Date for next internal review of this strategy	April 2020

2. Current attainment			
*This relates to four children	<i>Pupils eligible for PP (our school)</i>	<i>Pupils eligible for PP (national)</i>	All pupils (national average)
% achieving expected level in English Reading KS2 SATs	75%	53% (2017)	73%
% achieving expected level in Writing KS2 SATs	75%	59% (2017)	78%
% achieving expected level in Maths KS2 SATs	100%	56% (2017)	79%
% achieving expected level in GPS KS2 SATs	75%	-	78%
% achieving expected level in Reading, Writing and Maths	75%	51% (2019)	65%

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 (NB this data related to 1 pupil in each group)
B.	KS2 progress was significantly below average in at least one subject for the groups: girls, boys, boys middle (NB this data related to 1 pupil in each group)
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 and GPS 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 TPs) 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 tracking system.
B.	KS2 progress in reading 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. 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 TPs) 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 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 TP 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. Pupils participate in Therabuild sessions to help them identify and regulate their emotions and feelings. School adopt RP approach to behaviour management.
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 2019-April 2020

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 and GPS 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 improves as gaps in learning are addressed.	All staff to participate in Talk 4 Reading training.	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.	Ruth Laing	Termly

<p>C. Pupils are ready to learn and develop positive learning behaviours.</p>	<p>Introduction of Restorative Practice. Introduction of whole school weekly learning behaviour focus.</p>		<p>Analysis of CPOMs to see if behaviour incidents have decreased. Learning Walks. Lesson observations. Regular training sessions (Inset and staff meetings) and feedback sessions in staff meetings.</p>	<p>Heather Philcox</p>	<p>Termly</p>
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Total budgeted cost N/A

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 TP for 5 mornings and three afternoons a week to work with children with Social, Emotional and Mental Health needs. Develop restorative approaches, nurturing environment and focus on positive behaviours. TP to receive ELSA training from EP Service. £18,079pa £1,000pa for MDS Total= £19,079</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. This support will enable children to express themselves in an effective way. School also to provide access to a low-stimulus room that is staffed in the afternoons so that children have a quiet space to go when needed. 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 TP to ensure it is tailored to the needs of the children. The number of incidents of disruptive behaviour occurring in school will decrease (CPOMs). Progress of children with SEMH needs will increase allowing them to make good progress from their starting points.</p>	<p>Heather Philcox</p>	<p>Termly</p>

<p>A. KS2 progress in writing and spelling improves as gaps in learning are addressed</p> <p>B.KS2 progress in reading improves as gaps in learning are addressed.</p>	<p>TPs to run intervention groups and to pick up children identified by class teacher as needing additional support.</p> <p>£18,276</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>Regular meetings with intervention leads identify progress made and next steps in learning.</p>	<p>Heather Philcox</p>	<p>Termly</p>
<p>A. KS2 progress in writing and spelling improves as gaps in learning are addressed</p> <p>B.KS2 progress in reading improves as gaps in learning are addressed.</p>	<p>Inclusion Manager employed to track and monitor progress for PP children. Inclusion manager will develop strong links with parents and offer advice on how to support their children at home.</p> <p>Class teachers know the PP children in their class and offer additional reading sessions, spelling practice</p> <p>Total cost= £8,371</p>	<p>We want to ensure that the progress of our PP children is monitored carefully so that additional support can be put in place when needed.</p> <p>We want to develop the relationships between the school and our parents- the Inclusion Manager 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. 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>Books show progress.</p>	<p>Heather Philcox</p>	<p>Termly</p>

<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. = £110 per week £4,290 pa</p> <p>School pay for weekly Therabuild sessions to provide additional support for specific children. = £4000</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. 'Talk time' will enable children to express themselves in positive ways. 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>	<p>Heather Philcox</p>	<p>Termly</p>
Total Cost					<p>£54,016</p>

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?
<p>D. PP children are able to participate in additional opportunities and experiences (the residential trip)</p>	<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. TPs 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>	<p>Heather Philcox</p>	<p>Termly</p>

<p>A. KS2 progress in writing and spelling improves as gaps in learning are addressed</p> <p>B.KS2 progress in reading improves as gaps in learning are addressed.</p>	<p>PP lead uses Resources budget to buy resources needed which will help to close gaps in attainment.</p>	<p>High quality resources aid effective teaching.</p>	<p>HP will liaise with staff to identify gaps in resources.</p>	<p>Heather Philcox</p>	<p>Termly</p>
<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>	<p>School identifies children who would benefit from attending Breakfast Club so that they have food and a settled start to the day.</p>	<p>School monitors lateness to school and takes this into account when considering this action.</p> <p>School considers availability of food in the home when considering this action.</p>	<p>HP to monitor attendance at Breakfast Club.</p>	<p>Heather Philcox</p>	<p>Termly</p>
Total budgeted cost					£3,202

6. Review of expenditure

Previous Academic Year

April 2018- April 2019

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
<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>Talk 4 Writing training</p> <p>All staff to participate in Mastery Maths training sessions as school adopts this approach to Maths.</p>	<p>Teachers feel more confident in the Talk 4 Writing approach. Book Looks demonstrate that children's writing is improving. Pupil Premium children's attainment in KS2 SATs in writing was broadly in line with national data for all pupils.</p> <p>Staff feel more confident about teaching Maths. Regular training is undertaken through staff meetings and Inset days. Pupil premium children's attainment in Maths in the KS2 SATs in 2019 was above the National for all other pupils.</p>	<p>Staff have benefitted from on-going training through staff meetings and Inset days. This will continue to ensure that staff are confident in the Talk 4 Writing approach and to ensure that children's skills in writing continue to improve.</p> <p>Staff have benefitted from on-going training through staff meetings and Inset days. This will continue to ensure that staff are confident in the Mastery Maths approach and to ensure that children's skills in maths continue to improve.</p>	
				<p>None used as expertise on staff team</p>

ii.				
<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 TP 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. £15,079pa £1,000pa for MDS Total= £16,079</p>	<p>Progress of children with SEMH needs (on the SEND register) increased which was highlighted as they achieved the outcomes on their My Support Plans and was also shown by their individual SEND tracking sheets.</p> <p>The number of incidents of disruptive behaviour in school decreased. School recognises that this strategy is working and that it needs to continue. Behaviour Support/Pastoral TA to also receive ELSA training from EP Service next year.</p>	<p>Pastoral/Behaviour Support TP will continue the work that she does but will also receive additional training from the EP Service to become an ELSA.</p> <p>School will continue to provide a low stimulus room for pupils to access.</p>	<p>£16,079</p>
<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>Intervention impact grids highlighted the progress of the children.</p> <p>Regular meetings between the TPs and CTs ensured progress made was identified and next steps agreed.</p>	<p>TPs will continue to run intervention sessions.</p> <p>inclusion Manager will also run intervention sessions.</p>	<p>£17,515</p>

<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>PP tracking grids show progress of the PP children across the school.</p>	<p>It was difficult to find times when the FSW could take children out of class to work with them so that this did not impact with their in class learning. Therefore, it was decided that CTs will ensure extra support sessions are offered in class to PP children. Inclusion Manager to take back the role of monitoring and tracking PP children.</p>	<p>£7,294</p>
<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. = £110 per week £4,290 pa</p>	<p>There has been a decrease in challenging behaviours from specific children who are having their needs met through 'talk time'.</p>	<p>The school feels very strongly that it is important to be able to offer a range of interventions for children with SEMH needs so will continue to offer 'talk time' sessions. The school will also offer Therabuild sessions (learning to explore emotions through lego) in the next financial year.</p>	<p>£4,290 pa</p>
				<p>£45,178</p>

iii.				
<p>D.PP children are able to participate in additional opportunities and experiences (the residential trip)</p>	<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>PP children have had the opportunity to participate in a range of trips and activities.</p>	<p>The school will continue to support children to enable them to participate in a range of activities and opportunities as these events are an important part of school life and offer enrichment opportunities to our pupils.</p>	
<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>PP lead uses Resources budget to buy resources needed which will help to close gaps in attainment.</p>	<p>The school has been able to buy a variety of resources to aid high quality teaching.</p>	<p>The school will continue to identify areas in which resources are needed so that our children have the opportunity to use high quality resources to enrich the teaching experience.</p>	
<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>	<p>School identifies children who would benefit from attending Breakfast Club so that they have food and a settled start to the day.</p>	<p>Children who have been able to attend Breakfast Club through this funding have been more settled and ready to learn as a consequence.</p>	<p>The school recognises the importance of a good start to the day to enable pupils to reach their potential. The school will continue to offer this support when needed.</p>	
				£3,202