



Pupil Premium Strategic Plan Evaluation September 2017-18

Academic Year: 2017/18	PP budget (Sept 17-Apr 18): £18964 plus £12500 donation = £31464 PP budget (April 18-August 18) =£19000	Date of most recent external PP reviews: January & March 2017
Total No of pupils: 235	Number of pupils eligible for PP: 48	Date for next external PP review: TBC

Objective	Actions	Evidence and Rationale	Responsibility	Success Criteria	Evaluation
Improve school attendance	<p>Employ School EWO 0.1fte Embed school procedures</p> <p>Closely monitor PP attendance and implement actions to support</p> <p>Continue holistic approach, improving attendance - EWO/SJB school nurse/SERIS worker/SENCo/HT</p> <p>Specific monitoring and focus on supporting attendance for fsm children</p>	<p>Pre EWO 2012-13 94.9% EWO impact 2013-14 96.11% 2014-15 96.2% 2015-16 96%</p> <p>PP 2013-14 94.87% Other 2013-14 96.47% PP 2014-15 95.41% Other 96.17% PP 2015-16 Other PP 2016-17 96.14% Other 96.22% NATIONAL ALL 96.1%</p>	HT/ EWO	<p>PP attendance and FSM at least in line with other children at SJB and other children nationally,</p> <p>Improved attendance for children cause for concern</p>	<p>PP 2015-16 94.78% PP 2016-17 95.62% PP 2017-18 96.1% Other 2017-18 96% National 2017-18 95.8% National PP 2017-18 94.3% In line with other SJB and national Nb flu virus and sickness bug significantly impacting attendance 17-18</p> <p>FSM 2015-16 92.44% FSM 2016-17 93.80% FSM 2017-18 95.1% Other 2017 95.68% National 2016-17 96% Increasing, slightly below SJB other and national</p>



					<p>Persistent absence PP 2016-17 10.53% PP 2017-18 3.4% Other 2017-18 6.1% National 9.6% Lower than other at SJB and national Evidence of impact of intervention for children cause for concern</p>
					£3000
Prevent mental/social/emotional barriers to learning	<p>Family Support Manager/school nurse working directly with families – self referral</p> <p>Access to SERIS support in school for children</p> <p>1-1 teacher support addressing emotional and academic development.</p> <p>Positive opportunities throughout school day and extra curricular to motivate and engage children – sports/arts</p>	<p>Previous evidence of improved engagement, progress and attainment following involvement of family support manager and/or school nurse-case studies</p> <p>EEF Research Social and Emotional Learning</p>	<p>Family Support Manager</p> <p>School Nurse</p> <p>STA Sports coordinator</p> <p>SERIS</p>	<p>Intervention impacting attendance and progress/attainment</p> <p>PP children demonstrating positive learning behaviours</p>	<p>Reduced persistent absence for PP children</p> <p>PP attendance better than national and in line with other children at SJB</p> <p>Excellent learning behaviour in school. Small cohort of children finding managing emotions/behaviour difficult - early intervention in place including working with the family</p>
					£31364



<p>Improve speech and language across the school</p>	<p>Implement good practice across the school from whole school speech and language training. Screen all EYFS children Address key areas for improvement through class teaching –EYFS/KS1</p> <p>Training and mentoring for x2 TAs by Speech and Language therapist.</p> <p>Targeted intervention delivered by TAs and/or speech therapist</p>	<p>EEF Research: Oral Language Intervention</p>		<p>Majority of children on track (screening test) by end of EYFS</p> <p>Embedded early intervention</p> <p>Sp and Lang Targeted support records demonstrate specific, significant progress for individual children</p> <p>Increased catch up evident for children beginning EYFS from low starting point in reading and writing</p>	<p>Speech and Language Screening: On track=age related expectation YN Sept 17 56% on track March 2018 82% on track July 2018 92% on track +36%</p> <p>YR Sept 17 66% on track March 2018 94% on track July 2018 97% on track +31%</p> <p>Intervention: Vast majority of children meeting speech and language targets</p> <p>However language remains a key area for improvement for all children and remains a school priority</p>
<p>Non SEND PP to meet age related</p>	<p>Close evaluation of PP progress and attainment in each cohort by HT and teachers, clear identification of need,</p>	<p>EEF Research: One to one tuition EEF Research: Small Group tuition</p>	<p>HT/DHT KS2 teachers</p>	<p>Increased % of non SEND PP children on track across cohorts</p>	<p>£7600</p> <p>PP Non Send</p> <p>Although children are making progress, the gap is widening</p>



<p>expectation in r/w/m</p> <p>Increase the number of PP SEND pupils meeting age related expectations</p>	<p>leading to effective deployment of staff and intervention.</p> <p>Quality first teaching in basic skills – school observations and in school mentoring</p> <p>Continue to provide 1-1 teacher or TA intervention and small group intervention based on identification of need. Timescale clearly identified with SMART measurable outcomes. Interventions repeated only if success evident.</p> <p>Education plans in place to track progress and identify need. Used to inform provision.</p> <p>Further improve SEND provision to close the learning gap. Consultations with Educational Psychologist. Direct work by Speech and Language Therapist and school nurse.</p>	<p>EEF Research: Feedback</p> <p>Internal Evidence of impact of intervention</p> <p>% PP children making expected progress improving over 3 year period (2013-15) (nb 2016 not comparable) Improved 2016-17</p>		<p>SEND children working towards realistic but ambitious targets – evidenced in</p> <p>SEND children meeting set targets</p> <p>Increased number of SEND children on track/meeting national expectation</p>	<p>as expectations increase particularly in English. This remains a concern across KS2.</p> <p>Evidence of children meeting specific SEND targets</p>
<p>Ensure more able PP children exceed national expectation l r/w/m</p>	<p>Quality teaching in every class</p> <p>CPD and implementation of 'mastery learning' in each year group</p> <p>High expectations and differentiation to challenge, including non PP children as role models</p>	<p>EEF research: Mastery</p> <p>EEF research: Feedback</p> <p>EEF research: small group work</p>	<p>HT</p> <p>Class teachers</p>	<p>% PP higher attainers at previous key stage 'exceeding' national expectation increasing as move through next key stage</p>	<p>% of children working at GD increasing as children move through the school Particularly in maths</p>



	<p>Targeted booster intervention activities to further challenge more able children – eg Y6 maths club</p> <p>Increase gifted and talented opportunities to inspire PP children</p>	<p>Evidence of excellent progress for Identified 'more able' PP children. Exceeding %s overall significantly above national across cohorts in r/w/m</p>			<p>Increased opportunities particularly in sport and the Arts</p>
					£52337