



Pupil premium strategy / self-evaluation

1. Summary information					
School	John Randall Primary School and Nursery				
Academic Year	19/20	Total PP budget	£138,260	Date of most recent PP Review	June 19
Total number of pupils	207	Number of pupils eligible for PP	104@ .46%	Date for next internal review of this strategy	Spring 2020 in line with budget

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	44%	61%
% making expected progress in reading (as measured in the school)	Reading 60% = 65 children incl 14 / 13% GD	77 children
% making expected progress in writing (as measured in the school)	43% = 45 children incl 7 / 6% GD	69 children
% making expected progress in mathematics (as measured in the school)	53% = 55 children incl 8/4% GD	73 children

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Phonics results below national at 77% phonics low through school. Staff subject knowledge across school.
B.	Early reading. Reading results not secure across the school. Low % of ARE reading in Early years reading to year 6 Love to read- creating a passion for reading from home school links.
C.	Increase number of PPG children attainment ARE across school. Identify Greater depth PPG children and target support.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	

D.	PP attendance . late attendance	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	<p>Increase of 7% from 2018 on year 1 children passing the phonics test 2018 70% 2019 77% PPG children 2018 yr 1 7 /12 passed 2019 yr 1 8/11 passed</p> <p>2020 year 1 pp pupils = 5/9 targeted Identified children who did not make GLD and targeted them for intervention</p> <p>2020 PP year 2 identified who do not pass phonic screening. 2/11 to resit Targeted support in year 3 PP children 5/8 to resit</p> <p>Whole staff have identified need for whole school training.</p> <p>Whole school reading target increases to 90% of children reaching ARE in Reading</p> <p>New teacher recruited with proven track record in Phonics.</p> <p>Phonics knowledge to be visible through school across the curriculum,</p>	<p>Increase year 1 phonic outcomes to 90% 2020 Increase year 2 resit pass rate to 100% Increase year 3 pass rate to 100%</p> <p>Whole school staff feel secure in phonics Children can articulate phonic knowledge and why it is important</p> <p>School have identified key phonic leads in each key phase to monitor progress</p> <p>Phonics tracker is assessed Phonics are linked with key vocabulary and monitor for use in book scrutinies and application in guided reading</p> <p>Reading books are monitored for phonic de coding Individual reading buddies are extended (Breakfast club)</p> <p>Parent volunteer readers are recruited and trained. Increase number of parents in phonics workshops.</p>
B.	<p>Reading results in early years to year 6 – to increase to meet national %. Reception – 26% year 1 - % year 2 % 73% year 3 – 41% Year 4- % year 5 – % year 6 - %</p> <p>Review of 1:1 reading through school Review of guided reading through school including comprehension and inference skills. Identify which books children like to read and why Identify why parents are not reading in school and develop reading programme Identify barriers to children reading with home and school questions Governors to undertake reading review.</p>	<p>Increase in reading results whole school to meet national standard</p> <p>Increase number of children who are reading quality well matched texts at home</p> <p>Increase parents who volunteer to read in school.</p> <p>Book club developed and run in school School library system running.</p>

<p>C.</p>	<p>Increase of % PPG children reaching ARE in national tests</p> <p>Review targeted support for vulnerable learners PPG Children passing tests is increased</p> <p>Phonics and key stage 1 results increased.</p> <p>GD % increased</p> <p>Increase staff knowledge on cognitive development. – Advisor PPG children have been identified as vulnerable with barriers to learning.</p> <p>CPD in areas where staff identified needing further support</p>	<table border="1"> <thead> <tr> <th>Whole school data</th> <th>2016 %</th> <th>2017 %</th> <th>2018 %</th> <th>2019 %</th> <th>2020 %</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>50</td> <td>54</td> <td>53</td> <td>53</td> <td></td> </tr> <tr> <td>phonics</td> <td>71</td> <td>63 (81)</td> <td>70</td> <td>77</td> <td></td> </tr> <tr> <td>Key stage 1</td> <td>R = 80 W =73 M =80 SP =0</td> <td>R= 55 W=52 M=62 SP= 16</td> <td>R= 71 W=61 M=71 SP= 14</td> <td>R= 73 W=70 M=70 SP22</td> <td>R= W= M= SP=</td> </tr> <tr> <td>Key stage 2</td> <td>R = 39 W =58 M =42 SP =35</td> <td>R= 38 W=48 M=24 SP= 41</td> <td>R= 52 W=79 M=62 SP= 62</td> <td>R= W= M= SP=</td> <td>R= W= M= SP=</td> </tr> </tbody> </table> <p>Barriers to learning have been identified by staff Support in the classes have been targeted</p>	Whole school data	2016 %	2017 %	2018 %	2019 %	2020 %	GLD	50	54	53	53		phonics	71	63 (81)	70	77		Key stage 1	R = 80 W =73 M =80 SP =0	R= 55 W=52 M=62 SP= 16	R= 71 W=61 M=71 SP= 14	R= 73 W=70 M=70 SP22	R= W= M= SP=	Key stage 2	R = 39 W =58 M =42 SP =35	R= 38 W=48 M=24 SP= 41	R= 52 W=79 M=62 SP= 62	R= W= M= SP=	R= W= M= SP=
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<p>D.</p>	<p>Increase the attendance rate for PPG children. Decrease exclusion rate</p>	<p>Attendance figures to show PP children reaching school target of 97.5%</p>																														

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned Next steps for 2019-2020	Cost
<p>Increase of 7% from 2018 on year 1 children passing the phonics test 2018 70% 2019 77% PPG children 2018 yr 1 7/12 passed 2019 yr 1 8/11 passed</p> <p>2020 year 1 pp pupils = 5/9 targeted Identified children who did not make GLD and targeted them for intervention</p> <p>2020 PP year 2 identified who do not pass phonic screening. 2/11 to resit Targeted support in year 3 PP children 5/8 to resit</p>		<p>Increase year 1 phonic outcomes to 90% 2020 Increase year 2 resit pass rate to 100% Increase year 3 pass rate to 100%</p> <p>Whole school staff feel secure in phonics Children can articulate phonic knowledge and why it is important</p> <p>School have identified key phonic leads in each key phase to monitor progress</p> <p>Phonics tracker is assessed Phonics are linked with key vocabulary and monitor for use in book scrutinies and application in guided reading</p>	<p>A Lockdown and Covid -19 rules came into place in March 2020.</p> <p>School invested £8,000. In new phonics scheme in September 2020 to promote and boost the phonics offer for children returning in the new academic year.</p>	<p>£8000.00 on Read Write Inc</p> <p>£3,000. New reading materials</p> <p>£1,000 in house RWI bespoke training</p>
				£12,000.
ii. Targeted support				
Action		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
<p>Reading results in early years to year 6 – to increase to meet national %. Reception – 26% year 1 - % year 2 % 73% year 3 – 41% Year 4- % year 5 – % year 6 - %</p> <p>Review of 1:1 reading through school Review of guided reading through school including comprehension and inference skills. Identify which books children like to read and why Identify why parents are not reading in school and develop reading programme Identify barriers to children reading with home and school questions Governors to undertake reading review.</p>		<p>Reading results could not be accurately assessed due to lock down conditions. Although 95 children attended school daily – all vulnerable groups or key workers- reading baseline as been taken at the beginning of the Sept 2020 term</p>	<p>A very successful reading week took place in Oct 2020</p> <p>New comprehension materials purchased</p> <p>New guided reading materials purchased</p> <p>Professional coaching and support purchased</p> <p>Attached advisor time for reviews</p>	<p>£1.000</p> <p>£1.000</p> <p>£250 per session x 5 sessions = £1250.00</p> <p>£250 per session x 5 sessions = £1250.00</p> <p>£4000.00</p>

<p>Increase of % PPG children reaching ARE in national tests</p> <p>Review targeted support for vulnerable learners PPG Children passing tests is increased</p> <p>Phonics and key stage 1 results increased.</p> <p>GD % increased</p> <p>Increase staff knowledge on cognitive development. – Advisor PPG children have been identified as vulnerable with barriers to learning.</p> <p>CPD in areas where staff identified needing further support</p>	<p>No national tests or assessments took place summer 2020</p>	<p>Teachers received high quality CPD before lockdown</p> <p>Inclusion manager and increased inclusion team support for home learning</p>	<p>£250 per session x 5 sessions = £1250.00</p> <p>Learning Mentor And other salaries to support emotional well-being £73,477.74</p>
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iii. Other approaches

Action	Intended outcome	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
<p>Increasing the outdoor learning offer and the School Food vision</p>	<p>Increase children's broad and balanced curriculum</p> <p>Increase children's exposure to foods from around the world to support experiential learning</p>	<p>Create team of professional chefs to run kitchen providing the school with A complete international menu.</p>	<p>To continue to develop</p>	<p>£70,000.</p>

6. Planned expenditure					
A Academic year					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Progression in skills raising the attainment and attendance of PPG children.	Raised attainment and attendance	Children in recovery from lockdown Catch up curriculum to be bold and forward reaching	Monitoring from Governors In house Local Authority Attached advisor,	Head teacher Govs SLT Whole school staff	Project to be presented to Governors at October 20 20 meeting No costs formalised
Outdoor learning	Raised attainment and attendance	Children in recovery from lockdown Catch up curriculum to be bold and forward reaching	Monitoring from Governors In house Local Authority Attached advisor,	Head teacher Govs SLT Whole school staff	
School food vision	Raised attainment and attendance	Children in recovery from lockdown Catch up curriculum to be bold and forward reaching	Monitoring from Governors In house Local Authority Attached advisor,	Head teacher Govs SLT Whole school staff	
Total budgeted cost					
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Total budgeted cost					
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					
7. Additional detail					

Pupil