

Pupil premium strategy statement (primary)

1. Summary information					
School	John Perry Primary School				
Academic Year	2018-2019	Total PP budget	£195,360	Date of most recent PP Review	September 2018
Total number of pupils	587 (Jan 2018 Census)	Number of pupils eligible for PP	148	Date for next internal review of this strategy	April 2019

2. Current attainment (unvalidated)		
Attainment for 2017-2018 at the end of KS2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading	87%	80%
% achieving expected standard or above in writing	83%	83%
% achieving expected standard or above in grammar/punctuation and spelling	74%	82%
% achieving expected standard or above in maths	83%	81%
% achieving in reading, writing and maths	78%	70%

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.	Low percentage of Year 1 PP pupils passing the phonics screening test
C.	Although the attainment of PP pupils in all subjects by the end of KS1 is above their national peers, this still remains below National Other
D.	Low percentage of PP pupils exceeding the expected standard in RWM by the end of KS2
E.	Poor oral language/literacy skills and lack of reading opportunities outside of school
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. Also, 51.5% of PPG pupils are Persistent Absentees. This reduces their school hours and causes them to fall behind on average.
H.	Some home environments lack support for pupils eligible to PP and 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.	Increase number of Year 1 PP pupils passing the phonics screening test	At least 70% of Year 1 PP pupils pass the phonics screening test
B.	Diminish the difference in attainment of PP pupils in all subjects by the end of KS1 compared to National Other	Pupil Premium pupils' attainment in all subjects by the end of KS1 in line with national benchmark or moving significantly closer (at least 70% at the expected standard and 10% working at Greater Depth in Reading, Writing and Maths)
C.	Diminish the difference in attainment at Greater Depth between PPG and non PPG pupils by the end of KS2, especially in Maths and GPS	Data shows the proportion of PP pupils attaining Greater Depth by the end of KS2 in Maths and GPS is similar to their non PP peers'
D.	Improvement in communication and literacy skills in all PP children, especially those 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
E.	Increased attendance rates for pupils eligible for PP in all year groups and reduction in the number of PP PAs	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 96.1%. The persistent absence of PP pupils will be reduced from 2017-2018 data.
F.	Engage parents/carers in their children's learning, provide them with strategies to support their children at home with their school work and develop their wellbeing	Parents and carers attendance to learning workshops and 'Stay and Learn' sessions continues to increase their engagement with the school and gives them the tools to support their children better at home. Parents and carers actively support school life.

5. Planned expenditure

Academic year

2018-2109

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 2019
<p>B. Diminish the difference in attainment of PP pupils in all subjects by the end of KS1 compared to National Other</p>	<p>Early identification of those PP pupils at risk of falling behind. Information shared with class teachers at the beginning of the year so that barriers to learning are addressed in school</p> <p>Speech and Language and EAL LSAs running programs to support PP pupils with additional needs</p> <p>Targets shared with parents at Parent-Teacher consultation evenings</p> <p>Work closely with parents of PP so that they understand how to support their children appropriately at home</p> <p>Strategic deployment of LSAs to support those PP children with SEN who need support – minimum one LSA per class in KS1. This will be directed by class teachers and supervised by AHT for Inclusion</p> <p style="text-align: right;">£82,000</p>	<p>According to the report 'The Attainment Gap 2017' by the Education Endowment Foundation, 'the Pupil Premium is a valuable focus for closing the attainment gap – but it is important schools consider how they can best use all their resources to improve the quality of teaching, as this will benefit all pupils, but particularly the most disadvantaged.'</p>	<p>Regular book scrutinies show progression in book and challenge for all</p> <p>Termly pupil progress meetings</p> <p>Pupil Voice questionnaires children can articulate their learning and next steps</p> <p>Phase Lead communicates successes and concerns in teaching practice as soon as observed so that support plans can be put into place</p>	<p>SLT</p> <p>KS1 Lead</p>	<p>Ongoing (through dialogue with Phase Lead)</p> <p>Termly during Pupil Progress meetings</p>	

	<p>All teachers released to plan together to ensure consistency of standards across the year group</p> <p>Careful differentiation of all lessons to ensure all children are challenged, especially the More Able</p>					
<p>D. Improvement in communication and literacy skills in all PP children, especially those identified to participate in Speech and Language support and intervention programs provided by the school</p>	<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>Setting for Phonics</p> <p>External and qualified Speech and Language Therapist deployed across the school £14,500</p> <p>Introduction of new Reading Journals to encourage reading at home with parents/carers £860</p> <p>Consistent use of marking and feedback strategies to enable children to make accelerated progress in Reading and Writing Provide opportunities for teaching staff and LSA to embark on training that will</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 learn.</p> <p>National Literacy Trust ‘Reading for Pleasure – a research overview’ 2006 ‘benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and greater insight into human nature.’</p> <p>Sutton Trust – research on effective and personalised marking and feedback to enable children to know the next steps in</p>	<p>Impact measured from start to end point of intervention programs.</p> <p>Close monitoring of impact of program chosen. Change/amend intervention program if tracking data shows desired outcome is out of reach.</p> <p>Through meetings between LSAs, S&L Therapist and AHT for Inclusion to ensure children are making at least expected progress.</p> <p>SLT and Phase Leads to direct teachers to complete CPD in Literacy skills</p> <p>Staff inset and drop-in sessions on effective Marking and Feedback</p> <p>Work scrutinies</p> <p>Learning Walks (Guided Reading and English lessons)</p>	<p>AHT for Inclusion</p> <p>SLT</p> <p>SMT</p>	<p>December 2018, March 2019, July 2019</p>	

	improve their practice when teaching Literacy. Appointment of two additional HLLSAs to ensure Speech and Language LSA/HLLSA can deliver whole program rather than being asked to cover class at short notice £58,000	their learning and thereby make good progress.				
Total budgeted cost						£155,360

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
<p>C. Diminish the difference in attainment at Greater Depth between PPG and non PPG pupils by the end of KS2, especially in Maths and GPS</p>	<p>Early identification of PPG pupils who can potentially achieve GDS in Maths and/or GPS</p> <p>Four-way setting in Maths and Year 6 with the involvement of one HLLSA</p> <p>Careful differentiation in Maths and English</p> <p>Staff insets focusing on challenge for all, but especially for More Able</p> <p>Termly Pupil Progress meetings to discuss progress and attainment of every child; agree on actions to ensure identified children meet their goals</p> <p>After school boosters delivered by class teachers, HLLSA and SLT to teach targeted children</p> <p>Implementation of new Maths scheme of work (White Rose) and spelling program (No Nonsense Spelling) to secure acquisition of fluency in Maths and improvement of spelling skills</p> <p>Staff insets to secure consistency of approach when teaching spelling strategies and new Maths scheme of work</p> <p style="text-align: right;">£10,000</p>	<p>The Educational Endowment Foundation notes that 'effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.' Also, 'both one to one and small intervention group interventions have a positive impact.'</p>	<p>Reorganisation of sets at different 'assessment points' during the year to ensure strongest impact is made.</p> <p>Ensure the quality of teaching remains good or outstanding. This will be monitored by formal Teaching and Learning reviews, informal observations, learning walks and book scrutiny.</p> <p>Year 6 teachers released to plan carefully structured and differentiated Maths and English lessons.</p> <p>Whole school approach - Teachers to provide opportunities to practise and develop their mathematical skills beyond the Maths lesson i.e. across the curriculum</p> <p>Regular staff opportunities to share good practice, for instance, using Iris as a self-reflection tool but also as a platform to show effective pedagogy</p>	<p>SLT SMT English and Maths Lead</p>	<p>Pupil progress meetings in December 2018, April 2019 and July 2019</p>	

<p>A. Increase number of Year 1 PP pupils passing the phonics screening test</p>	<p>Quality first teaching of Phonics in ability groups (five weekly sessions) in Year 1 following the Letters and Sounds scheme.</p> <p>Daily guided reading and English lessons in Year 1 to apply phonics knowledge</p> <p>All adults working n Year 1 to receive appropriate training in teaching phonics</p> <p>Early identification of disadvantaged children in Year 1</p> <p>One to one and small group intervention to support those children, especially PP pupils, who are at risk of not meeting the expected standard by the end of the year.</p> <p>Phonics workshop for parents to share strategies to support children at home with phonics (Autumn 1)</p> <p>Phonics section on school website with an overview of program used in school</p> <p>Stay and Learn Phonics sessions for parents/ carers in Reception, Year 1 and Year 2 to demonstrate the teaching of phonics in school (Autumn 1)</p> <p>Staff inset on approaches to Guided Reading</p> <p>£3.500</p>	<p>According to the Education Endowment Foundation, 'research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.'</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>Reorganisation of groups at different 'assessment points' during the year to ensure strongest impact is made.</p> <p>Focused tracking of groups to ensure pupils are 'check ready' by June 2018.</p> <p>Observations of Phonics, Guided Reading and English lessons and learning walks to maintain quality of teaching and standards</p>	<p>English leads</p> <p>Year 1 teachers</p>	<p>Termly</p>	
Total budgeted cost						

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
<p>G.Increased attendance rates for pupils eligible for PP in all year groups and reduction in the number of PP PAs</p>	<p>First day response provision and regular phone calls home.</p> <p>Introduce fines for parents who take their children out of school on holiday during term time.</p> <p>Parent meetings with AHT to identify persistent absentees and support families with poor school attendance.</p> <p>Strategies in place to deal with continual poor attendance (with outside agencies if necessary).</p> <p>Reward children with outstanding attendance (bikes, scooters and skateboards as prizes)</p> <p>Celebrate class(es) with best attendance and punctuality on weekly assemblies.</p> <p>Implement Every Day Matters in year competition £24,500</p>	<p>Our attendance records show that our school's overall attendance figure for 2017-2018 is below National expectation (95.2% compared to 96.1%). Our PP current overall attendance is 93.76%</p> <p>We can't improve attainment and secure progression if children are not actually attending school. NFER Raising Attendance report emphasises the effectiveness of focusing on prevention and early intervention.</p> <p>Children enjoy receiving awards and will often try harder when an award is being offered. The competitions and awards introduced in previous year led to improved punctuality figures.</p>	<p>Ensure any absences are addressed immediately. Systems in place to identify children missing in education. Using tracking systems to have up to date and current information about pupil attendance.</p> <p>Seek support and advice from Borough Attendance Officer (BAO) if needed.</p> <p>Part of SDIP (school priority) and outstanding item in phase meetings (fortnightly)</p> <p>Governors to receive regular updates on attendance to ensure clear actions are in place and attendance data is improving for all children, especially PP pupils.</p>	<p>AHT for Attendance HT</p>	<p>December 2018 April 2019 July 2019</p>	

<p>H. Engage parents/carers in their children's learning, provide them with strategies to support their children at home with their school work and develop their wellbeing.</p>	<p>Invite parents and carers to 'Stay and Learn' workshops Organise information sessions for parents on Thrive, Resilience, 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 Triple P parenting course Invite parents/carers to volunteer in educational visits. SEN Network monthly meetings. Support from SEN LA Advisor</p> <p style="text-align: right;">£2000</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 mornings, workshops and Stay and Learn sessions 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>School data proves that those pupils who make accelerated progress have a supportive home environment where they regularly read with their child and complete homework.</p>	<p>Ensure activities that involve parental engagement are announced in school journal and school website so that parents can participate. Send reminders home and put posters around the school to advertise any events that will help parents/carers support children at home and increase their wellbeing.</p> <p>Listen to parents and carers' suggestions or requests linked to teaching and learning and wellbeing 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 Learning Mentor SEN LA Advisor</p>	<p>Ongoing and as a response to parents' requests or participation in workshops</p>	
Total budgeted cost					£40,000	

6. Review of expenditure			
Previous Academic Year		2017-2018	
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)
B.Ensure good progress and mastery of basic skills by the end of EYFS	High quality interactions with adults in all different areas of the EYFS curriculum. Speech & Language intervention to support SEND. Parents/carers invited to engage in school life (workshop) and interact with their children.	Estimated impact: High 75% of cohort were given GLD 83.7% of cohort were given an ELG in CL 100% of EYPP received an ELG in CL 87.5% of EYPP received GLD Success criteria: not fully met but continue good practice to develop basic skills and promote independence.	Continue approach. Develop further outdoor areas to engage children in CL skills.
C.Attainment of PP pupils in Reading by the end of KS1 is at least in line with National figures	Promote a 'love for reading' in and out of school. Share responsibility with parents through the introduction of Reading Logs. Purchase high-quality reading books for Guided Reading and reading for pleasure. All LSAs to receive training in phonics to ensure successful Wave 2 interventions.	Estimated impact: Mixed 74.7% of cohort achieved at least the Expected standard for reading compared to 75.4% nationally. 31.9% of cohort achieved a Higher Standard for reading compared to 25.6% nationally. 63.2% of Y2PP achieved at least the Expected standard for reading compared to 62.5% national PP and 75.4% national Other 15.8% of Y2PP achieved a Higher Standard for reading compared to 14.1% national PP and 25.6% national Other Success criteria: not fully met; % of Y2PP at least in line with national other is now a focus	Progress of PP high-attainers in Reading needs to be more closely monitored. All staff in KS1 to be supported by English leads (through team-teaching, support with planning and assessment)

<p>D.Increase percentage of PP pupils exceeding the expected standard in Maths by the end of KS2</p>	<p>Maths leader to train all teaching staff on problem solving and Maths in real life contexts. Staff training on quality feedback followed by book scrutinies and learning walks with a focus on challenge for all.</p>	<p>Estimated impact: High 78.3% of cohort achieved at least the Expected standard for maths compared to 75.6% nationally. 23.3% of cohort achieved a Higher Standard for maths compared to 23.6% nationally. 82.6% of Y6PP achieved at least the Expected standard for maths compared to 63.8% national PP and 75.6% national Other 17.4% of Y6PP achieved a Higher Standard for maths compared to 13.7% national PP and 23.6% national Other Success criteria: not fully met but good practice and accurate assessments to continue to ensure raising attainment of Y6PP pupils in Maths above National Other, especially to achieve Greater Depth</p>	<p>Continue approach in Year 6; early intervention for PP pupils in Maths in Years 4 and 6</p>
<p>D.Increase number of Year 2 PP pupils passing the phonics screening test</p>	<p>Quality first teaching of Phonics in ability groups supported by Wave 2 and Wave 3 (Speech and Language) intervention in place. KS1 Lead to monitor and support the teaching of phonics</p>	<p>Estimated impact: Poor Whilst a good proportion of Year 2 PP pupils passed the phonics screening test(71%), this figure remains the same since 2016 Success criteria: not fully met</p>	<p>Ensure intervention by KS1 Lead to raise attainment in Phonics starts earlier in the academic year. Facilitate training for Year 2 staff in the teaching of phonics to secure first-quality teaching.</p>

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)
A. Decrease the number of children with behaviour and emotional concerns across the school	Whole school approach to reduce the number of behaviour incidents; early identification of those children at risk of behavioural or emotional distress; develop strong partnership with parents, especially those in vulnerable situations, to provide individualised support.	Estimated impact: High Pilot Thrive program in Year 3 contributed to children's mental wellbeing, which had a positive impact on progress and attainment for all children across the curriculum. Staff are more aware of mental health and wellbeing and how these can affect learning. Staff and children have a better understanding of our school Behaviour Policy after being reviewed to secure clarity and consistency.	Continue next year. Roll out Thrive program to other year groups. Reschedule Developing Resilience workshop for parents/carers
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	Early identification and close monitoring of progress of children participating in Speech and Language programs. Personalised approach depending on individual needs.	Estimated impact: Mixed Unlocking Language (delivered by private Speech and Language Therapists and school trained LSAs): 8 PPG children took part in program. 75% met their S&L targets. An improvement in Speech and Language communication skills contributed to a significant improvement in behaviour in two children (both in Year 5) 1:1 Speech and Language intervention (NHS Therapist and LSAs) and 100 Word program: 9 PPG children took part in these programs. 56% made less than expected progress (Note – all these children were either new to English or on the SEN register or both; 80% of these children were Persistent Absentees).	Continue next year. Children's/staff absence makes consistency difficult and lessens impact of high quality interventions. Progress of children involved in interventions needs to be more closely monitored to secure progress of all children.

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)
<p>G. Increased attendance rates for pupils eligible for PP in all year groups and especially in Years 3 and 5</p>	<p>Improve attendance is a school priority. First day response provision among other initiatives led by AHT and class teachers and supported by Borough Attendance Officer. Weekly reviews to ensure attendance is on track; where it isn't support is put in place to support families. Incentives and rewards for children.</p>	<p>Estimated impact: Mixed Pupil Premium attendance improved to 93.76% in 2017/18 compared to 90.46% in 2016/17. This is a significant increase. However, this is still below the attendance of their not disadvantaged peers (95.96%) and all pupils (95.2%). Persistent absentee group: 51.5% are pupils eligible for Pupil Premium.</p>	<p>Continue incentives and close monitoring of attendance. A small percentage (a few families) will need more support with PA.</p>
<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>A high proportion of parents are unfamiliar with the education system in the UK; other parents are unwilling to engage with school initiatives. Therefore they need guidance and support on how to support their children at home. Some of our pupils need support outside the curriculum hours to aid their learning. A high proportion of children have a narrow life experiences outside of school.</p>	<p>Estimated impact: High Stay and Learn Workshops (Phonics in EYFS and KS1, Maths across the school, etc) were well attended. The feedback received from parents was very positive. Information sessions for parents (Phonics Screening test, end of KS1 and KS2 SATs) contributed to children being better supported at home.</p>	<p>Continue next year. We have seen an increase in the number of parents attending workshops, information sessions, PTA and fundraising events. SEND Network Support monthly meetings are well-attended too.</p>

1. Additional detail

--