



ST. JOHN BOSCO RC PRIMARY SCHOOL
Pupil Premium Strategy 2017-2018
Planned Expenditure

6.1 QUALITY OF TEACHING FOR ALL

| Desired Outcome | Action | Rationale | Quality Assurance | Staff Lead | Review |
|---|---|---|---|--------------------------|----------|
| Good Progress | | | | | |
| All Pupil Premium pupils whatever their prior attainment, make at least expected progress with some of those whose attainment is below age related expectations catching up. | <ul style="list-style-type: none"> Quality First Teaching | DFE guidance on Quality First Teaching and Personalised Learning | | SLT | Termly |
| | <ul style="list-style-type: none"> CPD opportunities for all staff (Teachers and Teaching Assistants) Structured approach to monitoring Teachers/TA's work and providing quick feedback and targeted support. | High quality teaching is the key to improving our school and ensuring the best possible outcomes for all of our children. | Monitoring of teaching and learning through: <ul style="list-style-type: none"> Observations Work Scrutinies Planning Scrutinise Pupil Voice Data Analysis Performance Management | SLT | On-going |
| | <ul style="list-style-type: none"> Use of Outstanding Teachers /Key Stage Leaders to develop the quality of teaching across the school. Staff release – non-class time. | | | SLT Key Stage Leaders | On-going |
| | <ul style="list-style-type: none"> Analysis of summative data each term. On-line data tracking/ Management system | Analysis to inform targeted support. Underperformance is quickly addressed. | Progress measures | All Staff | Termly |



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| Improved oral/ language skills for Pupil Premium pupils in Nursery and Reception. | Staff training from SALT to target Pupil Premium pupils identified through the language screening programme. Implementation of SALT advice and strategies. | Early Years Group on entry have below expectations in oral/ language skills and generally poorly developed communication skills. This impacts on reading, writing and other aspects of the curriculum in subsequent years. Speech and language skills are crucial, especially for children as they learn to interact socially as well as academically. Speech and language difficulties can have a detrimental effect on a child's development and impact on their behaviour and progress. | Improved language acquisition. Discharge from SALT. | SLT Foundation Stage Lead SENDCo | Termly |
| | <ul style="list-style-type: none"> ▪ Development of role play areas to promote language and learning in the indoor and outdoor areas of the Foundation Stage. ▪ Audit resources linked to language development. ▪ Purchase resources to address any identified shortfalls. | Role play is one of the most effective ways of acquiring language skills. | Monitoring and tracking of targeted pupils. Assessment and observational data. | SLT Foundation Stage Lead | Termly |



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| | <ul style="list-style-type: none"> ▪ Raised profile of reading. ▪ Audit reading resources to ensure texts available to provide pupils with repetition, a rich vocabulary and phonetically decodable texts. ▪ Purchase resources to address any identified shortfalls. | Literature and sharing books has proven impact on early language development. | Monitoring and tracking of targeted pupils. Pupil engagement with texts and feedback. Assessment and observational data. | SLT Foundation Stage Lead | Termly |
| | <ul style="list-style-type: none"> ▪ Additional adult reading support available for pupils who do not read regularly at home. ▪ Extend the range of resources sent home to parents to support home learning. | Research studies have proven the benefits of trained teaching assistants in effectively supporting the development of pupils oral language skills and reading outcomes. Evidence shows that as the amount a child reads increases, their reading attainment improves which in turn encourages them to read more. | | SLT Foundation Stage Lead | Termly |
| All Pupil Premium pupils will meet the expected standard in Phonics at the end of Year 1. | <ul style="list-style-type: none"> ▪ Staff Training ▪ A systematic approach to the teaching of phonics. ▪ Boys small phonics groups. ▪ Provision of additional phonics booster sessions with additional resourcing from HLTA's. ▪ Provision of additional TA 1:1 reading. ▪ Investment in high quality texts. | Proven research shows that Phonics is an important component in supporting the development of early reading skills, particularly for children from disadvantaged backgrounds. Children who have limited or no opportunity to read at home benefit from receiving regular extra reading support with an adult in school. This helps to build up confidence and promotes the enjoyment of reading. | Monitoring and tracking of targeted pupils. Class teacher to monitor 1:1 reading support and regularly receive feedback from those leading the support. | SLT Key Stage 1 Phonics Lead | Termly |



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| <p>Improved speech and language and comprehension skills for lower ability Pupil Premium pupils in Years 2, 3 and 4.</p> <p>Support staff are well trained and are able to deliver high quality support/ intervention to Pupil Premium pupils across the school.</p> | <p>Staff CPD Training:</p> <ul style="list-style-type: none"> ▪ Teachers and Teaching Assistants from English Subject Leader on Project X Code reading intervention programme. ▪ Additional Project X Code resources purchased. ▪ Additional training and support for Teaching Assistants through the delivery of the intervention. ▪ Timetable organised to ensure staff delivering the intervention have sufficient preparation and delivery time. ▪ 4 x 30 mins per week intervention sessions for each year group. ▪ Staff training on developing vocabulary from SALT. ▪ Investment in high quality texts. | <p>Proven reading intervention programme that combines phonics and comprehension development.</p> <p>Edge Hill University research..</p> <p>Improved attainment as language development is crucial to the development of reading and writing skills.</p> | <ul style="list-style-type: none"> ▪ Staff Meetings/ Inset time used to deliver training by SIO. ▪ Monitoring and tracking of targeted pupils. ▪ Improved reading age scores. ▪ Improved sentence reading, phonics and comprehension skills. ▪ Regular feedback meetings to English Lead will uncover any issues. | <p>SLT English Lead</p> | <ul style="list-style-type: none"> ▪ On-going assessment throughout the delivery of the intervention programme. ▪ On entry/exit data (reading age scores) |



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| Accelerated progress across Key Stage 2 for high/middle ability pupils eligible for Pupil Premium especially in Reading comprehension skills. | Acting Deputy Headteacher and English Lead to attend training on deepening comprehension skills and disseminate information to all staff. | Sutton Trust Research | Monitoring of teaching learning through: <ul style="list-style-type: none"> Observations. Work scrutinies Planning scrutinies | Acting Deputy Headteacher English Lead | Termly |
| | <ul style="list-style-type: none"> All staff to attend training in Reciprocal Reading by English Subject Leader. Effective implementation of Reciprocal Reading strategies in lessons; pupil conferencing/ high quality feedback. Precision teaching in reading to enable Pupil Premium pupils to access higher level texts and inferencing questions. | Sutton Trust Research High quality feedback is an effective way to improve attainment. | <ul style="list-style-type: none"> Data Analysis Performance Management Focused Pupil Progress Meetings, accurate assessments Each class teacher to track the progress of high/middle ability Pupil Premium pupils across the curriculum but in particular in reading. | Acting Deputy Headteacher English Lead | Termly |
| Improve staff understanding of the impact of early trauma and attachment issues on the social, emotional and mental health issues in children through a whole school inclusive approach to teaching. | <ul style="list-style-type: none"> Programme of CPD for all staff. Staff training by Clinical Psychologist supporting children with social/emotional and mental health issues. Targeted support for identified pupils. | Emotional, social and mental health issues are barriers to attainment and progress for some pupils, especially disadvantaged groups. Whole school CPD ensures consistency of approach and understanding of strategies and approaches that support identified pupils. | The effectiveness of the whole school approach to teaching will be monitored in lesson observations and professional discussions. | SLT SENCO | On-going |
| Total Budgeted Cost | | | | £34,650 | |



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6.2 TARGETED SUPPORT

| Desired Outcome | Action | Rationale | Quality Assurance | Staff Lead | Review |
|--|---|--|--|---------------------------------------|--------|
| <ul style="list-style-type: none"> Improved language and social skills. All Pupil Premium pupils engage well in lessons. No significant gap between Pupil Premium pupils and others. | <ul style="list-style-type: none"> Early intervention to support early social development and early reading and mathematical skills. Additional adult support available for pupils who do not read at home. | <p>Sutton Trust Research (+5 months impact) Targeted support for Pupil Premium pupils to ensure that they are reading and not on catch up on entry to Year 1.</p> | <ul style="list-style-type: none"> Observations Work scrutinies Planning scrutinies Data analysis | EYFS Lead | Termly |
| <ul style="list-style-type: none"> Pupils eligible for Pupil Premium will meet the expected standard in phonics at the end of Year 1. no significant gaps between Pupil Premium pupils and others. | <ul style="list-style-type: none"> Small group intervention Sessions in phonics with Teacher/HLTA Additional TA 1:1 support for pupils who do not read at home. | <p>Sutton Trust Research (+4 months impact)</p> | <ul style="list-style-type: none"> Observations Progress checks | KS1 Phonics Lead English Lead | Termly |
| <ul style="list-style-type: none"> Pupils eligible for Pupil Premium make age related expectations. Accelerated learning and progress for lower ability Pupil Premium pupils. Improved progress for middle/higher ability Pupil Premium pupils. | <ul style="list-style-type: none"> A systematic approach to the organisation and planning of targeted support including pre-teaching and same day interventions. Additional HLTA/TA support in classrooms. Additional teaching and learning opportunities (10 week programme) Breakfast Reading Club Year 2 Lunchtime Reading Club – Year 6 Small group/1:1 maths sessions 4 x 30 mins per week (12 week block) prior to the start of the school day. Years 5/6 Study Support Clubs (2 x 1 hour per week) | <p>NCTEM Research</p> | <ul style="list-style-type: none"> Observations Work scrutinies Planning scrutinies Pupil progress Meetings Data Analysis Assessments before and after 10 week intervention programme. | Class Teachers Teaching Assistants | Termly |



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| <ul style="list-style-type: none"> No significant gap between Pupil Premium pupils and others. | <ul style="list-style-type: none"> Intervention Programmes Project X Code 4 x 30 min sessions per week for each year group Years 2, 3 and 4. | Edge Hill University Research Inclusion Research | <ul style="list-style-type: none"> Assessment before and after intervention programme. Monitoring and tracking of targeted pupils. Pupil Progress Meetings Improved reading age scores. | Class Teachers Teaching Assistants | Termly |
| Pupils with Additional Needs are supported effectively. | <ul style="list-style-type: none"> Intervention recommended by EP, KS1/BST, CYPS and outside agencies are delivered effectively. | Sutton Trust Research (+2 months impact) | <ul style="list-style-type: none"> Observations Work scrutinies Planning scrutinies Pupil Progress Meetings Data Analysis | SLT SENDCo | Termly |
| Total Budgeted Cost | | | | £23,375 | |



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6.3 OTHER APPROACHES

| Desired Outcome | Action | Rationale | Quality Assurance | Staff Lead | Review |
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| All pupils eligible for Pupil Premium will be supported to engage in a wide range of enrichment opportunities and extra curricular clubs, extending school hours. | <ul style="list-style-type: none"> ▪ Financial support available for special projects and visits including residential visits. ▪ Financial support for after school clubs. | <ul style="list-style-type: none"> ▪ Inclusion for all. ▪ Development of talent and aspirations. | <ul style="list-style-type: none"> ▪ Number of pupils participating. ▪ All Pupil Premium pupils given the opportunity to attend at least one After School Club per term. | SLT | Termly or as required |
| | <ul style="list-style-type: none"> ▪ Provision and servicing of musical instruments. ▪ Subsidised music lessons. ▪ School to fund After School Music Club. ▪ Financial support for Breakfast Club. ▪ Investment in ICT resources. | <ul style="list-style-type: none"> ▪ Development of talent and aspirations. ▪ Targeted pupils are able to learn how to play a musical instrument. ▪ Pupils have a good start to the day and a healthy breakfast. ▪ Barriers to learning are removed and attendance of Pupil Premium pupils improves. | | | |
| All pupils eligible for Pupil Premium will be settled and secure in school; they will have their social and emotional needs met and they will be happy and ready to engage and learn. Improved resilience and well-being of Pupil Premium pupils resulting in accelerated progress. | <ul style="list-style-type: none"> ▪ Social and emotional support from our Pastoral Support Worker. ▪ Early engagement with EP and partner professionals. ▪ Access to enrichment and extra curricular activities, including Breakfast Club. Funding provided. ▪ Additional staff support at play times. ▪ SENDCo support for vulnerable Pupil Premium pupils for transition stages. ▪ Supported attendance at designated secondary schools 'transition days'. | <ul style="list-style-type: none"> ▪ A number of Pupil Premium pupils have anxieties which are barriers to learning. ▪ Early identification and intervention for optimum learning experiences. ▪ Inclusion for all children. Breakfast Club ▪ Pupils have a good start to the day and a healthy breakfast. ▪ Improved attendance. ▪ Smooth transition at all Key Stages to minimise emotional stress. | <ul style="list-style-type: none"> ▪ Staff Training ▪ Whole school approach to an inclusive approach to teaching. ▪ Observations. ▪ Monitoring of attendance ▪ Pupil Progress Meetings | SLT | On-going |



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6.3 OTHER APPROACHES

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| <p>Extended partnerships with parents/carers. The capacity of families to parent will be increased.</p> | <ul style="list-style-type: none"> ▪ Early intervention ▪ Close working relationship with all agencies. ▪ Additional support in school. ▪ 1:1 work with Pastoral Support Worker ▪ Effective and efficient partnership work with parents and other agencies. ▪ Families will be supported through the ‘Strengthening Families’ approach, reducing the needs for engagement with CP and Safeguarding. | <p>More families will engage with school at an early intervention stage in order to improve parenting capacity.</p> | <ul style="list-style-type: none"> ▪ Reduced numbers of CP/CIN cases. | <p>SLT SENDCo</p> | <p>On-going</p> |
| <p>Improved parenting capacity to support children’s learning both in school and at home.</p> | <ul style="list-style-type: none"> ▪ Provision of Family Learning and Adult Learning Programmes in partnership with the City of Sunderland College. ▪ Provision of parent workshops. ▪ FS Lead – Early Reading Support ▪ Phonics Lead – Phonics in Years 1 and 2 ▪ Key Stage Leaders – Preparing for SAT’s ▪ MAST – Four operations, Calculation Strategies ▪ ICT Lead – E-Safety ▪ High quality resources are partly funded by Pupil Premium to empower parents to acquire new skills/learn strategies to work alongside their child at home. | <ul style="list-style-type: none"> ▪ Enhanced aspirations of parents/ carers for their children. ▪ Parents/Carers increased confidence and sense of well-being. ▪ Acquisition of new skills and knowledge and improved employability skills. ▪ Enhanced aspirations of parents/carers for their children. ▪ Improved outcomes for pupils. | <ul style="list-style-type: none"> ▪ Increased numbers of parents/carers accessing education, training, work placements or voluntary opportunities. ▪ Parents surveys – feedback from questionnaires. ▪ Parent participation/uptake. | <p>SLT SENDCo</p> | <p>Termly</p> |



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| Improved attendance | <ul style="list-style-type: none"> ▪ First Day response ▪ Rewards and incentives for good attendance. ▪ Weekly attendance monitoring. ▪ Immediate action from attendance monitoring. ▪ Pupils falling behind target will be identified/parents informed. ▪ Additional SIMS licences for individual staff laptops to monitor pupil attendance. | <ul style="list-style-type: none"> ▪ Improved attendance and outcomes for pupils. ▪ To improve attendance to 96% and reduce the incidence of persistent absences. ▪ Progress of Pupil Premium pupils improves and diminishes the attainment gap. | <ul style="list-style-type: none"> ▪ Weekly | SLT Business Manager | Daily Weekly Termly |
| Total Budgeted Cost | | | | £16,375 | |



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ADDITIONAL DETAIL

The progress of all our children, including our Pupil Premium children is monitored by the Acting Headteacher, Acting Deputy Headteacher, Subject Leads, SENDCo and class teachers. Formal monitoring happens once a term and in some areas half termly and necessary actions are agreed to prevent any child falling behind and to ensure high achievers remain challenged. Intervention programmes and whole school strategies are evaluated closely by all stakeholders and the impact measured. This information is used to decide future actions.

As a school we desire to see the gaps diminished between our Pupil Premium pupils and our Non Pupil Premium pupils. Our actions are not taken lightly, but are formulated from many meetings, discussions, analysis of data and on-going teacher day-to-day feedback.

The total we will spend on initiatives and programmes outlined in our strategy statement 2017-18 is **£74,400**. This is in excess of our Pupil Premium funding. Our key investment is in teaching, which we see as the most effective tool we have for raising the achievement of our Pupil Premium pupils. A significant part of our work is around the development of an inclusive culture for learning that promotes language, aspirations and independence. We also invest in a range of intervention programmes for targeted pupils and their families to help them overcome barriers to learning that economic disadvantage can bring.

The Governors will review this strategy statement on an annual basis.

The next review date is November 2018.