



St John's Infants School Pupil Premium 2017-2018

2017 Pupil Premium Grant (PPG) Income from current children	£47520
Total number of pupils on roll (2017 Census)	132
Number of pupils eligible for PPG (at 2017 Census)	25
Number of pupils eligible for Ever 6 funding	11
Percentage of school population eligible for PPG/Ever 6	27 %
Amount of PPG/Ever 6 received per pupil	£1320

Intended Outcomes of PPG Expenditure in academic year 2017-18

Aim	Evidence and Actions	Outcome	Cost																																			
<p>To accelerate progress and raise attainment of pupils eligible for the Pupil Premium grant.</p> <p>Early Literacy approaches (Sutton Trust Early Years Toolkit + 4 months)</p> <p>Early Maths approaches (Early Years Toolkit + 5 months)</p> <p>Phonics (Early Years Toolkit + 4 months)</p>	<p>Attainment of pupils entitled to Pupil Premium Grant in Autumn Term</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Attainment in Reading</th> <th colspan="2">Attainment in Writing</th> <th colspan="2">Attainment in Maths</th> </tr> <tr> <th></th> <th colspan="2">% of pupils meeting or exceeding national expectations</th> <th colspan="2">% of pupils meeting or exceeding national expectations</th> <th colspan="2">% of pupils meeting or exceeding national expectations</th> </tr> <tr> <th></th> <th>Pupils not in receipt of PPG</th> <th>Pupils in receipt of PPG</th> <th>Pupils not in receipt of PPG</th> <th>Pupils in receipt of PPG</th> <th>Pupils not in receipt of PPG</th> <th>Pupils in receipt of PPG</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>79.4</td> <td>81.3</td> <td>82.4</td> <td>68.8</td> <td>79.4</td> <td>75</td> </tr> <tr> <td>Year 2</td> <td>73.8</td> <td>58.3</td> <td>66.7</td> <td>41.7</td> <td>71.4</td> <td>58.3</td> </tr> </tbody> </table> <p>On analysis, there is a difference in attainment between children entitled to the PPG and their peers in all subjects in years one and two, with the exception of Year One Reading.</p> <p><u>Year One</u> The biggest discrepancy in Year One is in Writing, with the achievement gap being around 14 %. Of the 5 children not meeting age related expectation in writing, 2 have SEN/D and are making some progress appropriate to their needs. We have enlisted support from the Educational Psychologist and Learning Support Services for their specific needs and are following their recommendations.</p> <p>The other 3 children have received Read Write Inc. intervention this term, and their progress on the intervention is listed below. Whilst they are making progress, their attainment is not yet in line with their peers. Intervention will continue to attempt to further narrow the attainment gap.</p>		Attainment in Reading		Attainment in Writing		Attainment in Maths			% of pupils meeting or exceeding national expectations		% of pupils meeting or exceeding national expectations		% of pupils meeting or exceeding national expectations			Pupils not in receipt of PPG	Pupils in receipt of PPG	Pupils not in receipt of PPG	Pupils in receipt of PPG	Pupils not in receipt of PPG	Pupils in receipt of PPG	Year 1	79.4	81.3	82.4	68.8	79.4	75	Year 2	73.8	58.3	66.7	41.7	71.4	58.3	<p>For children eligible for the Pupil Premium grant to have raised attainment in reading, writing and mathematics.</p> <p>- Maintain the delivery of the programme 'Read Write Inc' across the school.</p> <p>1 Intervention TA delivering afternoon maths intervention</p> <p>1 Intervention TA delivering afternoon literacy intervention</p>	<p>£3180</p> <p>£3180</p>
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There are 3 children not working at the expected level in maths. Of these, 2 are the same children with particular SEN/D and are making small steps of progress. The other child has received maths intervention this term and has made steps to narrow the gap between himself and his peers. This child will continue to receive Maths intervention this term to further narrow the gap. The children with SEN/D will follow the programme Max's Marvellous Maths with their one-one teaching assistants, as well as receiving targeted and individualised planning in the classroom.

Year 2

The gap is most noticeable in writing, where 8 of the 11 pupils are working below age related expectation. 5 of these children have SEN/D and are making some progress. The attainment gap in maths is almost 20%, with 5 children not achieving age related expectation, 4 of whom have SEN/D. In reading, the gap is around 18%, with 4 of the 5 children not reaching age related expectations having SEN/D and separate targets.

Due to the different starting points of the children, it is important to look at progress. Every term, a child is expected to make 1 point of progress, so across a year, the expectation is 3 points progress. The table below shows the percentage of pupils making 1 point or more progress in the Autumn Term.

Progress made in Autumn Term by pupils entitled to the Pupil Premium Grant.

	Progress in Reading		Progress in Writing		Progress in Maths	
	% of pupils meeting or exceeding national expectations		% of pupils meeting or exceeding national expectations		% of pupils meeting or exceeding national expectations	
	Pupils not in receipt of PPG	Pupils in receipt of PPG	Pupils not in receipt of PPG	Pupils in receipt of PPG	Pupils not in receipt of PPG	Pupils in receipt of PPG
Year 1	67.6	68.8	91.2	81.3	73.5	87.5
Year 2	83.9	75	74.2	75	77.4	83

Year 1

The progress made by the children entitled to the PPG is in line with their peers in Reading. In maths, the number of pupils making at least expected progress is around 14% above the progress of the children not entitled to the grant. In all, 14 children received maths intervention in the Autumn Term, 4 of them in receipt of the PPG and whilst it may not have made them all narrow the gap between themselves and their peers, it has enabled them to diminish the difference and to make expected or accelerated progress. Writing continues to be where the biggest gap is forming, although one of the children where progress is not recognised as being in line with national expectations left Reception as an exceeding reader, and has not yet been exposed to enough of the curriculum in Year One as to be exceeding. The other 4 received Read Write Inc intervention in the Autumn Term, and will receive Individualise Literacy Intervention in the Spring Term (I.L.I.) The two children with more significant SEN/D both made expected progress, despite not reaching age related expectations.

Year 2

Writing is a key focus for this term, particularly for Year 2. Of the 3 Year 2 children not making at least expected progress in writing, 2 have Special Educational Needs and are supported in meeting their own individual targets in the classroom. The other child was recognised at working within Greater Depth at Year One and has not been exposed to enough of the curriculum in Year 2 for the progress to recognise this. All of these children are making progress, as shown in the intervention tracking tables where relevant and in their books.

The picture is the same for the 3 children not making expected progress in Reading – with 2 having particular SEN/D and making some progress. They both received Read Write Inc intervention and will begin Individualised Literacy Intervention (I.L.I.) in the Spring Term, as recommended by the Learning Support Advisor. The other child is a child working at greater depth at the end of year one.

Only 2 children did not make at least expected progress in maths. One of these received maths intervention in a group in the Autumn Term. She is a child with recognised SEN and made a small amount of progress on the intervention. For this next term, this child will receive shorter individual one-one intervention daily to meet her needs. The other child not making expected progress will receive group intervention in the Spring Term.

Intervention tracking grids

Read Write Inc.

Four children entitled to the PPG received afternoon intervention for Read Write Inc. Below shows how many Read Write Inc groups they progressed by in the 10 week programme.

	RWI group September	RWI group December	Number of groups progress made
Child 1 SEN/D	Green	Orange	3
Child 2 SEN/D	Yellow	Grey	2
Child 3 SEN/D	Pink	Orange	1
Child 4	Purple	Orange	2

Seven children not entitled to the PPG also received Read Write Inc. intervention. On average these children also progressed by 2 groups.

Maths

4 children in receipt of the PPG received maths intervention, with the Sandwell Assessment being used to monitor impact and progress.

	Assessment September	Assessment December	Months progress made
Child 1 SEN/D	27	30	3 months
Child 2 SEN/D	22	29	7 months
Child 3 SEN/D	19	28	9 months
Child 4	29	35	6 months

Ten children not in receipt of the PPG also received Maths intervention. On average, over the course of the 10 week intervention, these children progressed by 8 months. This is a slightly higher rate of progress than the 6.25 months average progress made by the children in receipt of the grant. However, altogether on the programme, 13/14 children made accelerated progress, with only Child One (above) making progress equivalent to the time spent on the programme. This child has a specific SEN and without the intervention, it could be argued that s/he may have slipped further behind his/her peers.

Reception

In Reception, there are 8 children entitled to the PPG. Three of these have SEN/D. Four children are working at or above age related expectation and four are working below, including the 3 children entitled to the PPG who also have SEN/D.

<p>Increase attendance and reduce lateness, allowing more access to the curriculum.</p> <p>Increase parental engagement in terms of collecting children from their homes and talking to parents in informal context. Sutton Trust (Early Years Toolkit +5 months)</p>	<p>Attendance data – The table below shows the attendance data of school pupils eligible for the PPG.</p> <table border="1" data-bbox="416 297 1091 618"> <thead> <tr> <th colspan="2">Autumn Term</th> </tr> </thead> <tbody> <tr> <td>% Attendance</td> <td>97.5</td> </tr> <tr> <td>% Authorised Absence</td> <td>2.2</td> </tr> <tr> <td>% Unauthorised Absence</td> <td>0.4</td> </tr> <tr> <td>% Late before close of register</td> <td>1.7</td> </tr> <tr> <td>% Late after close of register</td> <td>0.4</td> </tr> </tbody> </table> <p>Autumn Term The attendance data for the Autumn Term for children in receipt of the PPG is good. 3 children in receipt were picked up on the school mini-bus throughout the term and this will continue into the Spring Term. The attendance of one child since catching the bus has improved enormously.</p> <table border="1" data-bbox="416 797 952 1093"> <thead> <tr> <th></th> <th>School Year 2016-2017</th> <th>Autumn Term 2017-2018</th> </tr> </thead> <tbody> <tr> <td>% Attendance</td> <td>91.84</td> <td>96.71</td> </tr> <tr> <td>Number of authorised absences</td> <td>27</td> <td>4</td> </tr> <tr> <td>Number of unauthorised absences</td> <td>4</td> <td>1</td> </tr> <tr> <td>Number of lates</td> <td>49</td> <td>2</td> </tr> </tbody> </table>	Autumn Term		% Attendance	97.5	% Authorised Absence	2.2	% Unauthorised Absence	0.4	% Late before close of register	1.7	% Late after close of register	0.4		School Year 2016-2017	Autumn Term 2017-2018	% Attendance	91.84	96.71	Number of authorised absences	27	4	Number of unauthorised absences	4	1	Number of lates	49	2	<p>For children to have greater attendance / reduced lateness.</p> <p>Family Support Worker is alerted to drops in attendance below 90%.</p> <p>Links are made with these families and support given.</p> <p>Mini-bus to collect children from homes and bring them to school.</p> <p>Breakfast for children on the bus</p>	<p>£2112</p> <p>£360</p>
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<p>Improve the social and emotional wellbeing of our most vulnerable pupils.(+3 months Early Years Toolkit)</p> <p>Improve self-regulation (+7 months Early Years Toolkit)</p>	<p>A Learning Mentor is available to be called for if a child is emotional and is disturbing the learning in the classroom. The Learning Mentor works with individual children in receipt of the PPG and with small groups, and is used as support for Guided Reading, gross motor control, forest school and any area that the teacher deems worthwhile for the child.</p> <p>Nurture Group – Strength and difficulties questionnaires identified 17 children who attended Nurture Group in the Autumn Term. Of these, 3 were in Reception, 5 were in Year One and nine were in Year 2. Each child attended for 2 afternoons a week. After the term’s intervention, two children had made significant progress and will not attend in the Spring Term. 6 children are reducing their time to one afternoon a week. The other 10 children have made some progress, but will attend nurture group for 3 afternoons per week so as to allow more time for their emotional literacy skills to be further developed.</p>	<p>Reduction in recorded behavioural incidences</p> <p>Learning Mentor support</p> <p>Nurture Group Staffing</p> <p>Nurture group resources</p>	<p>£8346.66</p> <p>£8357.43</p> <p>£500</p>																											
<p>Improve the social and emotional wellbeing of our most vulnerable pupils.(+3 months Early Years Toolkit)</p>	<p>Some of the pupils entitled to the PPG have expressed a desire to have book-bags and school uniforms so that they can feel the same as their peers. (Pupil Voice) Uniform and school accessories are available for these children to access when necessary.</p>	<p>School Uniform</p>	<p>£300</p>																											
<p>Increase Parental Engagement (+5 months Early Years Toolkit)</p>	<p><i>‘There is a long history of research into parental engagement, and the association between parental engagement and a child’s academic success is well established. However, there is clear need for more high quality evaluations of programmes that have tried to increase involvement to improve learning. Currently, though it is clear that parental engagement is valuable, much less is known about how to increase it, particularly in low-income communities’ Sutton Trust</i></p> <p>Autumn Term Parent Workshops were organised for Reception, to inform about the early stages of reading and writing. Parents were spoken to individually about attending, and this had a positive impact on involvement, with around 60%</p>	<p>Parents attend workshops and have greater involvement and understanding of teaching strategies used.</p> <p>No cost</p>																												

	<p>of parents attending the afternoon session and a further 10% attending the evening workshop.</p> <p>Parental feedback 'That was brilliant. I learnt a lot about helping my child read. I can't believe how much he knows already and we'll definitely play the You Tube clip to help me say the sounds properly.'</p> <p>'It's amazing how fast paced it all is. She loves looking at her books and now I know what she is talking about when she says 'Fred Talk' or 'Fred in my head'.</p> <p>Two phonics workshops have been arranged for January for years one and two, as well as a further one for Reception in February.</p>		
Play based learning Sutton Trust Early Years Toolkit +5 months	<p>Scrap Store lunchtime initiative. Lunch-time play leader appointed to encourage and support children with imaginative play and arts/crafts activities in conjunction with Scrap Store resources. Scrap Store resources changed termly.</p>	<p>£495 for resources (£165 per term)</p> <p>£4370 for staffing</p>	£4865
Sports participation (Teaching and Learning Toolkit +2 months)	<p>Children to attend weekly Sports clubs, raising aspirations to achieve, building on their strengths and working as part of a team.</p> <p>Our aims are for the children at St Johns to continue to feel good about themselves as they progress through our school and beyond, and hopefully the steps we are putting in place now will enable their confidence and self-esteem to be improved for life.</p>	Children's learning to be enriched and aspirations to be raised through extra-curricular clubs and activities	£800
Free School Meals	Children to receive a free cooked school meal every day		£14421

Total £46422.09



Pupil Premium Specific areas to target:

Ensure current EYFS children make expected progress towards and beyond the expected good level of development

Year 1 pupils not meeting the Early Learning Goal in Reception to receive targeted support in order to pass the Y1 phonic screening check.

Year 1 pupils who did not pass the phonic screening check to receive quality first teaching and phonics intervention into Y2.

Monitor KS1 pupils not on track to meet end of Y2 targets as informed by data and deliver quality first teaching and interventions

Identified pupils across the school that are below age related expectations to be tracked and supported in order to ensure their progress is comparable with peers.

Ensure all children entitled to PPG who are identified as needing personal, social and emotional support have access to Nurture Group in order to improve skills and gain confidence.

Monitor impact of mini-bus pick-up and extend to more families.

Enrich lives of children entitled to PPG by offering sports tuition.

