

John Perry Primary School

Pupil Premium Strategy Statement 2016-2017

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals (FSM), those who are Looked After Children (LAC) and those who are from service families. This is because the DfE has recognised that a good education is the key to improving young people's life chances. Addressing the disparity between rich and poor pupils is a top priority and the Pupil Premium for free school meals will provide additional funding specifically linked to the objective of boosting pupils' attainment. The Pupil Premium is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most. The DfE have agreed that it is for schools to decide how the Pupil Premium Grant is spent. We are best placed to assess what additional provision should be made for the individual pupils within the school

1. Summary information							
School	John Perry Primary						
Academic Year	2016 - 2017	Total PP budget: £216,480					
Total number of pupils	543	Number of pupils eligible for PP	164	Percentage of PP pupils	30%	Number of looked after children eligible for Pupil Premium	2

2. Deprivation Index		
2014	2015	2016
0.38 (national 0.24)	0.38 (national 0.24)	0.31 (national 0.21)
The school has a deprivation indicator of 0.31 (national 0.21) which is in the highest quintile (RoL).		

3. Current attainment		
	Pupils eligible for PP (JP 2016)	Pupils not eligible for PP (JP 2016)
% of pupils achieving the expected standard in reading, writing and maths	59% (national 60%)	70 (national 60%)
Reading progress score	-1.13	-0.24
Writing progress score	1.07	1.57
Maths progress score	0.71	2.13

4.Barriers to future attainment (for pupils eligible for PP including high ability)
In-school barriers
Many pupils eligible for pupil premium also have other factors such as SEND, gender, ethnicity, term of birth to consider when planning successful interventions.
Speech and Language development and access to language from books
External barriers
Low attendance of pupils eligible for pupil premium compared to that of those not eligible for pupil premium, especially in year 1 (93.9% compared to 90.5%), year 3 (95.8% compared to 91.7%) and year 6 (94.3% compared to 89.9%).
Parental engagement with school especially with regard to attendance at information and workshop events and home learning.
High levels of mobility

5.Actions	
A.	To continue to ensure all teaching is good or better and so ensure that Pupil Premium children make more than expected progress in order to close the gap in learning.
B.	To improve the percentage of pupil premium children working at ARE in reading and writing in KS1 and Year 6
C.	To improve the percentage of pupil premium children working at ARE in maths in KS1
D.	To increase the attendance of Pupil Premium children so that it is in line with or above National averages and reduce the number of Pupil Premium pupils who are persistently absent.
E.	To accelerate the progress of pupils who have SEND and who are also Pupil Premium children
F.	To provide all our pupils with a balance and enriched curriculum that motivates, inspires and engages

The following pages describe our action plan for the academic year 2016-2017:

Pupil Premium used for	Target group	Rationale	Intended outcomes	Monitored by who	Results and impact – to be assessed in July 2017
Extra-curricular activities, after-school clubs and educational visit subsidies (drama	Whole school and targeted children from PPG list	Curriculum enrichment and access for all	High quality teaching from specialist will ensure high standards and experiences	SLT	

lessons, drumming club, choir club, Maths and English booster clubs, Trewern residential)		All pupils given opportunities to attend extra-curricular/after-school clubs	Some targeted clubs will reinforce areas of need (i.e. reading and maths)		
Additional class teacher	Year 5	Accelerate progress of children in R, W and M Support new class teacher	Children's attainment in R, W and M will be mostly in line with ARE by the end of the year New class teacher's practice will improve as a result of program of support	Phase Lead for Year 5 and 6 AHT for Assessment	
Support for payment for Breakfast Club	Targeted children from PPG list	Ensure all children have a healthy, nutritious breakfast so that they can concentrate well during lessons	Improved levels of engagement from children who otherwise would struggle to maintain concentration levels	Parent Teacher Liaison Classroom teachers	
Support for parents to buy school uniform	Targeted children from PPG list	Ensure all children wear school uniform proudly	All children wear the school uniform to give them a sense of belonging to our school community	Parent Teacher Liaison Classroom teachers	
Implementation of new progress and attainment tracking software	Whole school	Target Tracker used to identify gaps in attainment and groups whose progress and attainment is falling behind ARE	Groups will be identified and booster/intervention programs will be carefully implemented and monitored to ensure positive impact	SLT Phase Leads	
Training to develop the skills of teachers	Targeted teachers	Self-reflection is key to improving teaching	Through the use of IRIS Connect teachers will be able	SLT	

		skills which will have a positive impact on our children's attainment and progress	to observe their own practice and those of their peers in order to identify strengths and areas for development	Phase Leads Class teachers	
Intervention programs in KS1 and KS2	KS1, KS2 and targeted children from PPG list	Intervention programs (100 Word, Speech and Language, Phonics, BRSP) delivered on a one-to-one or small group basis to accelerate progress of children at risk of falling behind	Intervention programs will raise attainment of those children involved	AHT for Inclusion Class teacher Intervention teacher (TAs)	
Parent Teacher Liaison	Whole school and targeted families	Develop home-school partnerships Provide support and advice to all families, especially those at risk of social exclusion Track attendance and punctuality	Parents and carers will feel welcomed and supported by the school School and parents/carers work together for the welfare and wellbeing of the children Attendance and punctuality are closely monitored and interventions are put in place when they fall behind national standards	HT	
Attendance officer	Targeted children, especially those in the PPG list	Ensure attendance of all children, especially those in the PPG, is in line with national expectation (96%)	Rapid identification of persistent absentees and children with less than expected attendance	Phase Leads Parent Teacher Liaison	

Attendance prizes	Whole school	Motivate children to come to school every day	Children with 96% or more attendance rates will be rewarded for their effort	Family Liaison Officer Class teachers SLT	
Schemes of Work and memberships (Wordsmith and Bug Club, Power of Reading, Abacus, STOPS, TestBase, IPC, Tagtiv8, Music Express, Kent SoW – Science)	Whole school	Ensure full coverage of national curriculum Facilitate teachers' planning and assessment Provide our children with an enriched and balanced curriculum	All children will have access to an engaging and balanced curriculum Programs of study for English and Maths (national curriculum) as well as foundation subjects will be delivered and assessed	SLT PL Class teachers	
High Level Teaching Assistants	Whole school	PPA time, Management Time and teacher absences are covered by HLTAs well-known to the children and knowledgeable of school systems and expectations	Consistency in teaching and marking standards between class teachers and HLTAs Behaviour incidents in the class room are kept to a minimum when teachers are not in the classroom as HLTAs are aware of school behaviour policy and know all children well	SLT Class teachers	

6. Review expenditure

School	John Perry Primary	
Academic Year	2015 - 2016	Total PP budget: £210,880

- Increased participation in sporting activities and increased involvement in competitive sporting events such as sporting fixtures against other schools
- All pupils have had access to wider experiences in school and off site which are used as a springboard to inspire, motivate and raise academic standards
- Attendance support has improved attendance for a significant number of pupil premium pupils, especially in Year 2 and Y5 where the attendance of PP pupils was in line with their non-PP peers. (Y2= 94%; Y5=97.6%)
- Increase in communicative intent and spoken output for lower ability children within the Pupil Premium group. An increase in confidence in labelling objects within the vocabulary group and putting simple sentences together, especially in Reception and KS1, as a result of Speech and Language interventions.
- Providing/Subsidising Breakfast Club for PP pupils ensures these have a positive start to the morning, promoting social interaction amongst all year groups, encouraging independence and supporting good manners. It has also supported families who may be experiencing difficulties at home.
- Vulnerable children were supported with uniform to help boost confidence and make children feel less alienated from their peers
- Additional teachers in Year 6 and targeted support identified in reviews resulted in more than expected progress of PP pupils in Year 2 compared to their non-PP peers in all areas and in more than expected progress of PP pupils in Year 6 compared to their non-PP peers in Writing and Mathematics:

Year 2 – 2015/16	Pupils (%) making 6+ steps progress		
	Reading	Writing	Maths
Pupil Premium	18 (60%)	23 (76.7%)	18 (60%)
Not Pupil Premium	25 (42.4%)	27 (45.8%)	27 (45.8%)

Year 6 – 2015/16	Pupils (%) making 6+ steps progress		
	Reading	Writing	Maths
Pupil Premium	5 (18.5%)	21 (77.8%)	11 (40.7%)
Not Pupil Premium	11 (33.3%)	23 (69.7%)	9 (27.3%)

