



The John Wesley Church of England/Methodist Primary School

Pupil Premium Strategy Statement &

Pupil Premium Grant Expenditure Report 2018-2019

**Pupil Premium Funding 2018-19:
Proportion of Cohort: 15%
Number of disadvantaged Pupils: 66
Number on role: 446**

Mission Statement

Our Christian values of:

Love, Compassion, Patience, Persistence and Forgiveness allow for an inclusivity that welcomes all and reveres and respects all members of our community as individuals who are known and loved by God.

By learning together we aim to:

Enable children to reach their full potential in all aspects of the school curriculum through a love of learning.

Foster each child's growing perception of the world, encouraging self-control, self-respect and emotional and spiritual growth that, in turn, helps pupils to recognise that other people are unique, special and of equal value to themselves and to God.

Finally, all of you, live in harmony with one another; be sympathetic, love as brothers, be compassionate and humble. 1 Peter 3:8

Understanding the Barriers to Learning at John Wesley

At The John Wesley Primary School we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these challenges can be overcome. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Excellent classroom teaching can be achieved by all teachers and teaching assistants with high quality professional development, sharing of outstanding practice and open and honest conversations about learning. All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home the opportunities are provided for them by school.

Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning. The John Wesley School has conducted an analysis of barriers to learning for disadvantaged pupils in our school and identified the following barriers:

- A language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect
- A lack of metacognitive strategies – we have analysed the qualities we see in our successful and less successful learners.
- Emotional well-being - which can impact on behaviour for learning
- Higher ability pupil premium pupils are only achieving expected progress due to low confidence or limited aspirations.
- Limited Cultural capital and enrichment - lack of experiences limits language and understanding.
- Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time.

Many of our vulnerable children will be experiencing more than one of these barriers to learning.

Tackling the Barriers to Learning at John Wesley

The John Wesley Primary School is a research rich school. The primary way to overcome the barriers to learning that John Wesley pupils face, is by accessing consistently excellent teaching. All of our strategies are underpinned by a strong evidence base:

- Frequent, evidence based CPD focussed on the needs of pupils, particularly those from disadvantaged backgrounds.
- Rigorous teacher recruitment and retention process to ensure that high quality, well trained staff join and stay with the school.
- Ensuring that disadvantaged Pupils access very high quality Early Years provision

- The development of a language-rich curriculum. There is access to high quality, challenging language in all aspects of school life, particularly in early years for those children with low starting points.
- The adoption of structured collaborative learning in classrooms.
- Opportunities for children to use metacognitive strategies in their learning.
- Class teacher release time to work with vulnerable learners Collaborative learning teams so that teachers work together to support the vulnerable learners in each other's classes
- Cultural enrichment opportunities: school journey, school garden, sports coaches, arts enrichment, music, making the most of the environment!
- Pupil Voice: systems are in place to ensure that children are heard within their classroom as well as throughout the school
- Parents: The school actively engages with parents in every aspect of school life to foster functional home-school relationships
- Pre-teaching
- Flexible intervention procedures where accelerated learning is offered in small groups to children only as long as it is required
- Flexible collaborative year group teaching which organises children into classes that are arranged according to child response to learning
- Highly trained TAs who are able to independently teach, assess and monitor child progress in groups and one-to-one situations and then work with the teacher to accelerate learning in other ways

Pupil Premium School Improvement Targets 2018-19

BLUE = July 2019

- To accelerate progress and raise attainment for Pupil Premium children – closing the gap
-At Y6 SATs PP combined up 26% over the year. It now stands at 50% compared with National 65%. Target next year is to be on par with the school cohort of 55%. Clear impact of targeted interventions etc.
- To actively promote the development of children's speaking and listening in Early Years so that more children are ready to write in KS1
Early Years data shows that 81% of JWS Rec children were achieving expected or above for EY:Speaking. Clear impact Speech Therapist and targeted interventions.
- Staff to identify Pupil Premium (PP) children in their class and monitor progress so it is in line with non PP children
-Staff now identifying PP early on in year and utilising interventions flexibly through Pupil Progress Meetings with SMT. Feedback system working at Pupil Progress Meetings.

- Staff to identify PP children who are below ARE and implement interventions to accelerate progress to achieve ARE – closing the gap
-Staff identifying and providing interventions with flexibility to close the gap. Teachers now independently analysing class data to formulate progress and attainment interventions.
- Staff to ensure that the more able PP children are working at greater depth and realising their potential in Mathematics, Reading and Writing.
-Y6 SATs Reading – 22% working at GD, Writing – 17% working at GD
STEPS analysis shows gap reducing across school for Reading and Mathematics. The gap has slightly increased for Writing. Need to progress with Ma for PP children so that combined score at Y6 improves.
- For the school to ensure that the gap between the Achievement of non-Pupil Premium children and PP children is closed. In KS1 for Writing and Maths to be at National expectations. For KS2 Writing to be at National expectations.
Gap closing at KS2 for Writing PP results at Y6 in line with whole cohort
There is still a significant gap between KS1 PP attainment and whole school. Half of these children are on the SEN register. Continued progress required at KS1 to accelerate progress in all subjects in 2019-20.
- For the attendance of PP children to be at or above 95%
Disadvantaged pupil average attendance is 97.2 over the year. Process working. Continued implementation.
- To continue to increase the number of parents at KS1 declaring PP status through FLO interaction. There is still a difference in the % of children in KS1 declaring although the gap is closing. Last year the difference was 12%. At the moment it is 7%. This translates to £18,500 in the budget. Last year the translation was £30,000. Continue implementation.

Funding and actions to service the SIP Pupil Premium Targets 2018-19

The pupil premium per pupil amounts for 2018-19 will be protected at the current rates, which are:

Pupils	Per pupil rate
Disadvantaged pupils: primary	£1320
Disadvantaged pupils: secondary	£935
Pupil premium plus: looked-after children (LAC) and those adopted from care or who leave care under a special guardianship order or child arrangements order (formally known as a residence order)	£2300
Service children	£300

John Wesley PP Income 2018-19

Disadvantaged children (57)	£75,240
LAC (6)	£13,800
Service children (2)	£600
Out of Area LAC (1)	£820

Total

£90,460 (Real figure is £108,700

Rollover/extra allocation from shortage last year/financial year not academic)

ITEM/PROJECT	COST	SUMMARY
FLO	£25,447 (100% of Salary)	Majority of FLO work engages with all aspects of family life relating to our PP children. Home visits and regular meetings Impact on attendance through follow up calls and more persistent cases
Speech Therapist	£1,776	A number of Speech Therapy recipients at KS2 are PP. Early intervention to prevent language and communication issues arising later in school career.
SENCO/AHT	£21,830 (25% of Salaries)	AHT PP Lead Teaching PP focus groups 27% of SEN children are pupil premium (19 PP children are on the SEN register) 19 PP children are SEN + SENCO monitoring = 58%
Class Based TAs	£48,420 (20% of total Salaries)	17% of school population is PP. High quality, tailored and flexible interventions offered to PP children in Ma & En. Joint planning and attendance of Pupil Progress Meetings
Breakfast Club & After School Club	£4,200 (20% of Total Salaries)	20% of children who attend are PP
Resources	£0	Specific classroom resources/extra-curricular related to PP
Cool Milk	£450	Free milk provision after the age of 5.
School Office Admin	£6,327 (30% of Salary)	Improving attendance. Attendance data collating, monitoring and chasing
Residential Trips Extra-Curricular Activities	£250	Subsidising PP children for extra-curricular trips
TOTAL: £ 108,700		

Monitoring and Impact Evaluation

As part of its commitment to ensuring impact accountability undertake regular monitoring and evaluation as set out below:

1. Data analysis
2. Pupil progress meetings
3. Regular moderated assessment
4. Learning walks
5. Learning discussions with pupils who show their books
6. Support and challenge for individual teachers
7. Senior/Middle leaders working with most vulnerable children

Impact of Pupil Premium Funding on Achievement and Attainment:

Impact 2017-18 Academic Year (Y6):

Progress:

	Reading	Writing	Maths
Pupil Premium	-0.4	0.6	-0.9
School Average	0.8	2.0	0.21
Difference	-1.2	-1.4	-1.11
National	0.31	0.24	0.31

Attainment:

(% achieving ARE)

	Reading	Writing	Maths	Combined
Pupil Premium	60%	67%	55%	24%
School Average	73%	70%	71%	58%
Difference	-13%	-3%	-16%	34%
National	75%	78%	76%	64%

The Progress and Achievement of Pupil Premium Children Non-SEN Sept 2017 – July 2018, Terms 1-6 (Years 1-6)

Brackets – difference from overall school average

	Reading	Writing	Maths
% Expected Progress or Above	75% (-3%)	80% (+7%)	78% (+2%)
% at Age Expected or Above	78% (+3%)	65% (+2%)	78% (+2%)

There were 52 Non-SEN PP Children out of 79 altogether (66%)

2017-18 Y1 to Y6 Data using SATs (Externally Verified)

	School Disadvantaged Pupils	Local Authority (non-dis. pupils)	England (non-dis. pupils)
Progress in Reading	-0.4	0.4	0.3
Progress in Writing	0.6	0.7	0.2
Progress in Maths	-0.9	0	0.3
Percentage of pupils meeting expected standards in Reading, Writing & Maths	24%	73%	70%
Percentage of pupils achieving a high standard in Reading, Writing & Maths	0%	14%	12%
Average score in Reading	99	107	106
Average score in Maths	97	105	105

Impact of Pupil Premium Funding on Achievement and Attainment:

The Progress of Pupil Premium Children Sept 2018 – July 2019, Terms 1-6 (Years 1-6)

% Children at Expected Progress or Above:

	Reading	Writing	Maths
Pupil Premium	62%	65%	75%
Whole School Average	73%	75%	78%
Difference	-11%	-10%	-3%

The Attainment of Pupil Premium Children Sept 2018 – July 2019, Terms 1-6 (Years 1-6)

% Children at Age Expected STEP or Above:

	Reading	Writing	Maths
Pupil Premium	66%	54%	64%
Whole School Average	76%	64%	77%
Difference	-10%	-10%	-13%

Progress & Attainment of PP Children, Non-SEN Sept 2018 - July 2019 (Years 1-6)

	Reading	Writing	Maths
Progress	74%	79%	86%
Working at Expected Level	83%	79%	85%

Attendance (to 18 July 2019): % 96.7

Non PP Average: % 96.6

Disadvantaged Pupil Average: % 97.2

SATs Results Y6 (2019)

(No of children)	Reading	Writing	Maths	R+W+M
JW All Y6 (62)	77%	68%	69%	55%

	Number of Pupils	Reading		Writing		Maths		Science
		% Expected Standard	% Greater Depth	% Expected Standard	% Greater Depth	% Expected Standard	% Greater Depth	% Expected Standard
All Pupils	60	80	13	63	12	78	10	87
SEN Support	9	22	0	22	0	44	0	44
Non Pupil Premium	50	86	16	68	14	86	12	94
Pupil Premium	10	50	0	40	0	40	0	50
PP Not SEN	5	80	0	60	0	40	0	60

GD (Greater Depth)	29%	24%	18%	10%
JW Pupil Premium (18)	78%	67%	56%	50%
GD	22%	17%	0%	0%
JW PP Non-SEN (12)	92%	92%	75%	75%
GD	33%	5%	0%	0%
National (Provisional)	73%	78%	79%	65%

Key Stage 1 SATs Results