

# John Perry Primary School - 3 Year Pupil Premium strategy plan



SUMMARY INFORMATION			
Pupil Premium Strategy Plan	2019-2022		
CURRENT PUPIL INFORMATION (2019-2020)			
Total number of pupils:	596 (Reception to Year 6)	Total pupil premium budget:	£197,280
Number of pupils eligible for pupil premium:	151	Percentage of PP pupils:	25.3%

PUPIL PREMIUM COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	80	53%
Girls	71	47%
SEN support	20	13%
EHC plan	4	3%
EAL	73	48%
White British	49	32%

## 2018-2019 Assessment data

EYFS					
	Pupils eligible for PP	All pupils	National average	Data from previous 2 years	
				2016-17	2017-18
Good level of development (GLD)	60%	71.4%	71.8%	N/A	87.5%

YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP	National average	Data from previous 2 years		
			2016-17	2017-18	
72%	69.2%	82%	N/A	53.3%	

END OF KS1				
	Pupils eligible for PP		Pupils not eligible for PP	
	School average	National average	School average	National average
% achieving expected standard or above in reading, writing and maths	47%	50%	65%	69%
% achieving expected standard or above in reading	53%	62%	74%	78%
% achieving expected standard or above in writing	59%	55%	69%	73%
% achieving expected standard or above in maths	53%	62%	72%	79%

END OF KS2				
	Pupils eligible for PP		Pupils not eligible for PP	
	School average	National average	School average	National average
% achieving expected standard or above in reading, writing and maths	69%	51%	72%	71%
% achieving expected standard or above in reading	73%	62%	73%	78%
% achieving expected standard or above in writing	73%	68%	77%	83%
% achieving expected standard or above in maths	73%	67%	85%	84%

BARRIERS TO LEARNING
<p>Low on entry data:</p> <ul style="list-style-type: none"> <li>- Most pupils join Nursery with low on entry data</li> <li>- Most non-core pupils join Reception with low entry points</li> </ul>
<p>Speech and Language: Most speech and language need has been identified in EYFS/KS1. Referrals are rising and it is becoming a greater issue on entry.</p>
<p>61% of pupils in Reception and KS1 have English as an additional language: children have a paucity of vocabulary which hinders their writing and accessing a greater depth score in reading. This includes knowledge of what particular words means as well as the subtlety of certain words and how their position within a sentence, for example, can alter meaning.</p>
<p>15% of PP pupils also have SEN needs.</p>
<p>Poor oral language/literacy skills and lack of reading opportunities outside of school</p>
<p>Disengagement with school and school systems. Children are not supported with spellings or home reading. Poor parental attendance to Stay and Learn sessions, learning workshops, statutory assessment information meetings.</p>
<p>Social, emotional and mental health issues with pupils and/or parents.</p>

## LONG-TERM PLAN (3 YEAR TIMESCALE):

- To increase the number of pupils who achieve the expected standard in the Phonics Screening test by the end of Year 1 so that it is in line or above the national average
- To achieve at least national average progress scores by the end of KS2 for PPG pupils in Reading (0), Writing (0) and Maths (0)
- To improve the school attendance of disadvantaged pupils so that it is at least in line with national expectations (96%)
- To strengthen parental engagement in order to improve pupils outcomes
- To embed robust and effective pastoral strategies in our school curriculum to support the mental health and wellbeing of our vulnerable pupils

All these targets have already been identified as priorities in the school's current School Improvement Plan.

## PRIORITY 1

Target	Actions to be taken	Staff Lead	By when	Cost	Success criteria	Evaluation (July 2020)
To increase the number of pupils who achieve the expected standard in the Phonics Screening test by the end of Year 1 so that it is in line or above the national average	Ensure all teachers in Early Years and KS1 receive updated training in Phonics	SLT EYFS Lead	End of Autumn term		All Early years and Year 1 staff feel upskilled and have the necessary knowledge to teach phonics and application of phonics to reading. As a result, a higher proportion of pupils achieve the expected standard in the Phonics Screening Check by the end of Year 1.	All staff in EYFS and Y1 received appropriate Phonics training, delivered either by the LA or internally by AHT.  Y1 Phonics Screening Check was cancelled due to pandemic.

	Review the purpose and frequency of summative assessment in Phonics	Assessment Lead KS1 Phase Lead	Ongoing (through lesson observations)  Termly		All teachers understand how to assess effectively. As a result of accurate assessments, robust planning of Phonics lessons provides children with challenge and opportunities to make rapid progress.	Termly assessment of phonics has helped to identify gaps in knowledge; these have been addressed in teachers' lesson plans.
	Early identification of children at risk of underperforming so that effective intervention programs can be put in place	EYFS and Year 1 class teachers  Inclusion Lead	Termly  Pupil Progress Meetings	<b>£58,640</b>	Entry and exit assessments of intervention programs show progress from starting points, however low.	Intervention programs had to be cut short due to school closure in March 2020.

PRIORITY 2						
Target	Actions to be taken	Staff Lead	By when	Cost	Success criteria	Evaluation (July 2020)
To achieve at least national average progress scores by the end of KS2 for PPG pupils in Reading (0), Writing (0) and Maths (0)	Ensure the quality of teaching remains good or outstanding.	SLT SMT Link Governors	July 2020		Formal and informal monitoring by SLT, Phase and Subject Leads shows that standards of education are high and key skills (in reading, writing and maths) are practiced across the curriculum	Monitoring carried out in school showed no significant concerns.  Year 6 SATs were cancelled due to pandemic.
	Early identification of children at risk of underperforming so that effective intervention programs can be put in place.	Class teachers  Inclusion Lead	Termly  Pupil Progress Meetings		Entry and exit assessments of intervention programs show progress from starting points, however low.	Intervention programs had to be cut short due to school closure in March 2020.

	Improve robustness of assessment data and the use of gap analysis to close the gaps	SLT Assessment Lead	By the end of Spring 1 2020		Whole school training on accuracy of assessment leads to a better understanding of the National Curriculum expectations and more focused planning to close gaps in learning  Directed teaching for target groups (PP pupils) to close gaps	CPD on AfL and Target Tracker delivered.  All teachers were given contextual information for their individual class where disadvantaged pupils were identified so that planning and teaching could be differentiated for and targeted at them.
	Deliver and give staff access to a bespoke programme of CPD to raise teaching standards	SLT	End of academic year 2020	<b>£53,500</b>	As a results of bespoke professional development, children feel prepared and confident in being equipped with the right set of skills and knowledge for the next phase of their education. Children are able to talk about what they have learnt, what they are learning and why.	CPD delivered with a focus on progression of skills and knowledge in different curriculum areas.

PRIORITY 3						
Target	Actions to be taken	Staff Lead	By when	Cost	Success Criteria	Evaluation (July 2020)

To improve the school attendance of disadvantaged pupils so that it is at least in line with national expectations (96%)	Consolidate existing strategies, systems and protocols to improve attendance	Attendance Lead  Attendance Link Governor	Termly  End of academic year 2020	£27,000	The attendance of disadvantage pupils is at least in line with the national expectation (96%)  Better attendance results in better school performance  Parents and carers understand the importance of attendance in academic success	From September 2019 till March 2020, the attendance of PPG pupils was 93.87%; FSM's, 93.2%. This is slightly lower than during the previous academic year. This remains an area for development.
	Ensure attendance and punctuality is a standing item in Phase Group meetings to ensure early identification of children with attendance issues.	Phase Leads	Fortnightly		Minutes from Phase Group meetings show attendance and punctuality concerns; these are referred to the school's attendance officer.	
	Systematic calling for children who have not attended school	Office staff	Daily		100% attendance assembly took place in the Autumn Term; school closed in March so similar assemblies didn't happen in the Spring nor Summer terms.	
	Celebration assemblies and prizes to promote attendance	SLT	Weekly  Termly		Attendance data presented to Governors termly.	
	Regular review of attendance data	Attendance Lead	Termly			
	Meetings between AHT/School Attendance Officer, Borough Attendance Officer (BAO) and parents or pupils with poor attendance	Attendance Lead  BAO	When appropriate			

PRIORITY 4

Target	Actions to be taken	Staff Lead	By when	Cost	Success criteria	Evaluation (July 2020)
To strengthen parental engagement in order to improve pupil outcomes	<p>Carry out school surveys</p> <p>Hold informal SLT Coffee Mornings to involve parents in school improvement</p> <p>Invite parents to Stay and Learn workshops</p> <p>Introduce online communication with parents through mobile app, email, social media</p> <p>Conduct termly Parent-Teacher consultations to inform parents about pupil learning and wellbeing</p> <p>Engage with the local community (fundraising initiatives, invitations for visitors to the school, etc)</p> <p>Strengthen the Parent Teacher Association (PTA)</p>	<p>SLT</p> <p>Governors</p> <p>Parent-Teacher Liaison Officer</p>	<p>Ongoing</p> <p>Termly</p> <p>When appropriate</p> <p>By the end of Spring term</p> <p>Termly</p> <p>Ongoing</p> <p>By the end of the academic year</p>	<p>£20,000</p>	<p>Stay and Learn sessions inform parents of teaching and learning strategies used in school</p> <p>Engagement opportunities are focused and purposeful</p> <p>Parents and carers are fully involved in the life of the school</p> <p>Analysis of parent questionnaires show that parents and carers believe that the leadership and management of the school is strong</p>	<p>An improvement was noticed in the attendance of parents to SLT coffee mornings, Stay and Learn workshops, information meetings on statutory testing and Parent-Teacher consultations.</p> <p>A brief report commenting on children's attainment was sent to all parents at the beginning of lockdown in lieu of the usual parent-teacher consultation meeting.</p> <p>The PTA remains an area for development.</p>



PRIORITY 5

Target	Actions to be taken	Staff Lead	By when	Cost	Success criteria	Evaluation (July 2020)
To embed robust and effective pastoral strategies in our school curriculum to support the mental health and wellbeing of our vulnerable pupils	<p>Embed character education in our curriculum by systematically planning character education for all pupils</p> <p>Plan opportunities for children to demonstrate strength of character</p> <p>Conduct Pupil Voice questionnaires focusing on, for example, resilience and bullying (what it means and how to develop strategies to become resilient)</p> <p>Teach explicitly strategies to develop mental health and wellbeing (resilience, healthy lifestyles) in PSHE lessons and Words of the Week assemblies</p> <p>Plan opportunities for peer to peer support within the school (for instance through team work, Reading Buddies, etc)</p>	<p>SLT</p> <p>PSHE Lead</p> <p>SMT</p> <p>Wellbeing Link Governor</p>	<p>By the end of Spring term 2020</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>By the end of Spring term 2020</p>	<p>£38,140</p>	<p>Early help has a positive impact on pupil outcomes, mental health and wellbeing</p> <p>Pupils understand and can demonstrate strength of character (resilience)</p> <p>Our pupils engage with views, beliefs and opinions other than their own</p> <p>Our pupils develop a strong sense of responsibility and respect</p>	<p>Our pupils' mental health and wellbeing has become a whole school priority.</p> <p>Key concepts linked to this area have been discussed with children during assemblies, RE, PSHE and as and when necessary.</p> <p>The school's learning mentor has worked closely with identified children and families to secure a robust system of support in school.</p>

## REVIEW OF EXPENDITURE

Previous Academic Year

2018- 2019

### Target

### Desired outcome

Diminish the difference in attainment of PP pupils in all subject by the end of KS1 compared to National Other

Steady improvement in disadvantaged pupil attainment at Greater Depth from 2018 to 2019 with 12% achieving GDS in Reading, 9% in Writing, 12% in Maths and 6% in all subjects combined. However, the gap in attainment at the expected standard remains the same.

Improvement in Communication and Literacy skills in PP children, especially those identified to participate in Speech and Language support and intervention programs provided by the school.

49 pupils participated in Speech and Language support programmes (Unlocking Language, 1100 Word program in Reception, TalkBoost in Year 1 and individual or group speech programmes for children with similar targets. Unlocking Language was delivered by a private Speech and Language Therapist; the other programmes were delivered by experienced and specialist in Speech and Language HLLSAs. 20.4% were children entitled to the Pupil Premium grant. 65% of PPG made expected progress from starting points (when comparing entry and exit points). Individual children's targets were reviewed periodically at the end of each term. Some targets were reviewed with the Speech and Language specialist. This led to new targets being set. In those cases where children made own personal progress, but not so much academic progress, those children were referred to Unlocking Language.

Diminish the difference in attainment at Greater Depth between PPG and non PPG pupils by the end of KS2, especially in Maths and GPS.

Although the difference in attainment remains (on average 9 percentage points in Maths and 15 percentage points in GPS), the proportion of PPG pupils achieving Greater Depth in Maths has increased by 5% and in GPS by 3% compared to 2018.

Increase number of Year 1 PP pupils passing the phonics screening test.

Clear increase in the proportion of PPG pupils achieving the expecting standard in Phonics by the end of Year 1: 69.2% compared to 53.3% in 2018 (14.3 percentage points difference). Continue approach.

Increased attendance rates for pupils eligible for PP in all year groups and reduction in the number of PP PAs.

The overall attendance figure for PPG pupils in 2019 was 94.63% compared to 93.76% in 2018. There has been a significant reduction in the number of PPG PAs, with 21.8% in 2019 compared to 51.5% in 2018. Continue approach.

<p>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>Parents and carers' attendance to 'Stay and Learn' workshops in Early Years and KS1, Maths Day, Sharing Assemblies and information sessions for parents on Thrive, Phonics Screening and Assessment by the end of KS1 and KS2 SATs is on the increase. The feedback received in has been very positive (see Parent Questionnaires). We have seen an increase in the number of parent volunteers for educational visits.</p> <p>Next step: to improve attendance to SLT Coffee Mornings, Triple P parenting course, workshops linked to mental health and wellbeing (for instance, resilience) and SEND Network meetings (POSH).</p>
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