

St. John's Infant & Nursery CE School Pupil Premium Strategy 2016-2017



Main barriers to educational achievement faced by pupils eligible for the Pupil Premium Grant at St John's

| Barrier 1 | Barrier 2: | Barrier 3: | Barrier 4: | Barrier 5 |
|---|---|---|---|---|
| Children often come into school at a lower baseline in reading. We aim to narrow/eradicate this gap each year that they attend St John's. | Children often come into school at a lower baseline in writing. We aim to narrow/eradicate this gap each year that they attend St John's. | Children from a variety of backgrounds may have suffered early trauma, anxiety, attachment issues which can be a barrier to learning. | Home/additional academic support. Sometimes there is a gap between the support provided at home due to parental skills or financial means e.g. to access tutor support. | Enrichment opportunities to develop skills in foundation subjects |

| 2016-2017 Budget | | |
|------------------|---------------------------|----------------|
| Year R- Year 2 | Pupil Premium Ever 6 | |
| | Service Children | |
| Nursery | Early Years Pupil Premium | |
| TOTAL | | £26,400 |

| | How we will spend the pupil premium. | Why use this approach? | How we will measure the impact? | Evaluation of impact on pupil achievement |
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| <p>Barrier 1 Children often come into school at a lower baseline in reading. We aim to narrow/eradicate this gap each year that they attend St John's</p> | <ul style="list-style-type: none"> LSA/teacher increased support to provide more one to one reading opportunities in school One to one teacher intervention support to narrow gaps in children's learning. AFL of in-class learning to inform planning of intervention work | <p>Regular reading is key to supporting rapid progress in reading</p> <p>By using one to one support children are having the opportunity to receive teaching that reflects their personalised learning needs.</p> | <ul style="list-style-type: none"> Pupil progress meetings Data (progress and attainment) Progress against individual targets SLT monitoring and evaluation schedule to measure impact and adapt if necessary | |
| <p>Barrier 2 Children often come into school at a lower baseline in writing. We aim to narrow/eradicate this gap each year that they attend St John's.</p> | <ul style="list-style-type: none"> One to one teacher intervention support to narrow gaps in children's learning. AFL of in-class learning to inform planning of intervention work Interventions such as Precision Monitoring, Fischer | <p>By using one to one support children are having the opportunity to receive teaching that reflects their personalised learning needs.</p> <p>Recommendation by EP service as showing rapid progress</p> | <ul style="list-style-type: none"> Pupil progress meetings Data (progress and attainment) Progress against individual targets SLT monitoring and evaluation schedule to measure impact and adapt if necessary Intervention records Monitoring with EP Achievement data | |

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| <p>Barrier 3 Children from a variety of backgrounds may have suffered early trauma, anxiety, attachment issues which can be a barrier to learning.</p> | <ul style="list-style-type: none"> • Play therapy with qualified counsellor for 12 weeks of sessions. | <p>We use the PPG grant to give children access to counselling and play therapy that others may be able to afford. We have found that if children have better mental health they are more ready to learn.</p> | <ul style="list-style-type: none"> • Pupil voice • Attendance • Parent/ school discussion • Achievement data | |
| <p>Barrier 4 Home/additional academic support Sometimes there is a gap between the support provided at home due to parental skills or financial means e.g. to access tutor support</p> | <ul style="list-style-type: none"> • One to one teacher intervention support to narrow gaps in children's learning. • AFL of in-class learning to inform planning of intervention work • One to one teaching assistant sessions before school to boost children's learning | <p>By using one to one support children are having the opportunity to receive teaching that reflects their personalised learning needs.</p> | <ul style="list-style-type: none"> • Pupil progress meetings • Data (progress and attainment) • Progress against individual targets • SLT monitoring and evaluation schedule to measure impact and adapt if necessary | |
| <p>Barrier 5 Enrichment opportunities to develop skills in foundation subjects</p> | <ul style="list-style-type: none"> • Small group violin tuition • Clubs e.g. ballet, street dance, drama, football • School trips/enrichment activities | <p>To give children the opportunity to develop their skills and learning in foundation subjects as well as core subjects.</p> | <ul style="list-style-type: none"> • Pupil progress meetings • Teacher feedback • Pupil voice • Attendance • Parent/ school discussion • Foundation subject tracking | |

Date of strategy review: September 2017