



Pupil Premium Strategic Plan September 2017-18

Academic Year: 2017/18	PP budget (Sept 17-Apr 18): £18964 plus £12500 donation = £31464 PP budget (April 18-August 18)	Date of most recent external PP reviews: January & March 2017
Total No of pupils: 235	Number of pupils eligible for PP: 46	Date for next external PP review: November 2017

Objective	Actions	Evidence and Rationale	Responsibility	Success Criteria	Cost
Improve school attendance	Employ School EWO 0.1fte Embed school procedures Closely monitor PP attendance and implement actions to support Continue holistic approach, improving attendance - EWO/SJB school nurse/SERIS worker/SENCo/HT Specific monitoring and focus on supporting attendance for fsm children	Pre EWO 2012-13 94.9% EWO impact 2013-14 96.11% 2014-15 96.2% 2015-16 96% 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%	HT/ EWO	PP attendance and FSM at least in line with other children at SJB and other children nationally, Improved attendance for children cause for concern	
					£3000
Prevent mental/social/emotional barriers to learning	Family Support Manager/school nurse working directly with families – self referral Access to SERIS support in school for children	Previous evidence of improved engagement, progress and attainment following involvement of family support manager	Family Support Manager School Nurse STA	Intervention impacting attendance and progress/attainment -case studies	



	<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>and/or school nurse-case studies</p> <p>EEF Research Social and Emotional Learning</p>	<p>Sports coordinator</p> <p>SERIS</p>	<p>PP children demonstrating positive learning behaviours</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.</p> <p>Screen all EYFS children</p> <p>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>	
					£7600
	<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</p>	<p>HT/DHT</p> <p>KS2 teachers</p>	<p>Increased % of non SEND PP children on track across cohorts</p>	



<p>Non SEND PP to meet age related 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: Small Group tuition 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 Personal Education Plans and supported by external professionals</p> <p>SEND children meeting set targets</p> <p>Increased number of SEND children on track/meeting national expectation</p>	
<p>Ensure more able PP children exceed national expectation in 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 in current cohort</p> <p>Increase in % PP middle attainers ‘exceeding’ national</p>	

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	<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>expectation in current cohort</p>	
					<p>£52337</p>