

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 (90.5% compared to 93.9%), year 3 (91.7% compared to 95.8%) and year 6 (89.9% compared to 94.3%).
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	REVIEW EXPENDITURE Results and impact – assessed in July 2017

<p>Extra-curricular activities, after-school clubs and educational visit subsidies (drama lessons, drumming club, choir club, Maths and English booster clubs, Trewern residential)</p>	<p>Whole school and targeted children from PPG list</p>	<p>Curriculum enrichment and access for all All pupils given opportunities to attend extra-curricular/after-school clubs</p>	<p>High quality teaching from specialist will ensure high standards and experiences Some targeted clubs will reinforce areas of need (i.e. reading and maths)</p>	<p>SLT</p>	<p>Subsidies applied to the cost of visits and enrichment activities have impacted positively on pupil wellbeing and improved pupil self-esteem. Increased percentages for PP children attendance show the positive impact these activities have had. Reduction in behaviour incidents with PP children. The approach will continue to enhance pupil engagement. Data: An increase in number of PP children achieving Expected Standard in R, W, M (combined), Expected Standard and Higher Standard in Reading and Expected Standard in Writing, Maths and Science compared to 2016 results in KS2.</p>
<p>Additional class teacher</p>	<p>Year 5</p>	<p>Accelerate progress of children in R, W and M</p>	<p>Children's attainment in R, W and M will be mostly in line with ARE by the end of the year</p>	<p>Phase Lead for Year 5 and 6</p>	<p>Data: All PP children supported by additional class</p>

		Support new class teacher	New class teacher's practice will improve as a result of program of support	AHT for Assessment	teacher reached ARE in Maths; 80% in Reading and 72% in Writing. New class teacher's marking in books improved as a result of support given by additional class teacher.
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	No provision required this academic year
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	No provision required this academic year
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	New software has proven to be much more user-friendly and has allowed school leaders, middle leaders and class teachers to identify children falling behind ARE.
Training to develop self-reflection teachers' skills	Targeted teachers	Self-reflection is key to improving teaching skills which will have a positive impact on	Through the use of IRIS Connect teachers will be able to observe their own practice and those of their peers in	SLT Phase Leads	IRIS Connect has contributed to teachers being more willing to reflect on

		our children's attainment and progress	order to identify strengths and areas for development	Class teachers	their own practice and their peers'. It has also helped identified learning behaviours in specific children that needed to improve.
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)	Although in some cases the impact of intervention programs has not been as positive as expected due to factors such as children's poor attendance, interventions in Year 6 have been very successful and diminished the difference between PP children and their non-PP peers. However, Intervention programs will have to be reviewed in KS1 as disadvantaged children's attainment in Reading, Writing and Maths was well below their Not Disadvantaged peers and National figures.
Parent-Teacher Liaisons	Whole school and targeted families	Develop home-school partnerships	Parents and carers will feel welcomed and supported by the school	HT	A number of families have been supported by the Parent Teacher Liaison. This

		Provide support and advice to all families, especially those at risk of social exclusion	School and parents/carers work together for the welfare and wellbeing of the children		has included support with parenting. Also, a number of workshops have been organised to help parents/carers support their children at home with Phonics, end of KS1 and end of KS2 assessments. The feedback received from parents has been very positive and this will continue in 2017-2018.
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%) Track attendance and punctuality	Rapid identification of persistent absentees and children with less than expected attendance Attendance and punctuality are closely monitored and interventions are put in place when they fall behind national standards	Phase Leads Parent Teacher Liaison	Children with less than expected attendance and persistent absentees have been rapidly identified after introducing a more robust attendance and punctuality system. Their parents have been notified by the school and their children's attendance has been closely monitored. As a result, the attendance of PP children is higher than their not

					Pupil Premium peers in Year 6 (2% difference) and Year 1 (1%).
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	These have proven to be very motivational. One of the winners was a PP child in Year 2. Children look forward to Celebration Assembly every Friday when the classes with best punctuality and attendance receive a certificate signed by the HT. This will continue in 2017-2018.
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	Standards of teaching and learning have been raised throughout the school. Schemes of Work guarantee progression year on year and coverage of the National Curriculum. All children enjoy an engaging and balanced curriculum where all subjects are important and

					<p>contribute to enhance children's experiences while in school.</p> <p>High-quality training has been delivered by subject leaders to ensure consistency and high standards.</p>
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	<p>HLTAs have received training to ensure consistency in behaviour expectations as well as assessing children and marking books.</p> <p>The fact that HLTAs are well-known by the children has helped keep behaviour incidents to a minimum during PPA time.</p>

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%)

