

Pupil premium strategy statement (primary): 19/20

1. Summary information					
School	John Ball Primary School				
Academic Year	2019/20	Total PP budget	£129,540	Date of most recent PP Review	Oct 2019
Total number of pupils	625	Number of pupils eligible for PP	75	Date for next internal review of this strategy	March 2020
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		69%		71%	
% making expected or above attainment in reading		76%		62%	
% making expected or above attainment in writing		100%		67%	
% making expected or above attainment in maths		84%		67%	
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 Reading, Writing and Mathematics is lower than non PP pupils - 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.				
E.	Very complex challenges faced by some PP children which may include, ill health of parent, difficulties in securing adequate housing, vulnerable to witnessing and suffering from anti-social behaviour.				
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 reading, writing and mathematics aiming for improved % at EX and GD			3 Yr trend shows gap diminishing, PP progress is + and in line with non PP.	

B.	Increase and diminish the gap between the % of PP pupils achieving EX+ RWM and NON PP pupils achieving EX+ RWM	Current gap (2018-19) is 27% so at end of July 2020 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 in 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 2020.

5. Planned expenditure

Academic year

2019-2020

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 Williams	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	Enable phase leaders to spend more time alongside other teachers to enhance pedagogical practice.	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	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 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 ASP	SM SLT	Half Termly
Total budgeted cost					£18,683
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	SLT maths lead to deliver initial Staff Meetings to support planning and intervention process Provide and signpost resources Moderation meetings KS1/2 SATs	SM	QA half termly/termly cycle LL AFL
	Use of PiXI 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 PiXI 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 2020 Half termly monitoring of books – cross reference with plans and data- QA cycle- recorded in SLT drive	BB SM	March CP QAR 2020 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 2020 KS1 and 2 SATs data July 2020	SM CK- EYFS Lead	Data tracker GLD % Transition and hand over of data in Summer term.
Total budgeted cost					£64,491

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	SM 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	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/SM 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 SM	Half Termly attendance reviews – see LA workbook in office
Total budgeted cost					£46,366

6. Review of expenditure				
Previous Academic Year		To be completed in July 2020		Total spend £133,125
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
(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.	The approach of self-directed differentiation available to all has been positive for children. This has had an impact on all pupils' independence and understanding of themselves as a learner. Due to COvid-19 there is no data evidence.	Refine teaching and learning policy to ensure clarity over how children access the highest level of differentiation so this is consistently applied.	No spending
(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	Enable phase leaders to spend more time alongside other teachers to enhance pedagogical practice.	This has had a very positive impact where phase leaders have had this time. EYFS is an example of this, where the vast majority of staff where new to the phase. The phase leader was very quickly able to ensure all staff new the JB approach to learning and applied this consistently across the team. Due to COvid-19 there is no data evidence.	Plan for all Phase leaders to have three days out of class to ensure consistency of high expectations and practice across their phase.	£56,000 spent
(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	New maths leader was appointed in October and a review of maths was carried out. As an outcome, the school is focusing on using resources to secure and extend concepts for all. PiXL has been used to good effect in targeted support in Year 6 Due to COvid-19 there is no data evidence.	Continue PiXL membership.	£2700 spent

Targeted strategies

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
(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	<p>Maths intervention has been provided at a class level.</p> <p>Due to COvid-19 there is no data evidence.</p>	Develop intervention at KS1 to ensure key skills ad concepts are secure before entering KS2.	No additional cost – staff already in the year group.
	Use of PiXL in KS1 and KS2	PiXL was partially used in KS1 as the KS1 offer was not as strong as the KS2 PiXL offer.	Following Covid-19 the whole school will be suing PiXL resources as part of the catch up plan.	Cost accounted for above
(b) Children can independently choose strategies and level of challenge within in a broad curriculum acknowledging success in enrichment activities-entitlement outlined on server.	<p>Mixed ability learning.</p> <p>Further embed children use of self-selected differentiation- Must Should could and might</p> <p>This should permeate all areas of school- praise assembly- end of year reports- planning</p>	<p>The approach of self-directed differentiation available to all has been positive for children. This has had an impact on all pupils' independence and understanding of themselves as a learner.</p> <p>Focus on effort has resulted in learner being more willing to take risks with learning.</p> <p>Due to Covid-19 there is no data evidence.</p>	Refine teaching and learning policy to ensure clarity over how children access the highest level of differentiation so this is consistently applied.	No cost

<p>(d) Diminish the gap between the % of PP pupils achieving EX+ RWM and NON PP pupils achieving EX+ RWM across all year groups</p>	<p>Early intervention and catch up from SFL and HLTA</p> <p>Speaking and Listening groups led in Reception as part of the early intervention approach.</p>	<p>The school has restructured support staff in order to provide specialist teams (C&L, C&I, SEMH) to provide specific and targeted support to pupils.</p> <p>Systems have been put into place to ensure children are added to caseloads where required.</p> <p>EYFS have been carrying out Speech and language groups.</p>	<p>Continue to train and develop the intervention teams to become experts in their area.</p> <p>Explore resources to screen Speech and language to be able to measure progress of this provision.</p>	<p>AW £17,915</p> <p>TJ £18,760</p> <p>AS £10,720</p>
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(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			
(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	47% of PP children attended an extra-curricular club with school paying 90% of the cost. All PP would have attended at least one residential in their time at the school, however, Covid-19 meant that children in Year 6 did not get to attend their final residential. Four Year 5 children had residential subsidies. 12 children had access to LAMDA lessons and examinations, with one year 6 pupil speak very eloquently at the Year 6 leavers assembly. In addition, we funded access to a wraparound care provider for school holiday activities.	Continue this provision and access when RA allows. Continue LAMDA when RA allows.	£3400 spent on clubs £500 subsidy £900 on examination fee £2500
(c) Increased attendance rates for pupils eligible for PP.	Pastoral Care Manager and Admin Assistant working with Attendance and Welfare Officer and parents.	Our Persistent absentees of PP children is 21.4% compared to that of non PP 10.3%. The team have worked hard and included the AWO I working with families to try and improve this.		DP £19,730