



| 1. Summary information | | | | | |
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| School: | St John's Walham Green CE Primary School | | | | |
| Academic Year | 2019-20 | Total PP budget | £123,360 | Date of most recent PP Review | September 2019 |
| Total number of pupils | 385 | Number of pupils eligible for PP | 71 | Date for next internal review of this strategy | June 2020 |

| 2. 2018/19 Data Summary | | | |
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| EYFS | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | <i>National Overall</i> |
| Total pupils: 53 PP: 8 | (8) | (45) | |
| GLD-Good Level of Development | 75% | 82% | 72% |
| ELG 9 Literacy- Reading | 75% | 87% | 58% |
| ELG 10 Literacy – Writing | 75% | 82% | 63% |
| ELG 11-Maths | 75% | 87% | 79% |
| Phonic screening test Total pupils: 59 | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | <i>National Overall</i> |
| | (13) | (46) | |
| Phonic screening test year 1 | 92% | 91% | 82% |
| End of Key Stage 1 Total pupils: 51 | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | <i>National Overall</i> |
| | (8) | (43) | |
| % achieving expected standard or above in Reading, Writing and Maths | 88% | 77% | 65% |
| % achieving expected standard or above in Reading | 100% | 88% | 75% |
| % achieving expected standard or above in Writing | 88% | 77% | 61% |
| % achieving expected standard or above in Maths | 100% | 91% | 76% |
| % achieving above expected standard in Reading, Writing and Maths | 0% | 14% | 11% |
| % achieving above expected standard in Reading | 50% | 42% | 25% |

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| % achieving above expected standard in Writing | 0% | 19% | 15% | |
| % achieving above expected standard in Maths | 50% | 30% | 22% | |
| End of Key Stage 2 Total pupils: 42 | <i>Pupils eligible for PP (17)</i> | <i>Pupils not eligible for PP (25)</i> | <i>National Overall</i> | |
| % achieving expected standard or above in Reading, Writing and Maths | 59% | 88% | 65% | |
| % achieving expected standard or above in Reading | 71% | 88% | 73% | |
| % achieving expected standard or above in Writing | 71% | 96% | 78% | |
| % achieving expected standard or above in Maths | 76% | 96% | 79% | |
| % achieving above expected standard in Reading, Writing and Maths | 24% | 36% | 11% | |
| % achieving above expected standard in Reading | 24% | 40% | 27% | |
| % achieving above expected standard in Writing | 35% | 60% | 20% | |
| % achieving above expected standard in Maths | 35% | 56% | 27% | |
| In Year Progress | <i>Evidence of accelerated progress (Difference between PP and Non-PP)</i> | <i>Progress made by pupils Figure indicates ARE over the year</i> | | |
| | | <i>PP (15)</i> | <i>Non PP (44)</i> | <i>Expected ARE from start of Key Stage</i> |
| Year 1 (59 pupil) | | | | |
| Year 1 Reading | +0.02 | 0.84 | 0.82 | 1 |
| Year 1 Writing | -0.07 | 0.93 | 1.00 | 1 |
| Year 1 Maths | +0.12 | 1.09 | 0.97 | 1 |
| Year 2 (51 pupils) | <i>(Difference between PP and Non-PP)</i> | <i>PP (8)</i> | <i>Non-PP (43)</i> | <i>Expected ARE</i> |
| Year 2 Reading | -0.09 | 2.07 | 2.16 | 2 |
| Year 2 Writing | -0.22 | 1.85 | 2.07 | 2 |
| Year 2 Maths | +0.13 | 2.26 | 2.13 | 2 |
| Year 3 (55 pupils) | <i>(Difference between PP and Non-PP)</i> | <i>PP (14)</i> | <i>Non-PP(41)</i> | <i>Expected ARE</i> |

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| Year 3 Reading | -0.05 | 1.19 | 1.24 | 1 |
| Year 3 Writing | -0.03 | 1.24 | 1.27 | 1 |
| Year 3 Maths | +0.08 | 1.19 | 1.11 | 1 |
| Year 4 (42 pupils) | <i>(Difference between PP and Non-PP)</i> | PP (12) | Non-PP(30) | <i>Expected ARE</i> |
| Year 4 Reading | +0.01 | 1.94 | 1.93 | 2 |
| Year 4 Writing | -0.35 | 1.83 | 2.18 | 2 |
| Year 4 Maths | +0.06 | 2.08 | 2.02 | 2 |
| Year 5 (51 pupils) | <i>(Difference between PP and Non-PP)</i> | PP (14) | Non-PP(37) | <i>Expected ARE</i> |
| Year 5 Reading | -0.18 | 2.78 | 2.96 | 3 |
| Year 5 Writing | -0.01 | 2.90 | 2.91 | 3 |
| Year 5 Maths | -0.25 | 2.67 | 2.92 | 3 |
| In Year Attainment | PP (15) EXP | Non-PP (44) EXP | PP EXC | Non-PP EXC |
| Year 1 (59 pupil) | | | | |
| Year 1 Reading | 73% | 82% | 7% | 32% |
| Year 1 Writing | 60% | 80% | 7% | 16% |
| Year 1 Maths | 80% | 89% | 7% | 34% |
| Year 3 (55 pupils) | PP (14) EXP | Non-PP (41) EXP | PP EXC | Non-PP EXC |
| Year 3 Reading | 93% | 93% | 43% | 57% |
| Year 3 Writing | 86% | 88% | 36% | 27% |
| Year 3 Maths | 100% | 98% | 50% | 74% |
| Year 4 (42 pupils) | PP (12) EXP | Non-PP (30) EXP | PP EXC | Non-PP EXC |
| Year 4 Reading | 75% | 93% | 42% | 60% |

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| Year 4 Writing | 58% | 80% | 17% | 47% |
| Year 4 Maths | 83% | 93% | 33% | 70% |
| Year 5 (51 pupils) | PP (14) EXP | Non-PP (37) EXP | PP EXC | Non-PP EXC |
| Year 5 Reading | 71% | 92% | 29% | 65% |
| Year 5 Writing | 64% | 73% | 0% | 22% |
| Year 5 Maths | 64% | 89% | 14% | 65% |

| 3. Analysis of expenditure 2018-19 | Expenditure | Evidence |
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| <ul style="list-style-type: none"> Quality Teaching | £9543 | External and internal Learning Walks and Lesson Observations have validated SLT judgements that the quality of teaching at St John's is Good or better. Data indicates that both overall results and Pupil Premium results are very good. |
| <ul style="list-style-type: none"> Smaller Groups | £29000 | Although it is hard to completely measure the success of these. The overall results should be used as the main indicator for Phonics, Y2 and Y6 and therefore they should be deemed successful. This is also one of the types of use of Pupil Premium Funding, which is overwhelmingly supported by the EEF. |
| <ul style="list-style-type: none"> Internal interventions | £59480 | Lesson observations for TSA's and HLTA's running interventions found the overall quality of these to be effective. Data for those pupils indicates good or better progress. Book looks for identified pupils shows good progress in their work. |
| <ul style="list-style-type: none"> Tracking analysis | £3500 | The time and level of detail given to tracking has ensured that there are many data successes this year. Both end of KS1 and KS2 Results are good or very good as are the Phonics and GLD data. |
| <ul style="list-style-type: none"> External provisions | £9307 | Evidence suggests that PP pupils benefit from time, relationships and focus on their Reading from 1-1 Beanstalk Readers. Behaviour and attendance records indicate that pupils benefit greatly from the sessions with the Learning Mentor. This level of support also often provides further evidence, which sometimes leads to additional funding through EHCP's. |

4. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | <ul style="list-style-type: none"> Many pupils eligible for pupil premium also have other factors such as SEN, gender, ethnicity, term of birth to consider when planning successful interventions. |
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| B. | <ul style="list-style-type: none"> Oral language skills in Reception are traditionally lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| C. | <ul style="list-style-type: none"> Attendance 2017-18 PP: 94.27% non-PP: 96.59% |
| D. | <ul style="list-style-type: none"> Some low income families find it hard to afford extra enrichment activities |

5. Review of desired outcomes 2018-19

| | Desired outcomes | Evaluation |
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| 1. | To raise attainment and accelerate progress of disadvantaged pupils in Writing. | <ul style="list-style-type: none"> Although the difference in Progress was marginal for in-year data, the gap between school PP and Non-PP is still evident in all but one year group. End of KS1 Writing at Expected standard was significantly above National but no PP HA pupils achieved Above Expected standard in Writing. End of KS2 Writing at Expected was slightly below National but significantly above at Above Expected standard. This needs to continue to be a focus across the school. |
| 2. | Higher rates of attainment in KS1 and KS2 for high attaining pupils eligible for PP. | <ul style="list-style-type: none"> KS1 Pupil Premium Pupils achieved significantly higher than National Overall in Reading and Maths. A focus now needs to be upon Writing for HA Pupil Premium pupils at KS1. |
| 3. | Increase number of PP pupils who achieve 'Expected' in Reading at KS2. | <ul style="list-style-type: none"> The percentage of pupils who achieved Expected and Above Expected in Reading at the end of KS2 was in line with National Overall. This is a great success, which should be celebrated. This now needs to be consistently the case which means more consistent tracking and more focus on the attainment of Pupil Premium pupils throughout KS2 |
| 4. | Improve communication and language skills for PP pupils in the Foundation Stage. | <ul style="list-style-type: none"> CL for Pupil Premium was at 88% vs 82% for National Overall. |
| 5. | Good attendance rates for pupils eligible for PP. | <ul style="list-style-type: none"> This has maintained at slightly below Non-PP attendance. Although many robust actions were taken, there were a small group of PP |
| 6. | Accurate register of pupils who receive PPG. | <ul style="list-style-type: none"> This is still a considerable problem, which is mainly down to the inconsistent systems at Borough level and the difficulty in ensuring all families who are entitled complete the relevant paperwork more quickly. This needs to be improved by both the school and the borough, as currently funding does not match the register consistently. |

6. Planned expenditure 2019-20 Total: £123, 360

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| HLTA 25 % of timetables for specific interventions (4x personnel) EYFS, KS1 & 2 | £29,333 |
| HLTA (with Early Years' experience) in Nursery – quality first teaching for all pupils, targeted support for PP pupils additional cost. | £4,000 |
| Time for administration of PPG, including report writing, data analysis, learning walks. | £1000 |

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| Attendance lead – administration release time to compile reports for governors concerning PP attendance and liaise with SAO. | £1,000 |
| DHT UKS2 maths teaching 4 sessions per week, total 4 hours 30 | £5,000 |
| Child and Family Mentor .2 per week (predominantly KS1 & 2) | £6,240 |
| ELSA groups (spring & summer 2019) | £2,020 |
| Beanstalk charity volunteer readers | £ 3,600 |
| Staff training | |
| Early Years Pupil Premium provision – qualified personnel in all three classes | |
| Quality first teaching | |
| TOTAL projected spend | TBC |

| 7. Planned expenditure Targeted support for PP pupils | | | | | |
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| Academic year 2019-20 | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you measure impact? | Staff lead | When will you review implementation? |
| 1. To raise attainment of HA Pupil Premium pupils in Writing in KS1. | <ul style="list-style-type: none"> -Identify pupils who are currently working in Y1 and Y2 who have potential to achieve Above Expected. -Research effective strategies for accelerated early writing support. -EM to become external moderator for KS1. -Provide additional interventions for identified pupils. -Ensure standing item on Pupil Progress Meetings. | End of KS1 data shows 0% HA PP pupils achieved Above Expected in Writing. | End of KS1 data for Above expected Writing in 2019-20 and 2020-2021. | AS EM KG | Termly |
| 2. To ensure that tracking and support of KS2 PP pupils raises the combined expected at end of KS2. | <ul style="list-style-type: none"> -Complete analysis of in year data for Y3-Y6 identifying projected combined. -create CAT's vs SAT's for these identified pupils. -Ensure standing item on Pupil Progress Meetings. -Ensure purposeful interventions in place. -Develop use of 'Provision Map' online system. | <ul style="list-style-type: none"> -6 pupils achieved EXP in 2 out of 3 subjects at end of KS2. -In-year data suggests more noticeable gap in all subjects. | <ul style="list-style-type: none"> -Termly Pupil Progress Meetings. -End of Year KS2 Results. | KG AS BW | Termly |

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| 3. To diminish the difference between PP and Non-PP pupils more consistently. | <ul style="list-style-type: none"> -continue to monitor the quality of internal interventions. -pupil progress meetings to ensure rigorous challenge of PP provision. -core subject leaders to run Parent Workshops. | In-Year data still indicates a noticeable gap between PP and Non-PP in all but one year group. | Termly pupil progress meetings Curriculum Governor Meetings | All staff AS KG BW | Termly |
| 4. To provide an enriching and broad curriculum. | <ul style="list-style-type: none"> -curriculum review to ensure more x-curricular approach and more consistent planning, teaching and assessment of Foundation Subjects. -subject leader support for ensuring above. -staff CPD on x-curricular planning -ensure high quality external experiences for pupils -develop Forest School-ensure high quality themed weeks continue. | <p>-Research shows that a broad curriculum provides more opportunities for pupils to develop a broader range of skills, thus improving life chances.</p> <p>-A richer, more exciting curriculum encourages improved attendance, engagement and behaviour of pupils. OFSTED are focusing much more on this in the new framework.</p> | Curriculum Governor Meetings Subject Leader Learning Walks Book Looks | All Subject Leaders KG | Termly |
| 5. To further develop systems for ensuring a more accurate register of pupils who receive PPG. | <ul style="list-style-type: none"> -Office staff to complete bi-weekly audit of PP register for first term. -Governor support on addressing Borough administrative -Contact all new parents and continually follow up to ensure information gathered. | -There is a significant gap in the PP budget currently being received; the number of pupils on our register and the number entitled to receive PP funding. | Termly reviews | JS SB C-TP KG | Half-termly |

8. Review of expenditure 2019-19 £110,880

2018-2019 Evaluation

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| HLTA 25 % of timetables for specific interventions (3 personnel) KS1 & 2 | £22,000 |
| HLTA (with Early Years' experience) in Nursery – quality first teaching for all pupils, targeted support for PP pupils additional cost. | £4,000 |
| Pupil Premium Intervention teacher (AHT) | £26,520 |
| Talkboost programme 3 x week, 30 min session, 10 wk programme (AHT) (autumn and spring 1) | £1,740 |
| Time for administration of PPG, including report writing, data analysis, learning walks. | £2,500 |

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| Year 1 personnel 4 x 30 mins per week smaller phonics groups to assist all pupils, targeting specific PP pupils. | £1,000 |
| Attendance lead – administration release time to compile reports for governors concerning PP attendance and liaise with SAO. | £1,000 |
| UKS2 additional teacher for literacy (3 days p/w, 2 terms) | £23,000 |
| DHT UKS2 maths teaching 4 sessions per week, total 6 hrs 30 mins. | £6,000 |
| Child and Family Mentor .2 per week (predominantly KS1 & 2) | £6,240 |
| ELSA groups (spring & summer 2019) | £2,020 |
| Targeted teaching of PP pupils phonics (p/t Teaching Assistant) | £6,200 |
| Beanstalk charity volunteer readers | £ 3,067 |
| Staff training | £593 |
| Early Years Pupil Premium provision – qualified personnel in all three classes | £5,000 |
| TOTAL projected spend | £110, 880 |

‘While the attainment gap has reduced a little over the past decade, it remains significant. The current slow progress in narrowing the gap means it will persist for decades...The attainment gap is not a problem found only in schools assessed by Ofsted as performing poorly – the gap is as large in schools rated ‘Outstanding’ as it is in schools rated ‘Inadequate’.’ (EEF 2018)

Successes

- Pupil Premium GLD is above the National Overall for GLD.
- Pupil Premium Phonics Test results are above National Overall.
- Pupil Premium Pupils at end of KS1 achieving expected standard are above National Overall in all subjects including combined.
- Pupil Premium Pupils at the end of KS1 achieving above expected standard in Reading and Maths is significantly above National Overall.
- Pupil Premium Pupils at end of KS2 achieving expected standard are broadly in line with National Overall in Reading, Writing and Maths.
- Pupil Premium Pupils at the end of KS2 achieving above expected standard is significantly above National Overall in Reading, Writing, Maths and Combined.

Areas for Development

- Pupil Premium Pupils at the end of KS1 achieving above expected are below National Overall in Writing and subsequently in Combined also.
- Pupil Premium Pupils at the end of KS2 achieving expected standard combined is below National Overall and significantly below Non-PP Pupils.
- With the exception of Year 3, in-year data suggests attainment gap between PP and Non-PP is noticeable. This includes Writing which was a focus within the action plan last year.