



Pupil Premium Strategy Statement for the academic year 2018-2019

1. Summary information					
School	John Donne Primary School				
Academic year	2018-2019	Total PP budget	£247,940	Date of next review of this strategy	Autumn 2019
Total number of pupils	447 (Reception-Y6)	Number of pupils eligible for PP	218	Reception – 18 Year 1 – 19 Year 2 – 17 Year 3 – 17 Year 4 – 15 Year 5 – 20 Year 6 – 13	

2. Current attainment (based on July 2018 data)			
	Pupils eligible for PP (JDPS)	All pupils (JDPS)	All pupils (National average)
% achieving GLD	76%	77%	72%
% achieving expected standard Y1 phonics screening	82%	90%	83%
% achieving at KS1			
% achieving expected standard in reading	82%	81%	75%
% achieving higher standard in reading	9%	15%	26%
% achieving expected standard in writing	82%	80%	70%
% achieving higher standard in writing	9%	10%	16%
% achieving expected standard in maths	77%	76%	76%
% achieving higher standard in maths	5%	22%	22%
% achieving at KS2			
% achieving expected standard in reading, writing and maths	83%	86%	64%
% achieving higher standard in reading, writing and maths	0%	10%	10%

% achieving expected standard in reading	88%	90%	75%
% achieving higher standard in reading	41%	54%	28%
% achieving expected standard in writing	79%	90%	78%
% achieving higher standard in writing	18%	16%	20%
% achieving expected standard in maths	88%	90%	76%
% achieving higher standard in maths	26%	30%	24%

Impact of expenditure last year (2017-2018)

Reception – GLD	In Reception there were no significant gaps between the pupil premium and non-pupil premium groups. Both groups achieved above the national average for all pupils. The use of pupil premium funding to provide additional interventions was effective in closing the gap between pupil premium and non-pupil premium children.
Year 1 Phonics screen	There is a group of pupil premium children in this cohort who have very complex SEN needs as well as other barriers to learning. The funding was used to support these children to be able to achieve broadly in line with the national average for all pupils and higher than national average for the pupil premium group nationally. We do need to revisit the pupil premium spending to ensure it is more effective in closing the gap in attainment within our school (see proposed actions below).
KS1	The pupil premium group of children are marginally outperforming the non-pupil premium group in all areas for children working at the expected level. The interventions that are in place to support the children to achieve in line with non-pupil premium children has been effective. We will need to revisit the pupil premium spending to ensure that more children in the pupil premium group are able to achieve the higher standard in line with other groups (see proposed actions below).
KS2	The gap between the pupil premium and non-pupil premium groups have significantly reduced this year through the use of targeted interventions. The pupil premium group and non-pupil premium group are achieving broadly in line with each other for reading and maths at the expected level and both groups of children are outperforming all children nationally. The pupil premium spend will need to be reviewed to ensure that the gap between pupil premium and all children for writing is narrowed more significantly (see proposed actions below).

3. Barriers to attainment

A	Poor verbal communication skills and speech and language levels significantly below their peers
B	Entering school below age related expectations
C	Children and families facing social, emotional and mental health issues
D	Poor attendance
E	Parental engagement – families in our community face a number of additional pressures (e.g. housing, high mobility, status, financial difficulties etc.) that can be barriers to providing the support they would like to offer their children
F	Limited exposure to enriching extra-curricular activities outside school

4. Intended outcomes

	<i>Intended outcomes</i>	<i>Success criteria</i>
A	<p>The gap in children's language skills closes; children have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.</p> <p>Increase the number of pupil premium children reaching national expectations or beyond across all key stages.</p>	<ul style="list-style-type: none">• Early identification of speech and language need through progress and provision mapping meetings to ensure necessary intervention is put in place.• Evidence through work in books, observations in classrooms, discussions at progress and provision mapping meetings that demonstrates that the interventions are accelerating the progress of the children.• Children are able to fully engage in their learning and have the necessary skills to access and maximise learning opportunities throughout the day.
B	<p>Progress for children entering school below age related expectations is accelerated so, as they move through the school, the gap between their learning and the learning of others is narrowed.</p>	<ul style="list-style-type: none">• Early identification of need through progress and provision mapping meetings to ensure necessary intervention is put in place.• Evidence through work in books, observations in classrooms, discussions at progress and provision mapping meetings that demonstrates that the interventions are accelerating the progress of the children measured from their unique starting points.
C	<p>To improve children's social, emotional and mental health wellbeing so that specifically the pupil premium group of children are able to access all aspects of learning.</p>	<ul style="list-style-type: none">• Children with social, emotional and mental health needs identified during progress and provision mapping meetings and the relevant intervention put in place (play therapy, learning mentor sessions, HLTA intervention etc.)• Discussions with classroom teachers show that children are more confident within the classroom so are more engaged with their learning.
D	<p>The attendance of the pupil premium group of children to be above the national average and the percentage of persistent absentees to be reduced.</p>	<ul style="list-style-type: none">• Identified families will work with our Pastoral Manager who will provide strategies to help increase the level of school attendance.
E	<p>Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life.</p>	<ul style="list-style-type: none">• Families in need of more targeted support are able to access the appropriate strand of support with help from our Pastoral Manager.

		<ul style="list-style-type: none"> Increased number of families of pupils eligible for pupil premium engaging in parent and family workshops, parent activities etc.
F	All children in school have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences and build their cultural capital.	<ul style="list-style-type: none"> More children eligible for pupil premium are accessing extra-curricular activities. Children are given access to experiences to develop their cultural capital and breadth of experiences.

5. Planned expenditure 2019-2020

Actions	Intended outcomes	How we will monitor implementation	Staff lead	Date of review	Cost
Use of HLTA structure to run targeted interventions (decided through progress and provision mapping meetings) for pupil premium children to help narrow the gap to non-pupil premium children.	A, B, C, F	<ul style="list-style-type: none"> Evaluation of interventions Classroom observations Work scrutinies Teacher assessment Key assessment points (R, Y1, Y2, Y4 and Y6) 	CS, CW, DJ	Autumn 2019	£117,273
<p>Pastoral support from Pastoral Manager to help families access the necessary support to help with housing, immigration status, food banks etc.</p> <p>Pastoral support from Pastoral Manager to support children's social, emotional and mental health wellbeing.</p> <p>Pastoral Manager to oversee and run School Council which gives children valuable extra-curricular activities and experiences therefore increasing their cultural capital.</p> <p>Attendance and punctuality monitored regularly by Pastoral Manager with support provided where needed.</p>	C, D, E, F	<ul style="list-style-type: none"> Monthly meetings between HT and pastoral manager to monitor support given to parents Monthly meetings between HT and pastoral manager to monitor attendance and punctuality and the strategies that have been in place for the families School Council to present what they have been working on to the HT once a half term 	CM	Autumn 2019	£25,657

<p>Curriculum enhancement provided through:</p> <ul style="list-style-type: none"> • Forest Schools. • Poetry projects (including external LAMDA examinations). • Music and singing tuition (including external ABRSM examinations). 	A, B, C, F	<ul style="list-style-type: none"> • Lesson observations • Poetry performances • Impact of sessions discussed during progress and provision mapping meetings 	TC, NC, AG, RH, ARD	Autumn 2019	£32,835
<p>In-class support and targeted interventions (decided through progress and provision mapping meetings) delivered by our Learning Mentor.</p>	B, C	<ul style="list-style-type: none"> • Impact of sessions discussed during progress and provision mapping meetings every half term • Monthly meetings between pastoral manager and learning mentor to evaluate impact of sessions 	AR, CM	Autumn 2019	£22,040
<p>Support from external professionals who work with children who are identified as having a need through progress and provision mapping meetings:</p> <ul style="list-style-type: none"> • Speech and Language therapist works with children to assess their level of speech and language need. She also trains adults in the school to be able to deliver high quality intervention. • Play therapist works with children to help support their social, emotional and mental health wellbeing. She also works with parents to suggest strategies that can be used at home. • Educational Psychologist comes in to observe children and make recommendations that can be put in place both in the classroom and at home. 	A, B, C	<ul style="list-style-type: none"> • Impact of interventions discussed during progress and provision mapping meetings every half term • CW to meet with SaLT and EP to identify need and evaluate interventions • CM to meet with Play Therapist monthly to evaluate interventions 	JE, AK, MH, CW, LN	Autumn 2019	£16,832
<p>Workshops for parents based around phonics delivered by the Trust early years and phonics lead consultant to enable parents to support their children with phonics learning at home.</p>	A, B	<ul style="list-style-type: none"> • RM to meet with EY Lead to evaluate workshops including take up from parents to identify if there are any parents who need to be targeted to attend 	RM	Autumn 2019	£14,038

<p>Training for members of staff around phonics to ensure high quality provision is delivered across the school.</p> <p>Additional phonics interventions delivered by the lead consultant for pupil premium children who need the extra support to be able to narrow the gap between themselves and their peers.</p>		<ul style="list-style-type: none"> • Feedback to be gathered at the end of the workshops to assess the impact of the workshops • RM to meet with EY Lead and Y1 teachers to evaluate where phonics intervention needs to be targeted 			
<p>Financial support given to families who are eligible for pupil premium so that their children are able to access the residential trips in Year 5 and Year 6. This funding also extends to paid school visits and experiences to help broaden the children's experiences and build their cultural capital.</p>	A, B, E, F	<ul style="list-style-type: none"> • Monthly meetings with SBM and HT to monitor uptake of support 	NB, TC, IA	Autumn 2019	£10,000
<p>Financial support given to families who are eligible for pupil premium so that their children can engage in before and after school extra-curricular activities thus building their cultural capital.</p>	E, F	<ul style="list-style-type: none"> • Monthly meetings with SBM and HT to monitor uptake of support 	RG, NB	Autumn 2019	£6,265
<p>Financial support given to families who are eligible for pupil premium to help pay for breakfast club so that parents can go out to work. This provides the child with a healthy, nutritious breakfast.</p>	E	<ul style="list-style-type: none"> • Monthly meetings with Pastoral Manager and HT to monitor uptake of support 	CM	Autumn 2019	£3,000
Total expenditure					£247,940