

Pupil premium strategy statement (primary)

1. Summary information					
School	John Ball Primary School				
Academic Year	2017-2018	Total PP budget	£118,866	Date of most recent PP Review	Nov 2018
Total number of pupils	609	Number of pupils eligible for PP	73	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 EX + in reading, writing and maths	64% (14% GD)	91.3% (30% GD)
% making expected or above progress in reading	+1.6	+3.6
% making expected or above progress in writing	+2.1	+3.6
% making expected or above progress in maths	-0.8	+0.8

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.	Progress and attainment in maths is lower than non PP pupils for some pupils – these children carry a large negative progress % - need to accelerate progress for these children
B.	PP high ability pupils or those achieving above the expected standard are making less progress than other high ability pupils in particular areas of the curriculum therefore fewer PP pupils achieving EX+ in RWM in KS2
C.	Lower attendance rates for PP children reducing their access to the curriculum contributing to lower rates of progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Narrower range of experiences (for some children) which affects their cultural capital- confidence and aspiration.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve progress and attainment rates for all PP pupils in Maths aiming for improved % at GD	3 Yr trend shows gap diminishing, PP progress is + and in line with non PP. Year 1 progress to be at least +1
B.	Increase and diminish the gap between the % of PP pupils achieving EX+ RWM and NON PP pupils achieving EX+ RWM	Current gap (2016-2017) is 27% so at end of July 2018 this should be halved. Aiming for PP to be at 85% RWM with + progress scores by July 21.
C.	Children can independently choose strategies and level of challenge within a broad curriculum acknowledging success in enrichment activities - entitlement outlined on school website.	Pupil tracking shows all PP involved in activities beyond core curriculum offer.

D.	Increased attendance rates for pupils eligible for PP.	PP attendance is back in line with NA by July 2018.
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5. Planned expenditure					
Academic year	2017-2018				
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?
(C) Children can independently choose strategies and level of challenge within in a broad curriculum acknowledging success in enrichment activities-entitlement outlined on server.	Learners able to use metacognitive approach-knowing how to learn and challenge themselves to aspire.	EEF- marking and Feedback research 'The Black Box'- Dylan	Monitoring books through new QA cycle. Moderation across the year group/phase group/across LA schools	SLT	Termly
(B) Diminish the gap between the % of PP pupils achieving EX+ RWM and NON PP pupils achieving EX+ RWM by end of KS1 and 2	Use the QA cycle to maximise consistency and use marking and feedback process to identify areas for additional support and intervention.	EEF high quality feedback is an effective way to improve attainment- consistency embeds and supports moderation across the school	Monitoring QA Moderation meetings KS1/2 SATs Tracking meetings End of Yr outcomes SATs CP review ASP	Acting HT and DHT	Termly
(A) Improve progress and attainment rates for all PP pupils in Maths aiming for improved % at GD by end of KS2	Review the pedagogy of teaching maths throughout the school CPD for the maths team to disseminate PiXL	Local Challenge Partners Hub South East London Maths Hub Past PiXL success and track record	Monitoring QA Moderation meetings KS1/2 SATs Tracking meetings inc half termly PiXL associate meetings End of Yr outcomes SATs CP review	TW SLT	Half Termly
Total budgeted cost					£15,125
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?
(A) Improve progress and attainment rates for all PP pupils in Maths aiming for improved % at GD	Interventions set up with sound understanding of the pedagogical approach – using practical apparatus to embed the conceptual development	White Rose Curriculum NCETM Local collaborative Hub Singapore maths approach	SLT maths lead to deliver initial Staff Meetings to support planning and intervention process Provide and signpost resources Moderation meetings KS1/2 SATs	TW	QA half termly/termly cycle LL AFL
	Use of PiXL in KS1 and KS2	Have used previously and it has been successful – evidence provided by in school data and data provided by organisation	Ensure that CPD is provided for staff at conferences. Use of resources and tools on the PiXL site.	PL Y1-2 Y6 Core meetings led by Raising Standards Leader-	5X year PiXL associate visit Tracking meetings
(b) Children can independently choose strategies and level of challenge within in a broad curriculum acknowledging success in enrichment activities-entitlement outlined on server.	Mixed ability learning. Further embed children use of self-selected differentiation- Must Should could and might This should permeate all areas of school- praise assembly- end of year reports-planning	Built on research around aspiration and the 'Can do' approach – Carol Dweck	CPD given throughout the year in briefing updates. CP QAR March 2018 Half termly monitoring of books – cross reference with plans and data- QA cycle- recorded in SLT drive	BB JMcC	March CP QAR 2018 Half termly QA cycle
(d) Diminish the gap between the % of PP pupils achieving EX+ RWM and NON PP pupils achieving EX+ RWM across all year groups	Early intervention and catch up from SFL and HLTA Speaking and Listening groups led in Reception as part of the early intervention approach.	This approach has enabled some children with SPLD to have access and strategies to support their learning- i.e. dyslexic strategies.	EYFS Phase Leader to review with the team and adjust accordingly. Phonics outcomes June 2018 KS1 and 2 SATs data July 0218	JMC RS- EYFS Lead	Data tracker GLD % Transition and hand over of data in Summer term.
Total budgeted cost					£60,933
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?

(a) PP high ability pupils or those achieving above the expected standard are making less progress than other high ability pupils in particular areas of the curriculum therefore fewer PP pupils achieving EX+ in RWM in KS2	Growth Mindset- Review where we are with the approach and reinstate and update for new staff Use of vocab Praise assembly Reports	Carole Dweck Jo Boaler Mixed reviews from EEF	Continuous feed during briefing sessions and align the ethos to all policies and protocols Monitoring QA Moderation meetings KS1/2 SATs Tracking meetings End of Yr outcomes SATs CP review ASP	JMCC SLT	Termly LL tracking meetings
(C) Children can independently choose strategies and level of challenge within in a broad curriculum acknowledging success in enrichment activities-entitlement outlined on server.	Children have access and participate in whole school entitlement provision-including trips/residential trips/musical performances Lamda/Steel pans/glee club	Closing the Gap-Trends in Educational Attainment and Disadvantage 2017 The Pupil Premium next Steps- EEF 2015 Supporting the attainment of disadvantaged pupils 2015 Experiences of Poverty and educational disadvantage _ Rowntree Foundation 2007	This will form part of the initial selection process – funds are provided for all children to supplement trips from 'Friends'	JN/JMcC/ SLT	Yearly-in relations to whole school planning and provision
(c) Increased attendance rates for pupils eligible for PP.	Pastoral Care Manager and Admin Assistant working with Attendance and Welfare Officer and parents.	This intensive approach has produced results – The Pastoral Care Manager is leading this with the AWO.	Track at half termly Pupil Progress meetings Pastoral Care Manager tracking weekly / half termly Termly reports to the governors	DP SW JMcC MR	Half Termly attendance reviews – see LA workbook in office
Total budgeted cost					£42,808

6. Review of expenditure

Previous Academic Year **See document on website for 2016-2017**

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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