



Pupil Premium Strategy Statement

1. Summary information					
School	Tipton St John C of E Primary School			Lead Governor	Kevin Brandom
Academic Year	2017/18	Total DP budget	£8220	Date of most recent PP Review	13.09.2017
Total number of pupils	83	Number of pupils eligible for PP	7	Date for next internal review of this strategy	January 2018

Glossary – see end of report

Headlines of the Report (KB)

Strengths / Successes / Trends and Issues

We currently have seven pupils who for a variety of reasons meet the criteria to qualify for this funding. At the conclusion of the 2016/17 academic year the children attracting funding had made very positive overall progress.

- Most **disadvantaged pupils** made at least good progress in writing spelling, reading and maths.
- The majority of disadvantaged pupils performed well ahead of **non-disadvantaged** pupils in all aspects of the **core curriculum**.
- Disadvantaged pupils performed well above non disadvantaged pupils in the end of year KS2 tests
- Disadvantaged pupils generally performed very well in mathematics.

Issues:

- Year 4 disadvantaged pupils showed a slight slowing in progress for reading.
- 2 disadvantaged pupils will need further support to make better than expected progress in spelling and thus meet expected and close the gap to non – disadvantaged pupils

Data Dashboard: Disadvantaged Pupil Outcomes

1.	2. Current attainment		
	<i>Disadvantaged Pupils Tipton</i>	<i>Non-Disadvantaged Pupils Tipton</i>	<i>Non-Disadvantaged Pupils National</i>
% achieving GLD in EYFS	No DP	91.7%	53% (Devon 2016)
% achieving Y1 phonics threshold	100%	60%	80%
% achieving expectation in reading @ KS1 2017 (Y2)	No DP	81.9%	74%
% achieving expectation in writing @ KS1 2017 (Y2)	No DP	72.8%	66%
% achieving expectation in maths @ KS1 2017 (Y2)	No DP	81.9%	73%
% achieving at least expected progress in reading, writing and maths @ KS1 2017 (Y2)	No DP	72.8%	-
% achieving expectation in reading, writing and maths @ KS2 2017 (Y6)	100%	60%	53%
% achieving expectation in reading @ KS2 2017 (Y6)	100%		66%
% achieving expectation in writing @ KS2 2017 (Y6)	100%		74%
% achieving expectation in maths @ KS2 2017 (Y6)	100%		70%
% achieving at least expected progress in reading, writing and maths @ 2017 All DP	100%		53% (KS2)
% achieving at least expected progress in reading @ 2017 All DP	100%		66% (KS2)
% achieving at least expected progress in writing @ 2017 All DP	100%		74% (KS2)
% achieving at least expected progress in maths @ 2017 All DP	100%		70% (KS2)

2015-16	Closing the Gap Summary	Attainment : % working at Expectation in RWM
EYFS		No DP
Year 1	Phonics Screening 100%. Spelling only deficit gap – all other areas well ahead.	100%
Year 2		No DP
Year 3	Generally performing well with notable improvements in mathematics. Spelling will need to be a focus next year.	100%
Year 4	Gaps are generally very small, with a positive switch from 'below' to 'above' the class in maths. Reading gap has widened slightly. It is worth pointing out that one PPG child is also SEN with a very literal grasp of concepts, which is beginning to possibly hold them back in inference for Reading.	100%
Year 5		No DP
Year 6	Very good final outcomes with significantly ahead of non-disadvantaged in all areas.	100%

September 2017

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	To identify pupils in EYFS who are eligible for EYPP	
B.	Outcomes from OFSTED 2017 recommend a strong focus needed on developing AG&T provision. This has implications for a significant number of our disadvantaged pupils who are attaining well ahead of expected.	
C.	The school has identified the need to ensure that all children need to have met certain ' non-negotiable ' targets at the end of year in order to ensure all children including disadvantaged pupils meet at least expected at the conclusion of Foundation Stage, Year 2 and Year 6.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP are 93.89% (below the target for all children of 97.23%). This reduces their school hours and causes them to fall behind on average.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children fully aware of their 'next learning' targets and the steps needed to reach those targets. Measures: Regular review of targets on a weekly basis. Termly - standardised assessments . Book scrutinies – moderated across the federation.	Accelerated progress with reference to starting points at the beginning of year. Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing.
B.	Higher rates of progress for girls who are eligible for PP in Reading and writing so that progress matches or is improving towards that of other pupils nationally.	Girls eligible for PP make as much progress as 'other' pupils across in reading and writing. Measured in Years 1,2, 3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the Federation and EDCSG
C.	To build learning power so that the children demonstrate: <ul style="list-style-type: none"> • Resilience • Resourcefulness • Responsibility • Reflectiveness Measurement: Use of the 8 tools in BLP (Dr Guy Claxton)	That they show: Curiosity, Exploration, Courage, Experimentation, Imagination, Discipline, Sociability. That their attitude to learning demonstrates an overall improvement. (Data from attitudes to learning questionnaire.)
D.	Increased attendance rates for pupils eligible for PP.	Maintain the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 93.89% to 97.23% in line with 'other' pupils (2016-17 data).

5. Planned expenditure					
Academic year		2017/18			
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?
(A) Higher rates of progress for all who are eligible for PP in Reading, Writing and Maths, so that progress matches or is improving towards that of other pupils nationally.	<p>Staff CPD on Building Learning Power principles so that the pupils, particularly boys, demonstrate:</p> <ul style="list-style-type: none"> Resilience Resourcefulness Responsibility Reflectiveness <p>Disadvantaged pupils to receive regular small group class teacher support to guide them and provide immediate verbal feedback on their progress.</p> <p>Introduction of non-negotiable targets for all children in spelling, writing and mathematics in conjunction with regular daily short inputs to whole class to ensure these non-negotiable targets are met.</p>	<p>Scrutiny of test results, pupil talk and book scrutinies suggests that boys have less resilience to challenge and are more likely to not attempt questions in their KS2 SATs because they do not want to get it wrong or they haven't the stamina to maintain concentration through the reading material. Based on these findings teachers across the school are identifying boys vulnerable to underachievement, including all disadvantaged boys and are aiming to increase their resilience and responsibility for their own learning (BLP Guy Claxton) through small group work; curriculum planning to meet the interests of boys and providing boys with immediate feedback on their progress.</p> <p>EEF Toolkit suggest high quality feedback is an effective way to improve attainment. We are introducing child-friendly progress trackers to support boys in recognising their progress and next steps.</p> <p>A number of EEF projects which employ meta-cognition approaches have found positive impacts on attainment for programmes that seek to improve students' abilities to plan, monitor and evaluate their learning: Thinking, Doing, Talking Science, Using Self-Regulation to Improve Writing, Changing Mindsets and Philosophy for Children.</p> <p>Spelling was weakest element of GaPS test, particularly for DP pupils.</p>	<p>Half termly federation staff meeting to review the BLP principles.</p> <p>Half termly Pupil Progress meeting for DP.</p> <p>Book scrutinies to review evidence of progress within school and with EDCSG</p> <p>Review of data summaries.</p> <p>Pupil talk.</p>	HOS Teachers	<p>Staff meetings – regularly through the year.</p> <p>PPMs</p> <p>Extra review for DP termly.</p>

<p>(B) To build learning power so that the children demonstrate: Resilience Resourcefulness Responsibility Reflectiveness</p>	<p>CPD for Building Learning Power. (BLP)</p>	<p>There continues to be a pattern that indicates that children need a better - developed capacity to meet challenge.</p> <p>This was especially noted in G&PS and reading at the end of KS2 and Phonics in year 1.</p> <p>A number of EEF projects which employ meta-cognition approaches have found positive impacts on attainment for programmes that seek to improve students' abilities to plan, monitor and evaluate their learning: Thinking, Doing, Talking Science, Using Self-Regulation to Improve Writing, Changing Mindsets and Philosophy for Children.</p>	<p>Through the year the staff will apply the BLP training from last year with the aim of teaching: Resilience Resourcefulness. Responsibility</p>	<p>MT</p>	<p>As part of scheduled PPMs Lesson observations Governor monitoring. Extra review for PP pupils termly.</p>
<p>(C) To develop provide a high quality provision for AG&T.</p>	<p>Teachers to have progress of AGT pupils as performance management objective.</p> <p>A cross-curricular approach to teaching writing and maths; challenge for all AGT pupils in every lesson, using the Story-Telling curriculum and Maths No Problem.</p> <p>To use NACE Challenge Development Tool designed to review and develop the quality of provision for our more able learners, in the context of challenge for all.</p>	<p>Review of pupil performance using Teacher Assessment, standardised tests and government assessments.</p> <p>OFSTED report (summer 2017) SIAMS report (summer 2017)</p>	<p>Appointment of teacher as lead for AG&T Emily Treble</p> <p>Part of performance management.</p> <p>Part of governor monitoring cycle.</p>	<p>ET MT</p>	<p>Regular review at PPMs Extra review for PP pupils termly.</p>
<p>Total budgeted cost Purchase of No Nonsense Maths. £245 divided by 86 multiplied by 7. Story telling CPD. (All staff.) £300 divided by 86 multiplied by 7. Maths no problem. £2798 divided by 86 multiplied by 7. NACE membership. £125 divided by 86 multiplied by 7. Additional DP reviews between Head Of School and class teachers: (Involves 6 teachers @ £38.24) £38.24 x 6hours x 2teachers</p>					<p>Total: £20.00 Total: £25.00 Total: £230.00 Total: £10.00 Total: £460.00</p> <p>Overall: £745</p>

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 ?
Clear identification of each DP's needs through weekly discussion with tasked TA and pupil on a 1:1 basis and through regular consultation with parents.	TA to meet with individual DP children to discuss the learning week and any social emotional issues arising. BLP will be built into the discussions as will general attitudes to learning.	1:1 has been the most effective so far when working with DP children at Tipton. The evidence in results and current assessments of performance of DP v National Non DP difference supports the approach. Building Learning Power and focussing on the particular needs of individual children has been demonstrated to be effective. (EEF)	Designated TA has a good, established relationship with the pupils. Reference to books (particularly mathematics and English) + time allowed to make notes, record discussions and approach other adults if issues arise. Regular briefing with class teachers – which in turn will be reviewed in ½ termly discussions with Head Of School.	Class Teacher TA HOS	6 reviews – 3 x class PPM and 3 vulnerable group meetings. (Twice termly)
Consistent review of targets and steps in relation to the work carried out in class lessons – providing support where issues arise in order to have the maximum tailored impact on DP's learning.	Class teacher and TA to meet with individual DP children to discuss the learning week, review targets, and evaluate their progress. Additionally – work with DP to review learning that has been challenging. Regular updating of targets in agreement with pupil, TA. (Signed off by class teacher after conferencing at the end of each ½ term.	Responding rapidly to misconceptions using an effective teacher has been shown to be amongst the most effective way to support and extend learners. (EEF) In all cases the DP children are capable learners so the aim is to challenge and extend the pupils. Evidence supports this approach.	Use of class TA to carry out the 1:1 sessions. Impact overseen by maths, literacy co-ordinator and reported to Head Of School Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Class Teacher TA HOS	TA and Teacher to review learning targets regularly.
Total budgeted cost TA 1:1 conferencing – 30 minutes per week, per child: (hours @ £10.92. Total: TA interventions/support –*hours @ £10.92. Total = £55000 divided by 86 multiplied by 7. Teacher interviews with DPs ½ termly to review progress on a 1:1 basis. 42 x 1/2hr sessions @£38.24					Total: £1528.80 Total: £4476.00 Total: £803.24 Overall:
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?
A. To identify pupils in EYFS who are eligible for EYPP	<p>To make parents of FSU pupils aware of Pupil Premium at the induction meeting in July and in starter packs, school brochure and in regular newsletters.</p> <p>For teachers to be aware of parents changing circumstances and discuss with individuals.</p> <p>To review other possible options for improving the early identification of pupils eligible for EYPP.</p>	Identifying children as early as possible is crucial. EEF Early Years Toolkit identifies Early Intervention as beneficial in supporting disadvantaged pupils, particularly where funds are used to support parental engagement, communication and language approaches and numeracy approaches.	<p>Head of School and EYFS Leader meet half termly to discuss.</p> <p>DP Lead Governor to monitor</p>	EYFS Leader and FSU Admin	Dec 2017 April 2018
D.Increased attendance rates for pupils eligible for DP.	<p>Regular review on a half-termly basis for all DP children.</p> <p>EWO to be involved termly and as necessary.</p> <p>Governors to be updated termly on attendance of PP pupils compared to 'other pupils'</p>	<p>Clear evidence and school's experience supports the view that good attendance is good for learning, personal development and good progress.</p> <p>Ofsted Outstanding criteria (Aug 16) :Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance.</p>	<p>Teacher transition meetings to include conversation about attendance.</p> <p>Teachers, admin and HOS all follow up on absence. Pattern of absence reviewed.</p> <p>Early contact where issues arise.</p> <p>Liaison with outside agencies e.g health workers.</p>	Head of School	<p>Teacher (daily weekly)</p> <p>Admin (daily weekly)</p> <p>HoS monitoring at least half termly and as need arises.</p> <p>EWO report (termly)</p> <p>Head report (termly)</p>
Supporting DP to access all aspects of curriculum and not be disadvantaged.	<p>Support with trips and opportunities.</p> <p>Support with school uniforms.</p> <p>Support with enrichment opportunities.</p>	<p>All children should have the opportunity and right to access a rich and exciting curriculum.</p> <p>No child should feel in any way unequal in terms of resources, and personal clothing.</p>	Admin will be aware of all PP children and ready to offer/remind parents of this support.	Admin	March 2017
Total budgeted cost Trips, milk, school uniform:					Total £700

6. Review of expenditure					
Previous Academic year	2016/17				
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?
A. Accelerated progress with reference to starting points at the beginning of year in Reading, writing and mathematics.	Effective use of mentoring (peer and adult pupil). Planning time into class work to foster discussion about achievement of targets and steps towards. Staff to receive input from SMT regarding mentoring and target setting. Intro of Maths No Problem	We want to invest some of the DP in longer - term change that will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Staff will be asked to review target setting and response approaches, discuss / review best practice and agree the processes. Book scrutinies to confirm strong mentoring and use of agreed processes for target setting and achievement of goals.	HOS	Jan 2017
B. To build learning power so that the children demonstrate: Resilience Resourcefulness Responsibility Reflectiveness	CPD for Building Learning Power. (BLP) <u>In the SDP.</u>	The recent assessments at the end of KS2 suggested a pattern that indicated that children needed a better - developed capacity to meet challenge. This was especially noted in maths. A number of EEF projects which employ meta-cognition approaches have found positive impacts on attainment for programmes that seek to improve students' abilities to plan, monitor and evaluate their learning: Thinking, Doing, Talking Science, Using Self-Regulation to Improve Writing, Changing Mindsets and Philosophy for Children.	Through the year the staff will progressively receive BLP training starting with the aim of learning to teach resilience then.... Resilience Resourcefulness. Responsibility Class Teacher TA HOS	SMT	March and June 2017
Total budgeted cost					£339 BLP £3333 M.N-P. £3672 (Total) PP Chil: £202
i. 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?
Clear identification of each DP's needs through weekly discussion with tasked teacher and pupil on a 1:1 basis and through regular consultation with parents.	Qualified teacher to meet with individual DP children to discuss the learning week and any social emotional issues arising. BLP will be built into the discussions.	1:1 has been the most effective so far when working with DP children at Tipton. The evidence in results and current assessments of performance of DP v National Non DP difference supports the approach. Building Learning Power and focussing on the particular needs of individual children has been demonstrated to be effective. (EEF)	Designated teacher has a good, established relationship with the pupils. Reference to books (particularly mathematics and English) + time allowed to make notes, record discussions and approach other adults if issues arise.	Pupil Premium Teacher HOS	Mar 2017 June 2017
Consistent review of targets and steps in relation to the work carried out in class lessons – providing support where issues arise in order to have the maximum tailored impact on DP children's learning.	Qualified teacher to meet with individual DP children to discuss the learning week, review targets, and evaluate their progress. Additionally – work with DP children to review learning that has been challenging.	Responding rapidly to misconceptions using an effective teacher has been shown to be amongst the most effective way to support and extend learners. (EEF) In all cases the DP children are capable learners so the aim is to challenge and extend the pupils. Evidence supports this approach.	Use of a proven and experienced teacher to carry out the 1:1 sessions. Impact overseen by maths, literacy co-ordinator and reported to Head Of School Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Teacher HOS	Mar 2017 June 2017
Total budgeted cost					£3542
ii. 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?
Maintaining good attendance rates.	Regular review on a termly basis for all PP children. EWO and HOS	Clear evidence and school's experience supports the view that good attendance is good for learning, personal development and good progress.	Teachers, admin and HOS all follow up on absence. Pattern of absence reviewed. Early contact where issues arise.	Teacher. PP teacher Admin EWO report Head report Gov's report	At least once a term.
Supporting DP to access all aspects of curriculum and not be disadvantaged.	Support with trips and opportunities. Support with school uniforms. Support with enrichment opportunities.	All children should have the opportunity and right to access a rich and exciting curriculum. No child should feel in any way unequal in terms of resources, and personal clothing.	Admin will be aware of all DP children and ready to offer/remind parents of this support.	Admin HOS	June 2017
Total budgeted cost					£700

Total annual cost £4444

Previous Academic Year 2015/16				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve attainment particularly in English and maths with use across the wider curriculum.</p> <p>Develop a robust, assessment structure that has a positive impact on strategic and child by child progress.</p>	<p>Development of assessment approaches. Standardised testing 3 x per year. Summary sheets completed for each class by class teachers. (Including vulnerable groups)</p> <p>GAPS training by outside trainer in INSET.</p>	<p>Establishment of PIRA and PUMA standardised scores has now bedded in to school assessment quite effectively.</p> <p>Annalysis when compared with SAT 2016 expectations suggest that we needed to move the Raw SS to 103 using mean score of the 3 terms. This is in place for 16/17.</p> <p>Staff report progress termly and calculate differences for vulnerable groups. The summaries are a core part of the pupil progress meetings and ensure teacher awareness.</p> <p>Greater awareness of the issues – especially in KS1 and the higher demands for KS2. Subject knowledge has developed but there is still work to be done to achieve the high outcomes that we aim for.</p>	<p>Analysis when compared with SAT 2016 expectations suggest that we needed to move the Raw SS to 103 using mean score of the 3 terms. This is in place for 16/17.</p> <p>We will continue to develop the summary sheets. We pleased with the power of reporting to SMT, governors and outside agencies.</p> <p>We will add spelling as is identified as a focus in the SDP. Standardised spelling in place for start of this year.</p> <p>GAPS will need further embedding as a teaching approach with structures in place to ensure steady progression and learning at a manageable rate through both Key Stages.</p>	<p>GAPS CPD all staff: £133</p> <p>PP Children £7.20</p> <p>Standardised Tests – reading/writing /maths: Whole school: £800 PP Children £44</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Ensure that DP children close the difference between them and non DP national data. Especially in mathematics and English.</p>	<p>One to one tuition delivered by qualified teacher reviewing emotional social, recent learning and target reviews.</p>	<p>DP children have, in all but one case closed the gap and moved ahead of non - DP children.</p>	<p>Supporting the emotional needs, reviewing learning that week and discussing next steps seems to be a powerful approach.</p> <p>The big issue has been emotional development and development of resilience. Building learning power is part of the 2016/17 SDP and part of the focus for DP children.</p>	<p>£3542</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Supporting DP children to access all aspects of curriculum and not be disadvantaged.	Support with trips and opportunities. Support with school uniforms. Support with enrichment opportunities.	Ensuring DP children have full access to the planned curriculum and feel comfortable and safe within our community.	The school will continue to follow this approach as it ensures good access to core curriculum and facilitates parent support for extension opportunities. It also ensures that children feel confident as members of our community. We believe this to be an important part of helping children to value school and learning.	£559.15
Total budgeted cost				£4285.35

Glossary:

A	AG&T: able gifted and talented
B	Book scrutinies: Teachers and inspectors looking at work books BLP: Building Learning Power – an approach that aims to develop leaning skills
C	Core Curriculum: Reading, writing, maths, science and RE CPD: Staff training
D	DP: Disadvantaged pupil Disadvantaged pupils (DP): Any child meeting criteria for pupil premium. Data summaries: Termly progress tables showing outcomes for reading writing, maths and spelling for each year group.
E	Expected progress: The progress all children might usually be expected to make. EYFS: Early years and foundation stage EYPP: Early years pupil premium EDCSG: East Devon Church School Group – a group of schools including Feniton and Tipton who work together to raise standards and support each other. EEF: Education Endowment Foundation
G	Gap: this is the difference in performance between two groups of pupils based on Gov't test results G&PS: Grammar, punctuation and spelling test
M	Moderated: Teachers agreeing the standard of work by working together and referring to examples already agreed. Maths No Problem: The school core maths scheme

N	<p>Non – disadvantaged pupils: Any child not meeting the criteria for pupil premium.</p> <p>Non Negotiable Targets: Skills and knowledge that children must have by points during their time at school</p> <p>NACE: National Association for Able Children in Education</p>
O	<p>OFSTED: Office for Standards in Education, Children's Services and Skills</p>
P	<p>Phonics screening: A government test to assess letter sound knowledge at the end of year 1 and 2.</p> <p>PPMs: Pupil progress meetings – held between heads and class teachers once a term</p>
S	<p>Standardised assessments: formal tests that establish how well a child is progressing in relation to age.</p> <p>KS1 and KS2 SATs: Key Stage 1 (years 1 and 2) and Key Stage 2 (years 3 to 6) Government tests.</p> <p>SIAMS: Statutory Inspection of Anglican and Methodist Schools</p>
T	<p>Targets: skills and knowledge children are working towards</p> <p>TA: Teaching assistant</p>