

Pupil premium strategy statement (primary)

1. Summary information					
School	John Perry Primary School				
Academic Year	2017-2018	Total PP budget	£164,926	Date of most recent PP Review	September 2017
Total number of pupils	637	Number of pupils eligible for PP	154	Date for next internal review of this strategy	April 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	70%	67%
Average progress in reading at the end of KS2	+3.0	0
Average progress in writing at the end of KS2	+2.1	0
Average progress in maths at the end of KS2	+2.4	0

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.	Behaviour and emotional concerns of some disadvantaged pupils can lead to low progress and disengagement with learning
B.	Below average attainment on entry to Nursery and to Reception for non-core disadvantaged pupils
C.	Attainment of PP pupils in Reading by the end of KS1 is lower than their peers at National level
D.	Low percentage of PP pupils exceeding the expected standard in Maths by the end of KS2
E.	Low percentage of Year 2 PP pupils passing the phonics screening test
F.	Speech and Language concerns in some disadvantaged pupils lead in some cases to communication and behaviour issues
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	Attendance rates for pupils eligible for PP are lower than their not PP peers, especially in Year 3 (4.2% difference) and Year 5 (3.3% difference). This reduces their school hours and causes them to fall behind on average.
H.	Low academic aspiration of some disadvantaged pupils and families lead to children's disengagement with learning from an early age

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Decrease the number of children with behaviour and emotional concerns across the school	Pupils eligible for PP take part in and benefit from nurture group led by Learning Mentor. Decrease in exclusions for PP pupils. PP pupils' wellbeing is prioritised as a first step towards better behaviour and good academic achievement.
B.	Ensure good progress and mastery of basic skills by the end of EYFS	Pupils eligible for PP in reception classes make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations
C.	Attainment of PP pupils in Reading by the end of KS1 is at least in line with National figures	Pupil Premium pupils' attainment in Reading by the end of KS1 in line with national benchmark or moving significantly closer
D.	Increase percentage of PP pupils exceeding the expected standard in Maths by the end of KS2	Percentage of pupils eligible for Pupil Premium exceeding the expected standard in Maths by the end of KS2 in line with national benchmark or moving significantly closer
E.	Increase number of Year 2 PP pupils passing the phonics screening test	Percentage of Year 2 PP pupils passing the phonics screening test moves significantly closer to their not PP peers
F.	Improvement in communication skills, and achievement figures, in those PP children identified to participate in Speech and Language support and intervention programs provided by the school	Speech and Language program facilitates children's engagement with learning in all areas of the curriculum and contributes to develop children's communication skills
G.	Increased attendance rates for pupils eligible for PP in all year groups and especially in Years 3 and 5	Attendance of pupils eligible for PP will be at least in line with their not PP peers and close to, if not in line with, our school target of 96%
H.	Improved parents' interest in school will result in parents more involved in their children's learning and children better supported at home	Parents and carers attendance to learning workshops and 'Stay and Learn' sessions increases their engagement with the school and gives them the tools to support their children better at home.

5. Planned expenditure

Academic year

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?	Review April 2018
B.Ensure good progress and mastery of basic skills by the end of EYFS	Ensure high quality interactions with adults to develop communication and language skills. Provide children in Early Years with a broad and balanced curriculum that allows them to develop their basic skills in different contexts.	The Statutory Framework for the Early Years and Foundation Stage (March 2017) states that every child deserves the best possible start in life and the support that enables them to fulfil their potential. The development of pre-reading skills, early mathematics and problem solving show positive benefits and enable children to independently access learning activities to develop their successful learning.	All EYFS staff are aware of planned focused activities to improve basic skills in English (including communication) and Maths. Outdoor areas will be developed to engage children in communication and language skills. Learning walks, teaching and learning reviews (both external and internal) and scrutiny of planning to ensure consistent quality teaching and interactions with adults and provision. Internal and external moderation, together with support and training from the Local Authority Early Years Advisory Teacher, will ensure progression in basic skills and accurate judgements when assessing pupils.	AHT for Early Years, Early Years staff	Pupil progress meetings in December 2017, April 2018 and July 2018	Reception data: % of PPG chn making at least 3 steps progress: C&L: 100% Lit: 75% Maths: 100% EYFS Lead working closely with LA EYFS advisor to secure successful external moderation Termly internal moderations show accurate judgements

<p>C. Attainment of PP pupils in Reading by the end of KS1 is at least in line with National figures</p>	<p>Employ 4 additional LSAs to ensure all children are supported appropriately and effectively</p> <p>Progress of PP children tracked and additional booster group or intervention program put in where needed in Year 1 and 2.</p> <p>Review impact of Guided Reading and adapt pedagogy to ensure all children receive first-quality teaching in Reading</p> <p>Additional reading books in classrooms to ignite the love of reading</p> <p>Introduce Reading Logs across the school to ensure children are reading at home, ideally with an adult</p>	<p>According to FFT Aspire, at the end of KS1, 61% of our PP pupils achieved ARE in Reading compared to 76% Nationally.</p>	<p>Dedicate staff meetings to deliver training in Guided Reading</p> <p>Observations of Guided Reading lessons</p> <p>Provide external training on Reading intervention program BRSP for 4 LSAs to deliver intervention in KS1</p> <p>Focused tracking of groups to ensure pupils will reach ARE by the end of KS1</p> <p>Purchase additional resources for teachers to lead Guided Reading sessions</p>	<p>AHT for Inclusion</p> <p>KS1 Lead SLT</p> <p>AHT for Teaching and Learning and Assessment</p>	<p>Pupil progress meetings in October 2017, December 2017, April 2018 and July 2018</p>	<p>High-quality texts purchased to ignite love for reading.</p> <p>Guided Reading staff inset to ensure consistency and quality first-teaching. Guided Reading observations show positive outcomes for pupils</p> <p>Wave 2 interventions in place – LSAs have received phonics training</p> <p>Reading Logs in place – show inconsistent parental involvement</p> <p>Spring 2: 63% of PPG pupils on track to be working at EXP+ by end of KS1</p>
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<p>D. Increase percentage of PP pupils exceeding the expected standard in Maths by the end of KS2</p>	<p>Newly appointed Maths Leader</p> <p>Training for all teaching staff on different aspects of Maths pedagogy, with a focus on problem solving and application of mathematical skills</p> <p>Training for Maths Lead and 3 LSAs in Success in Arithmetic</p> <p>Staff training on high quality feedback</p>	<p>According ASP, 7% of PP pupils exceeded the expected standard in Maths by the end of KS2 compared to 23% nationally.</p> <p>EEF Toolkit suggests high quality feedback is an effective way to improve attainment.</p> <p>High quality, structured interventions have been shown to have a positive impact on progress (DISS project)</p>	<p>Use INSET days/staff meetings to deliver training in Maths, AfL and quality feedback and marking</p> <p>Observations of Maths lessons, book scrutinies, Learning Walks (internal and external) to ensure challenge for all</p> <p>Focused tracking of groups to ensure children are making more than expected progress from starting points</p> <p>Purchase additional high-quality Maths resources to facilitate the teaching and learning of Maths in all year groups</p>	<p>Maths Lead</p> <p>AHT for Teaching and Learning and Assessment</p>	<p>Pupil progress meetings in December 2017, April 2018 and July 2018</p>	<p>Maths Leader appointed – positive impact on raising standards (evidence in books)</p> <p>Maths Leader have attended numerous courses to develop own practice and subject knowledge with a view to disseminating findings</p> <p>AHT has delivered quality marking training – marking workshops in phase groups</p> <p>Staff trained on mastery in maths and the use of physical resources to support Maths T&L</p> <p>Spring 2: 17% of PPG pupils on track to be working at GDS in Maths by end of KS2</p>
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<p>E. Increase number of Year 2 PP pupils passing the phonics screening test</p>	<p>Quality first teaching of Phonics in ability groups (four weekly sessions) in Year 2 following the Letters and Sounds scheme.</p> <p>Phonics workshops in reception, Year 1 and Year 2 to demonstrate the teaching of phonics in school and show strategies to support children at home with phonics.</p>	<p>Early identification of those children at risk of not passing the phonics screening test will ensure intervention program is delivered and monitored to get all pupils ready for the phonics screening re-take.</p>	<p>Release KS1 Lead to monitor and support the teaching of Phonics Reorganisation of groups at different 'assessment points' during the year to ensure strongest impact is made. Adults deployed to enhance progress of identified children. Focused tracking of groups to ensure pupils are 'check ready' by June 2018</p>	<p>KS1 Lead</p>	<p>Termly review of data and discussion with SLT. From February half term, regular assessment points to check progress and booster sessions implemented where necessary.</p>	<p>Children at risk identified and Wave 2 interventions in place</p> <p>Wave 3 (Speech and Language) in place for those who require it</p> <p>Phonics workshops very well attended by parents (especially in Reception)</p>
<p>Total budgeted cost</p>					<p>£91,650</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?	Review April 2018
A. Decrease the number of children with behaviour and emotional concerns across the school	<p>Whole school approach.</p> <p>Newly appointed Learning Mentor and Thrive specialist, supported by SLT and teaching staff, to identify those children at the risk of exclusion or with persistent disruptive behaviour and pupils with wellbeing concerns.</p> <p>Nurture groups Thrive program (a systematic approach to the early identification of emotional development)</p> <p>Focus on development of positive relationships with parents</p> <p>Parent workshop on Developing Resilience in Children</p>	<p>According to Ofsted, pupils improve their behavioural, social and emotional skills as a result of nurture group provision (from <i>Supporting children with challenging behaviour through a nurture group approach</i>, 2011)</p> <p>NICE (National Institute for Health and Care Excellence) guidance recommends that: head teachers, governors and teachers should demonstrate a commitment to the social and emotional wellbeing of young people. Improvement plans, policies, systems and activities should all be monitored and evaluated.</p> <p>Quote from Achievement for All (2011): Success was seen where a collaborative relationship— involving a two-way exchange of information, ideas, aspirations and concerns – was formed (between families and schools).</p>	<p>Inset on mental health and wellbeing to ensure teaching staff are trained on mental health and wellbeing. Close monitoring by Deputy Head Teacher and Inclusion Leader. Strategies used in nurture group to be embedded in class.</p>	DHT AHT for Inclusion Learning Mentor AHT for Teaching and Learning	April 2018	<p>AHT for Inclusion and Learning mentor have received Thrive training. Staff inset on mental health and wellbeing delivered.</p> <p>Thrive training in place for those identified children</p> <p>Developing Resilience workshop – very poor parental attendance. To be rescheduled in Summer term.</p> <p>School behaviour analysis shows number of PPG children involved in behaviour incidents is less than their non PPG peers.</p> <p>Staff inset (May 18) to relaunch behaviour policy</p>

F.Improvement in communication skills, and achievement figures, in those PP children identified to participate in Speech and Language support and intervention programs provided by the school	<p>Whole school approach.</p> <p>Speech and Language programs delivered by LSAs speech and language specialists</p> <p>Individualised Speech and Language programs in every year group</p> <p>100 Words and Speech Link assessment in Reception</p> <p>Talk Boost intervention program in Year 1</p> <p>External and qualified Speech and Language Therapist deployed across the school</p>	<p>Research from I Can charity shows that Speech, language and communication are crucial for reading, learning in school, for socialising and making friends, and for understanding and controlling emotions or feelings. Children starting school with speech, language and communication needs (SLCN) may struggle with any aspect of communication and they can become withdrawn or present with challenging behaviour within the primary school environment.</p> <p>Based on recommendations from the Rose Report, the renewed Primary Strategy for Literacy and Mathematics recognises the importance of speaking and listening in order for children to</p>	<p>Impact measured from start to end point of intervention programs.</p> <p>Through meetings between LSAs, S&L Therapist and AHT for Inclusion to ensure children are making at least expected progress.</p>	<p>AHT for Inclusion</p> <p>SLT</p>	<p>December 2017, March 2018, July 2018</p>	<p>See attached document with overview of intervention and booster programs</p>
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Total budgeted cost £68,750

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?	Review April 2018
G. Increased attendance rates for pupils eligible for PP in all year groups and especially in Years 3 and 5	<p>Newly appointed AHT with responsibility for EYFS and Attendance to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Monthly meetings with Borough Attendance Officer (BAO) to identify persistent absentees and support families with poor school attendance.</p> <p>Reward children with</p>	<p>Our attendance records show that our school's overall attendance figure for 2016-2017 is below National expectation (93.83% compared to 96%).</p> <p>We can't improve attainment and secure progression if children are not actually attending school.</p> <p>NFER Raising Attendance report emphasises the effectiveness of focusing on prevention and early intervention.</p>	<p>Through constant communication between AHT, BAO, Head and PP Leader to ensure standard school processes work effectively and smoothly.</p> <p>Weekly reviews to ensure attendance is on track and to intervene quickly, where attendance of pupils is cause for concern.</p>	<p>AHT for Attendance HT</p>	<p>December 2017 April 2018 July 2018</p>	<p>The overall attendance of PPG pupils is 93.76% compared to 93.1% same time last year (April 2018)</p> <p>New attendance protocol in place</p> <p>Newly appointed AHT working</p>

	<p>outstanding attendance (bikes, scooters and skateboards as prizes) Celebrate class(es) with best attendance and punctuality on weekly assemblies</p>					<p>closely with BAO have identified and targeted persistent absentees to reduce absence figures</p> <p>Regular meetings between AHT, BAO and parent of persistent absentees to raise awareness of importance of attendance and explain consequences</p> <p>Weekly year group attendance celebrated in assembly</p> <p>Classes working towards reward (Every Day Matters)</p>
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<p>H.Improved parents' interest in school will result in parents more involved in their children's learning and children better supported at home</p>	<p>Invite parents and carers to 'Stay and Learn' workshops Organise information sessions for parents on Phonics Screening, Assessment by the end of KS1, and KS2 SATs Invite parents and carers to weekly Sharing Assemblies Work closely with PTA to ensure common goals SLT Coffee mornings Charity/fundraising events Termly Parent-Teacher consultations and Curriculum Evening</p>	<p>According to EEF (Education Endowment Foundation), the association between parental involvement and a child's academic success is well established.</p> <p>Parents and carers attending coffee morning have demonstrated a strong interest in being involved in school life and are willing to participate in workshops that help them understand how to support their children better at home.</p>	<p>Ensure activities that involve parental engagement are announced in weekly school journal so that parents can participate.</p> <p>Listen to parents and carers' suggestions or requests linked to teaching and learning and act accordingly</p> <p>Collect verbal/written feedback after learning workshops or presentations and plan next steps</p>	<p>SLT AHT for Teaching and Learning Parent Teacher Liaison</p>	<p>Ongoing and as a response to parents' requests or participation in workshops</p>	<p>New opportunities for parents to be involved in their children's education have been created (Maths Day, Sewing in Year 4, Asr workshops in Reception, parents invited to 100% attendance assembly)</p> <p>Network support meetings for parents of children with SEND happening once monthly</p>
Total budgeted cost						£4,526

6. Review of expenditure

Previous Academic Year

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

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

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

7. Additional detail

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