

PUPIL PREMIUM- EVIDENCE OF IMPACT

2017-18

Year Group/ Target Area	Description of Activity	Quantitative Evidence <i>(points progress for 3 terms 3= expected. Average points progress for Writing, Reading and Maths combined)</i>	Qualitative Evidence
Lower key stage 2	Early Birds Reading Club (morning reading intervention led by experienced TA. Targeting lower attaining key stage 2 pupils).	3.5 progress for academic year.	All children involved in this programme have increased confidence in reading. More confident in making own book selections and in reading for pleasure. Has also helped to improve the attendance and punctuality of attendees.
Year 2	Beanstalk Volunteer Reading Programme. Targeted middle attaining pupils with the aim of pushing attainment up to higher attainment bands.	3.4 progress for academic year.	Improved confidence. Pupils had greater success in answering inference and deduction question types. Pupils also featured in Evening Standard news article. Helped to improve their self-esteem.
All Year Groups	Deployment of additional adult support.	All year groups had progress rates above 3.5 for academic year. Support deployed extensively in EYFS to quickly close the gaps on entry to the school. Additional support also used to ensure quality first teaching interventions deployed. Data and pupil progress evidence used to ensure that there are no disparities between disadvantaged and non-eligible.	Book scans by middle leaders, senior leaders and School Improvement Adviser show significant improvements in pupil outcomes.

Year 5	Playing For Success Cricket Project. A 10 week programme based at Oval Cricket ground learning centre. Children take part in one hour's cricket coaching (with professional instructors) followed by one hour of project work (incorporates ICT, Literacy and Maths). Main aim of the course is to improve children's motivation and enthusiasm for learning.	Children who attended made 3.7 points progress in the academic year.	Help to foster positive attitudes to learning and sports. Improved confidence and team working abilities of all children who attended.
Year 4 plus selected pupils from across the age range	Ebony Horse Club. A six week programme where children learn the basics of horse riding and learn about looking after horses. The programme has a proven track record of improving children who have challenging behaviour. HRH the Duchess of Cornwall is the Patron of the organisation.	Children who attended had an average progress of 3.5 points. Children who were referred to improve behaviour had a reported 25% fall in behaviour incidences after attending.	Teachers have reported a significant improvement in the levels of concentration for pupils who attended the programme.
All Year Groups	Dance Lessons 45 minutes x1 session per week with a professional dance instructor.	All children in school have had access to this programme.	Clear evidence of children receiving excellence and enjoyment. Also improved confidence levels.
Year 3 and year 4	Level 4 TA interventions. After school 45 minutes x 3 sessions per week sessions focussing on basic literacy and maths. Focus on low attaining, SEN and PP pupils. Pupils from Key stage 2 targeted.	Children enrolled onto this programme made 3.8 points progress on average.	TAs have observed that children are more easily able to cope with the demands of the curriculum during timetabled lessons within the school day.
Year 2	Early Morning ICT club . Using Lexia and success maker programmes to improve basic literacy and maths skills. Targeted Year 2 pupils.	2.9 points progress within the academic year.	Has improved attendance and punctuality of attendees. Parent reported improvements in children's learning.

All year groups	Collaborative Learning Projects with the Brixton Learning Collaborative. Joint educational projects aimed at providing stretch for the most able. Targets a variety of year groups. Examples of projects include	Average points progress was 4.2 points for the academic year.	Good development of social skills, team working and collaborative working and interdependence.
All year groups	Curriculum Development- instalment 1 Investment in new resources for the new curriculum. Number masters and Read, Write, Ink programmes for key stage 1. Literacy and language programme resources purchased for key stage 2. Rising stars maths resources purchased for key stage and 2. Resources for enable children to demonstrate mastery and greater depth.	Progress rates as follows: Writing 3.9 , Reading 4.2 and maths 4.2)	Children have reported enjoying a curriculum that is far more interesting. Teachers as now confident that they have the resources to deliver the rigour and challenge that is needed to meet the demands of the new curriculum.
Targeted children from years 4 to 6	Shine Saturday School. A collaborative project with BLC cluster schools. 10 attendees from St John's. Children attend school on a Saturday 25 week project. Focus is on learning creatively. Lots of educational visits and enrichment activities. Aim of the project is to provide enrichment for children that might otherwise miss out on such experiences.	Average point progress of children who attended was 3.1 points for the academic year.	The children commented on the enjoyable experiences that they have had such as visits museums, visits tart galleries, the seaside. The children stated that these were opportunities that they might not receive with parents.
Year 5	Saturday Booster. Small group tuition focusing on English and maths. Targeting all PP children in year 5. Aim to narrow the attainment gap and provide tailored strategies to master the new curriculum.	4.5 points progress made through the academic year.	Pupils have stated that they feel more confident in their learning. Parents feel that the additional tuition is helping to prepare them in aspect such as homework, where they feel that the y are lacking the skills and knowledge to support their children.

EYFS	Parental Engagement Course. ‘Baby Talk’ a courses which give parents the skills and knowledge to develop successful parental engagement, particularly focusing on new borns and early years developmental phases.	Children of parents who enrolled made an average points progress of 3.2 points within the academic year.	Parent in post course feedback said that they found the sessions engaging and very much informative.
Year 6	SATS revision aids for booster. Online assessments materials for diagnostic purposes. Practice papers aligned to the new curriculum.	Purchased September 2016. High impact for relatively low cost. After 1 term the progress rates are as follows: Maths 3.74 Reading 3.95 (teacher assessment data) Writing 4.05	Teaching staff believe that the new resources are making a real difference in terms of being able to accurately measure children’s attainment and progress.
Whole school	Home Learning Subscriptions Eg Education city	See whole school progress measures. Children who have accessed the resources at least two times per week have seen progress rates above 3.0 points for the academic year.	Using pupil interviews, most children have stated that they enjoy using the resources and that they have found the resources useful.
Year 6	Breakfast Club for Year 6 Pupils.	Students from year 6 are able to have a free healthy and nutritious breakfast prior to starting early morning SATS booster lessons. X3 sessions per week	Noticeable improvement in attendance and punctuality. This in turn should have an impact on progress and attainment. The children are able to sustain concentration for longer periods of time.
Year 6	Early morning Booster lessons. Supplementary lessons in addition to those provided within the curriculum 50 minutes x 3 sessions per week	Maths 3.74 Reading 3.95 (teacher assessment data) Writing 4.05	The children have state that the booster sessions are useful. It provides an opportunity to get feedback from homework assignments or to receive tailor support

			on specific concepts which they may find difficult.
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