



Pupil Premium Strategy

This document outlines the amount of pupil premium funding received by the school and the school's intent for spending it. At points throughout the academic year, leaders will use this document to review how the outcomes are being met.

Date agreed by Governors	January 2019
Signed on behalf of Governors 2/1/2019	DocuSigned by: <i>Erica Pienaar</i>
Date for next review:	September 2019

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In this policy you will find the following acronyms:

Acronym	Meaning
EYFS	Early years foundation stage (Nursery and Reception)
GD	Greater depth
CPD	Continued professional development
PiXL	Partners in Excellence www.pixl.org.uk
EYPP	Early years pupil premium
MOD	Ministry of Defence
GDS	Greater depth standard
HLTA	Higher level teaching assistant
LAMDA	London Academy of Musical and Dramatic Art

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1. What is pupil premium?

1.1 The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

2. Rationale

2.1 John Ball Primary School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced.

2.2 The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

3. Strategy

3.1 We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- **whole-school strategies** *that impact on all pupils*

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- **focussed support** to target under-performing pupils
- **specific support** targeting pupil premium pupils

3.2 Our leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care.

3.3 The Senior Leadership Team regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

4. Ofsted – Report published 2013

4.1 The following quotes are taken directly from our most recent Ofsted Report:

4.2 “The **pupil premium funding** is used effectively to provide additional support in class and one-to one tuition. It is also used to help maintain the role of the pastoral care manager, who supports eligible pupils and rigorously monitors their attendance.”

4.3 “The headteacher has ensured that all teachers are aware of the pupils who are eligible for **pupil premium funding** and their progress is now being rigorously monitored by all.”

4.4 “Teachers are now held accountable for accelerating the progress of pupils eligible for the **pupil premium.**”

4.5 “Governors have monitored the school’s use of the **pupil premium funding** and ensured that leaders check the performance of eligible pupils.”

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5. Results – end of EYFS, KS1 and KS2

EYFS - 2018	Pupils receiving Pupil Premium Grant	All other pupils in the cohort
Good Level of Development	67%	84%
KS1 - 2018	Pupils receiving Pupil Premium Grant	All other pupils in the cohort
Reading Expected + (GD in brackets)	72% (29%)	85% (42%)
Writing Expected + (GD in brackets)	65% (21%)	75% (17%)
Maths Expected + (GD in brackets)	57% (7%)	77% (34%)
Reading, Writing, Maths Combined Expected + (GD in brackets)	50% (7%)	70% (11%)
KS2 - 2018	Pupils receiving Pupil Premium Grant	All other pupils in the cohort
Reading Expected + (GD in brackets)	66% (7%)	85% (45%)
Writing Expected + (GD in brackets)	67% (13%)	85% (45%)
Maths Expected + (GD in brackets)	67% (7%)	85% (35%)
Reading, Writing, Maths Combined Expected + (GD in brackets)	67% (6%)	80% (27%)

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KS1 – KS2 Progress in READING for Pupil Premium children	2016	2017	2018
School	-0.27	+1.6	-0.3
National	+0.33	+0.33	+0.31

KS1 – KS2 Progress in WRITING for Pupil Premium children	2016	2017	2018
School	+1.21	+2.1	-0.6
National	+0.12	+0.18	+0.24

KS1 – KS2 Progress in MATHS for Pupil Premium children	2016	2017	2018
School	+0.82	-0.8	-1.4
National	+0.25	+0.29	+0.31

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6. Attendance comparison – pupil premium and non-pupil premium

	2017/2018	2016/2017
Pupil premium attendance	94.4%	94.6%
All other pupil's attendance	95.7%	96.1%
Difference	-1.3	-1.5

7. Main internal and external barriers

Internal Barriers	External Barriers
Progress and attainment in Reading, Writing and Maths is lower than non pupil premium pupils	Narrower range of experiences which affect their culture capital, confidence and aspiration.
Pupil premium high ability pupils or those achieving above the expected standard are making less progress than other high ability pupils.	Very complex challenges faced by some pupil premium children which may include: ill health of parent, difficulties in securing adequate housing, vulnerable to witnessing and suffering from anti-social behaviour.
Lower attendance rates for pupil premium children reducing their access to the curriculum.	

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8. Desired outcomes to diminish the difference

	Desired outcomes
A	Improve progress and attainment rates for all pupil premium children in reading, writing and maths aiming for an improved percentages of expected + and greater depth combined.
B	Increase and diminish the gap between the percentage of pupil premium pupils achieving EX+ in reading, writing and maths and non-pupil premium children achieving EX+ in reading, writing and maths.
C	Children can independently choose strategies and level of challenge within a broad curriculum acknowledging success in enrichment activities – entitlement outlines on school website.
D	Increased attendance rates for pupils eligible for pupil premium funding.

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9. Action plan for pupil premium spending

Funding received by school	
2018/2019	£124,894
2017/2018	£116,866

	2018/2019	2017/2018
Number of pupils on roll	601 children	610 children
Number of pupils eligible for Pupil Premium Grant	85 children	59 children
Number of pupils eligible for EYPP	3 children	3 children
Service/MOD Pupil Premium Grant	0 children	0 children

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10. Planned Expenditure 18/19 – Quality teaching for all

Quality of teaching for all							
Desired outcome	Action Pupil premium will be used for...	Amount Allocated	New or continued action	Targeted Group(s)	Intended outcomes	Monitored by	Impact
B	Developing the QA cycle to maximise consistency and use marking and feedback process to identify areas for additional support and intervention and effectiveness	£6500	Continued	All pupil premium children in each phase of the school.	Pupil premium children make the same or better progress than non pupil premium children.	JN, SM	
A	Reviewing the pedagogy of teaching maths throughout the school Subject leadership CPD aimed at diminishing the difference and challenging able learners, regardless of background.	£6500	Continued	All pupil premium children in each phase of the school.	Pupil premium children make the same or better progress in maths than non pupil premium children.	AG, HNN	
B	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	£1,994	Continued	All pupil premium children in each phase of the school.	Pupil premium children are able to accurately identify work which is challenging, but achievable, to ensure they fulfill their own potential.		

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	Total budgeted cost (£) £14,994
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11. Planned Expenditure 18/19 – Targeted support

Targeted support							
Desired outcome	Action Pupil premium will be used for...	Amount Allocated	New or continued action	Targeted Group(s)	Intended outcomes	Monitor ed by	Impact
A	Interventions set up with sound understanding of the pedagogical approach – using practical apparatus to embed the conceptual development	£3,000	Continued	Pupil premium who are working below age related expectations.	Identified children make accelerated progress than their own previous progress.	AP	
A	Use of PiXI in KS1 and KS2	£3,500	Continued	Pupil premium children who are working just below age expected standard or greater depth standard.	A greater number of pupil premium children are working at EXS or GDS combined.	BB, SC, DC	
D	Ensuring the HLTA and nursery nurses implement early intervention and catch up promptly.	£30,400	Continued	Pupil premium children in EYFS and KS1.	To identify and address barriers to future attainment.	BS, CK, BB	
Total budgeted cost (£)							£36,900

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12. Planned Expenditure 18/19 – Other approaches

Other approaches							
Desired outcome	Action Pupil premium will be used for...	Amount Allocated	New or continued action	Targeted Group(s)	Intended outcomes	Monitored by	Impact
A	Developing the values of: - Personal Excellence; - Innovation and Creativity; - Determination; as part of our learning approach.	£3,000	Continued	All pupil premium children in each phase of the school.	Raise aspiration and develop sound learning attributes amongst pupil premium children.	JN, SM	
C	Children have access and participate in whole school entitlement provision including: trips, residential trips, musical performances, LAMDA and steel pans.	£10,000	Continued	All pupil premium children.	To ensure all children have access to a wide range of opportunities and experiences.	SM	
C	Pastoral support - working with families to remove barriers to attainment and access of opportunity.	£50,000	Continued	Families of pupil premium children identified as requiring support.	To ensure that all barriers are identified and addressed to ensure equality of access to school and opportunities.	JN, SM	
Total budgeted cost (£)							£73,000

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13. Review of previous year's spending – 17/18

Quality of teaching for all								
Desired outcome	Action Pupil premium will be used for...	END OF YEAR REVIEW – September 2018						
C	Ensuring learners are able to use metacognitive approach- knowing how to learn and challenge themselves to aspire.	By reviewing the metacognitive approach we found that it was being successfully used across 75% of the classes. Metacognition was addressed in Monday assemblies. This action will be continued into the next academic year.						
B	Developing the QA cycle to maximise consistency and use marking and feedback process to identify areas for additional support and intervention and effectiveness.	The enhanced quality assurance cycle was designed to allow a rigorous half termly analysis. On reflection, this did allow significant time for change to occur between cycles. Therefore, the target will continue with a further adapted and streamlined quality assurance cycle. This action will be continued into the next academic year.						
A	Review the pedagogy of teaching maths throughout the school CPD for the maths team to disseminate PiXL	<p>A review of maths across the school was conducted and found that the teaching of maths was good or better. A new approach was introduced, White Rose Maths, to provide consistency to delivery of maths lessons for all children. This resulted in an increased progress score for maths at the end of KS2.</p> <table border="1"> <thead> <tr> <th></th> <th>16/17</th> <th>15/16</th> </tr> </thead> <tbody> <tr> <td>Progress score</td> <td>+1.5</td> <td>0.3</td> </tr> </tbody> </table> <p>This action will be continued into the next academic year.</p>		16/17	15/16	Progress score	+1.5	0.3
	16/17	15/16						
Progress score	+1.5	0.3						
		Total budgeted cost (£)						
		£15,125						

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Targeted support														
Desired outcome	Action Pupil premium will be used for...	END OF YEAR REVIEW – September 2018												
A	Interventions set up with sound understanding of the pedagogical approach – using practical apparatus to embed the conceptual development	Interventions were inconsistent in their quality and consistency and therefore we were unsuccessful in closing the gap in all subjects and year groups. This action will be adapted and continued into the next academic year.												
A	Use of PiXL in KS1 and KS2	PiXL provided great success once again in KS2 and we will continue to use this provision in the school but would like to greater develop this across KS1 and will be joining PiXL to get the same level of scrutiny that we get in our KS2 associate visits. This action will be continued into the next academic year.												
B	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	Mixed ability learning takes places across the school and has ensured that pupil premium children continued to make accelerated progress as demonstrated below: <table border="1"> <thead> <tr> <th>Subject</th> <th>% making expected + progress across the year</th> <th>% making greater depth progress across the year</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>53%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>53%</td> <td>45%</td> </tr> <tr> <td>Maths</td> <td>71%</td> <td>66%</td> </tr> </tbody> </table> This action will be continued into the next academic year to further close the gap between pupil premium children and all other learners.	Subject	% making expected + progress across the year	% making greater depth progress across the year	Reading	53%	50%	Writing	53%	45%	Maths	71%	66%
Subject	% making expected + progress across the year	% making greater depth progress across the year												
Reading	53%	50%												
Writing	53%	45%												
Maths	71%	66%												
D	Early intervention and catch up from SFL and HLTA Speaking	59% of the reception and Year 1 pupil premium children got excepted or above. This was the same as												

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	and Listening groups led in Reception as part of the early intervention approach.	previous academic years, however, the number of children performing at 'Significantly below' in RWM combined decreased from 26% to 14%. Additionally, 3% of pupil premium children achieved greater depth in RWM at GDS level compared to 0 the previous year. This action will continue into the next academic year.
		Total budgeted cost (£) £60,933
Other approaches		
Desired outcome	Action Pupil premium will be used for...	END OF YEAR REVIEW – September 2018
A	Growth Mindset Review where we are with the approach and reinstate and update for new staff Use of vocab Praise assembly Reports	By reviewing the growth mindset approach we found that it was being successfully used across 75% of the classes. Growth mindset was addressed in Monday assemblies alongside the values of the school. Many certificates give out at praise assembly were linked to the attributes of growth mindset. This action will be adapted and continue into the next academic year.
C	Children have access and participate in whole school entitlement provision including trips/residential trips/musical performances LAMDA/Steel pans/glee club	Additional places for LAMDA and steel pans were created (45 over the academic year). Pupil premium children were targeted to receive these places and the pupil premium working party set up a protocol for ensuring that places are offered to pupil premium first. All pupil premium children were offered discounted places on the school residential for Year 5 and Year 6. This target will continue into the next academic year.
C	Pastoral Care Manager and Admin Assistant working with Attendance and Welfare Officer and parents.	Attendance for pupil premium children was 94.7% which was in line with non-pupil premium children at 95%. This target will continue into the next academic year.
		Total budgeted cost (£) £42,808

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