

# John Keats Primary School

## Pupil Premium Strategy Statement for the academic year 2018/19



1. Summary information					
<b>School</b>	John Keats Primary School				
<b>Academic year</b>	2018-19	<b>Total PP budget</b>	£12,100		
<b>Total number of pupils</b>	26	<b>Number of pupils eligible for PP</b>	15 (57.7%)	<b>Date of next review of this strategy</b>	Autumn 2019

2. Current attainment			
	<b>Pupils eligible for PP %</b>	<b>All pupils %</b>	<b>All pupils % (national average)</b>
<b>% achieving GLD</b>	60	69.2	72

3. Barriers to attainment for PP children	
<b>a</b>	A significant number of pupils are entering the school at Reception with a baseline in speech and language significantly behind their peers which continues to impact their engagement and attainment as they move up through the school.
<b>b</b>	Higher ability pupils who are eligible for pupil premium funding may not be achieving as well as other high ability pupils across the school in reading, writing and maths.

<b>c</b>	A number of pupils are not able to access enriching extra-curricular activities outside school due to family circumstances.
<b>d</b>	Poor development of fine and gross motor skills at an early age impacts children's confidence to engage positively with learning activities which then impacts progress and attainment.
<b>e</b>	A substantial number of children eligible for pupil premium funding have additional barriers to learning.
<b>f</b>	Parental engagement - Families in our community face a number of additional pressures (e.g. housing, high mobility, status, financial etc.) that can be barriers to providing the support they would like to offer to their children in school.

<b>4. Intended outcomes</b>		<b>5. Success criteria</b>
<b>a</b>	<p>The gap in pupil's language skills closes; pupils 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>Measured by achievement in Phonics, GLD, ELG, and teacher assessments.</p>	<ul style="list-style-type: none"> <li>Tracking of speech and language groups evidences high levels of accelerated progress.</li> <li>Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day.</li> <li>Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.</li> </ul>
<b>b</b>	<p>Higher rates of progress for higher ability children.</p> <p>Measured by achievement in Phonics, GLD, ELG, and teacher assessments.</p>	Pupils eligible for pupil premium identified as high ability make as much progress as all pupils identified as high ability in maths, reading and writing.
<b>c</b>	All pupils in our schools have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences.	Evidence in books, lesson observations and pupil interviews demonstrates the impact of these enrichment opportunities on pupil outcomes and engagement.

	Measured by pupil surveys and achievement in Phonics, GLD, ELG, teacher assessments and children's work.	
<b>d</b>	<p>The gap in pupils' physical development closes; early interventions are put in place to support children to develop their fine and gross motor skills so as to confidently access all aspects of the curriculum. Children who require more specialist support are identified quickly to ensure that early intervention is put in place.</p> <p>Measured through lesson observation and scrutiny of work.</p>	<p>Tracking of motor skills groups evidences high levels of accelerated progress.</p> <p>Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day.</p> <p>Children, identified as needing specialist provision, have intervention put in place early in their school careers for maximum impact on progress and attainment.</p>
<b>e</b>	<p>For barriers to learning of children eligible for PP funding to be accurately identified and addressed.</p> <p>Measured by pupil and parent surveys and achievement in Phonics, GLD, ELG, teacher assessments and children's work.</p>	<p>For all children working towards age related expectations to catch up with their peers and meet expectations. For children with EHCP to make more than expected progress from their unique starting point.</p>
<b>f</b>	<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> <p>Measured by parent surveys, attendance at parent workshops. Pupil attendance and punctuality outcomes.</p>	<p>Increased number of families of pupils eligible for pupil premium engaging in parent workshops, parent activities e.g. reading in school. Increased engagement in family learning.</p> <p>Higher school attendance for identified families.</p> <p>Families, in need of more targeted support, accessing appropriate internal and external support.</p>

## 6. Planned expenditure

Actions	Intended outcomes	How we will monitor implementation?	Staff lead	Date of review and cost
<p>Use of HLTA structure to support children in oracy, motor skills and physical development.</p> <p>Staff training in whole phase and school approaches to delivering reading, writing and phonics.</p> <p>Training for staff in drama and speech therapy.</p> <p>Forest School training – Develop children’s Oracy skills, and encourage use of the nature reserve.</p> <p>Further development for new and existing staff of feedback and marking to include conferencing, verbal feedback, self and peer assessment and live marking.</p> <p>A collaborative, in-depth approach to quality assuring teaching and learning led by skilled and knowledgeable leaders.</p> <p>Regular 1:1 reading with a trained adult for PP children.</p> <p>In school SALT to deliver speech and language interventions throughout the school and to develop knowledge and skills for new teachers, support staff and parents.</p>	a, c, d	<ul style="list-style-type: none"> <li>• Evaluation of interventions</li> <li>• Attendance at training and implementation of strategies</li> <li>• Class observations</li> <li>• Learning Walks</li> <li>• Work scrutiny</li> <li>• Standardised tests demonstrate PP eligible pupils making progression</li> <li>• Teacher assessments demonstrate PP making progress</li> </ul>	JE, RM, NC, RW	Autumn 2019
<b>Total expenditure</b>				<b>£8,300</b>
Actions	Intended outcomes	How we will monitor implementation?	Staff lead	Date of review and cost

Staff training to provide stretch and challenge for high attaining children. Use of HLTA structure to support more able children through planned intervention. Use annual staff conference to support working with more able children.	b	<ul style="list-style-type: none"> <li>• Standardised test demonstrates greater depth children making more progress</li> <li>• Increase in number of greater depth children</li> <li>• Increase in number of children exceeding at GLD</li> <li>• Accelerated reader tracking demonstrates more engaged time.</li> </ul>	RW, PW, RM, external speakers	Autumn 2019
<b>Total expenditure</b>				<b>£2,500</b>
HLTA work to include working on fine and gross motor skills with identified children.	d	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Class observations</li> <li>• Individual observations</li> </ul>	RW	Autumn 2019
<b>Total expenditure</b>				<b>£0</b>
Continue to develop a system of assess, plan, do review, where teachers and parents are involved at all steps at all steps of development for SEN pupils. Staff continue to be trained to understand SEND and underachievement and their role in meeting the children's needs.	e	<ul style="list-style-type: none"> <li>• Standardised tests and teacher assessments demonstrate progress for SEN children</li> <li>• Classroom observations</li> <li>• Provision maps</li> </ul>	LN, SLT	Autumn 2019
<b>Total expenditure</b>				<b>£1,300</b>
<b>Actions</b>	<b>Intended outcomes</b>	<b>How we will monitor implementation?</b>	<b>Staff lead</b>	<b>Date of review and cost</b>

Provide social and emotional support through the family liaison manager so that all children can reach their full potential. Some individuals will have individual behaviour support.	e, f	<ul style="list-style-type: none"> <li>• Parent and child surveys</li> <li>• Classroom observations</li> </ul>	CM, All staff	Autumn 2019
<b>Total expenditure</b>				<b>£0</b>

Progress for PP pupils (expected and exceeding)

All Pupils (15 pupils)	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships	Reading	Writing	Numbers	Shape, space and measures	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative	Average
Progressed by 4 steps or more	11 (73.3%)	12 (80.0%)	12 (80.0%)	11 (73.3%)	12 (80.0%)	11 (73.3%)	12 (80.0%)	12 (80.0%)	12 (80.0%)	12 (80.0%)	11 (73.3%)	12 (80.0%)	11 (73.3%)	10 (66.7%)	12 (80.0%)	11 (73.3%)	12 (80.0%)	11.5 (76.9%)