Pupil Premium Strategy Statement

1. Summary information					
School	Clayton St John CE Primary				
Academic Year	2018-19	**Total PP budget**	£132,701	**Date of most recent PP Review**	9/19
Total number of pupils	453	**Number of pupils eligible for PP**	130	**Date for next internal review of this strategy**	4/20

2. Current attainment		
	Pupils eligible for PP	*Pupils not eligible for PP*
Key Stage 2		
% achieving in reading, writing and maths	20% (NA 65%)	51% (NA 65%)
Progress in Reading	-6.1	-1.4
Progress in Writing	-8.4	-2.8
Progress in Mathematics	-4.5	-2
Attainment in Reading	20% (NA 73%)	55% (NA 73%)
Attainment in Writing	40% (NA 79%)	62% (NA 79%)
Attainment in Mathematics	30% (NA 79%)	62% (NA 79%)
Key Stage 1		
% achieving ARE in Reading	54% (NA 76%)	78% (NA 76%)
% achieving ARE in Writing	46% (NA 79%)	58% (NA 79%)
% achieving ARE in Mathematics	46% (NA 77%)	73% (NA 77%)
Year 1 Phonics		
% passing the Phonics Screening	53% (NA 81%)	86% (NA 81%)
Reception GLD (Good Level of Development)		
% achieving GLD	50%	65%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	The school was placed into Special Measures in Spring 2017 due to poor leadership and management and the fact that inadequate teaching was having a severely detrimental impact on educational outcomes for pupils. Lack of CPD offered to staff has meant they have been unable to develop their professional knowledge and understanding to support vulnerable pupils.
B.	Many pupils are disengaged and disillusioned with school, and have not engaged with positive learning behaviours. Lack of clarity regarding behaviour, for both pupils and staff, have allowed a culture of unacceptable behaviour which has impacted on standards across all areas and through all Key Stages. The Behaviour Policy that was in place was not fit for purpose, with staff feeling de-skilled by the systems that were put in place.
C.	A large proportion of pupils suffer with speech and language difficulties.
D.	A large proportion of pupils suffer from Dyslexia and or Irlans – which has a significant impact on Reading and Writing outcomes.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	Area in which the academy is situated has a wide variety of socio-economic backgrounds, ethnicities and cultures which creates divides between groups of children both within and outside of school. For a growing number, this is manifesting as a lack of cultural capital and experiences, impeding pupils' ability to contextualise learning.
F.	Attendance is an issue, mainly caused by a high proportion of Persistent Absence. There are a number of reasons for PA (unauthorised extended leave, lack of engagement from parents, welfare concerns) and is particularly high for disadvantaged pupils across the academy. This is having a particularly negative impact for Pupil Premium students, which in-turn is having a detrimental effect on their progress and attainment.

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
1.	Clear identification through Pupil Progress Meetings and other discussions between SLT and teaching staff. Comparisons between disadvantaged and non-disadvantaged pupils will be presented to governors each half term. Pupil Progress Meetings held to identify and list actions for vulnerable groups.	PP pupils identified and class teachers aware of the progress they are making. If pupils are not making progress, interventions will be put in place to address issues.
2.	The % of pupils achieving Reading, Writing and Mathematics is in-line with National Averages at all end of phase points. Those PP pupils who are more able achieve greater depth. Improved outcomes for all across all subjects.	Year 6/2 SATs results demonstrate good progress and attainment for disadvantaged pupils in all subjects. Gap narrowed for PP in GLD, Phonics and at Key Stage 1. Gap narrowed for more able PP. Quality First Teaching and interventions ensure that all pupils make good progress, and the gap between the outcomes for PP and non-PP pupils is narrowed.
3.	Pupils are provided with access to a wider range of experiences that enhance their knowledge and understanding of the world and support learning across the curriculum, particularly in English and Mathematics. Pupils feel that they have a positive future and a feeling of belonging. Pupils are prepared physically and emotionally for school.	After-school clubs, trips and residential visits to be subsidised as required to ensure PP pupils have a variety of educational experiences. All pupils wearing Clayton St John uniform. Pupils given breakfast if they have not had any before coming to school. Pupil Premium pupils are ready to learn and feel positive about education and their future.
4.	Overall attendance to improve and to achieve above National Average. PA reduced to be in-line with National. Weekly year group attendance presented to whole-school. Half termly attendance presented to governors. First-call-home every day for all pupils. Home visits to ensure vulnerable pupils are attending well. PA pupils' attendance to be reviewed on a daily basis. PA procedures followed.	Whole school attendance to be above the National Average. Persistent Absence reduced to be in-line with National Average. PP attendance to be analysed in each class each week and gap narrowed.

5. Planned expenditure

Academic year	2019-20

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?
Specific teaching strategies used to engage all pupils and particularly vulnerable pupils.	Use of support staff structure to allow vulnerable and disadvantaged children to be supported effectively during whole-class teaching	Due to the diverse needs of pupils within the classroom, support staff are invaluable in supporting individuals and groups to allow all pupils to achieve the learning objectives and make appropriate progress.	Monitoring and Evaluation Cycle	EP HoS	Termly
				Total budgeted cost	£47,500.00

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?
Specific individual learning needs addressed and supported through Marking and Feedback time.	Marking and Feedback coaching on a weekly basis	Pupils need to be given the opportunities to fill the learning gaps that they have to allow them to access the whole-class teaching more effectively and make good or better progress.	Monitoring and Evaluation Cycle Pupil Progress Meetings Marking and Feedback time observations Pupil surveys	EP HoS SENCo	Termly Pupil Progress Meetings
				Total budgeted cost	£47,500.00

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?
Improved Attendance to achieve above National Average and reduce PA to be in-line with National Average	Continued use of a Walking Bus	Support for families to ensure that their children are attending well – leading to better educational outcomes.	Review of uptake on a weekly basis. Review of vulnerable families taken fortnightly, and new pupils invited to join the bus as needed.	Learning Mentor Attendance Officer	Weekly Fortnightly Half termly
				Total budgeted cost	£2701.00

Improved Attendance to achieve above National Average and reduce PA to be in-line with National Average	Implementation of attendance strategies Attendance rewards Attendance concerns discussed and approached with parents.	Consistent and persistent review of individuals attendance and liaison with the families to develop positive relationships with vulnerable and disadvantaged families will improve attendance. Reporting to BDAT Attendance Working Party	Daily, weekly and half termly attendance reviews. Weekly comparison between PP and non-PP to analyse issues and address as they arise	Attendance Officer Learning Mentor	Termly attendance to governors Appraisal cycle
				Total budgeted cost	£17,500.00
Improve social and emotional outcomes for vulnerable pupils	Development of the Learning Mentor role within the academy Hardship Fund Subsidised trips, residential visits etc. uniform etc.	Pupils whose social and emotional needs are not being met are more likely to mis-behave or to have poor attendance – these factors impact on attainment and progress. Basic needs addressed such as food/clothing etc.	Pupil Progress Meetings Child Protection Meetings Counselling offered to vulnerable pupils	SENco Learning Mentor	Fortnightly Half termly reports to governors
				Total budgeted cost	£17,500.00