



## Pupil premium strategy / self-evaluation

1. Summary information					
School	John Randall Primary School and Nursery				
Academic Year	18/19	Total PP budget	£139,421	Date of most recent PP Review	June 19
Total number of pupils	207	Number of pupils eligible for PP	104@ 48%	Date for next internal review of this strategy	Autumn 19

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)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	ARE for PPG children well below National Average. GLD, phonics and SATs data well below National.
B.	Quality First Teaching not securely good across the school. Subject knowledge for all staff no secure in all classes.
C.	Experiential opportunities for PP pupils to develop enquiring minds and to have meaningful experiences to support more children gaining greater depth.
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	

D.	PPG Attendance. Lates and exclusions. Some poor behaviour choices/ late attendance leading to disrupted learning in school.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
A.	Increase pupils eligible for PPG in GLD, phonics, and SATs data to be closer in line with national results.	Increase in % of PP children reaching ARE
B.	Performance management to show Quality First Teaching across the school as a result of increased targeted CPD	100% good teaching across the school leads to increased PP children gaining national results.
C.	Increase in opportunities to develop meaningful experiences for children which will be reflected in their vocabulary choices and writing	Extended curriculum offer to increase % of PPG children reaching ARE and Greater Depth.
D.	Increase the attendance rate for PPG children. Decrease exclusion rate	Attendance figures to show PP children reaching school target of 97.5%

<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome And review</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned Next steps for 2019-2020</b>	<b>Cost</b>
Improve phonics teaching through school	Increase % of children passing phonics tests  EB to lead with ML  Review and develop the CPD in phonics  Review termly data	Increase of 7% from 2018 on children passing the phonics test 2018 70% 2019 77% ~PPG 2018 yr 1 7/12 passed 2019 yr 1 8/11 passed  SLE work from Teaching school – to develop phonic knowledge in Foundation stage  Purchase data tracking software	Increase % of PPG children to be targeted for 2020 results.  Further CPD for year 1 and 2 staff leading phonic groups Review ½ termly  Review of Phonics taught in foundation stage  Teacher employed with proven track record of increasing Phonics results.  Refine the use of the data tracker	SLE work and brokerage £3000  Software package - £1500  <b>Total - £4500</b>

Increase of % PPG children reaching ARE in national tests	Increase of % PPG children reaching ARE in national tests	<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=</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=70 M= SP=</td> <td>R= W= M= SP=</td> </tr> </tbody> </table>					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=	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=70 M= SP=	R= W= M= SP=	<p>Employed experienced Early years lead to enrich the curriculum offer and to raise standards January 2018</p> <p>Targeted CPD in writing, maths and review of reading in school. Targeted towards PPG children increase.</p> <p>Review of science and technology</p> <p>Next steps – further develop targeted interventions towards specific PPG children and barriers to learning</p> <p>Target Foundation stage and nursery offer to ensure increased in % of PPG children reaching GLD</p> <p>Data and observation Monitor ½ termly.</p> <p>Identify further close the gap training</p> <p>Identify emotional barriers to learning</p> <p>Further Develop staff knowledge on the cognitive development of the brain</p>	<p>£ 50,503</p> <p>£10,000</p> <p>£5,000 (stem)</p> <p>£600</p> <p><b>Total - £66,103.00</b></p>
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<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</p>	<p>PPG children have been identified as vulnerable with barriers to learning.</p> <p>Barriers to learning have been identified by staff Support in the classes have been targeted</p> <p>CPD in areas where staff identified needing further support. Teaching June 19= 1005 good across school.</p>																																					

## ii. Targeted support

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
Increase in opportunities to develop meaningful experiences for children which will be reflected in their vocabulary choices and writing	Extended curriculum offer to increase % of PPG children reaching ARE and GD.	<p>Curriculum offer extended and new 2 year plan written.</p> <p>PPG children invited to breakfast club in order to be prepared for learning.. PPG year 6 invited to breakfast club</p> <p>Well-being support staff available in breakfast club to support barriers to learning.</p>	<p>Children responded very well to the new curriculum offer.</p> <p>Vocabulary</p>	<p>Learning Mentor And other salaries to support emotional well-being £73,477.74</p> <p>Breakfast club costs £737.25 Autumn Term £734.00 Spring Term £735.00 Summer Term</p> <p><b>Total-£82,289.00</b></p>
Increase opportunities for PPG children to access all the curriculum offer	More PPG children increase participation in sports and out of school programmes	<p>PPG Children not able to take part in sports clubs etc and school trips has increased. PPG monies pay for children to attend over-night activities in years 2 &amp;4. .</p> <p>Support for parents in order for them to support their children in school. School have funded transport for families who have been living out of area due to housing conditions etc. huge impact on attendance and raising standards in learning.</p>	<p>Further work on extending the curriculum offer to ensure that children's needs are met.</p> <p>Trips have provided good opportunities for children's writing and this has shown an increase in writing results.</p>	<p>£16,459.71 Transport £935.00</p> <p><b>Total - £2,584.71</b></p>

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increase the attendance rate for PPG children.	Attendance figures to show PPG children reaching school target of 97.5%	<p>Lower poor attendance rate through school – this has increased slightly</p> <p>Low attendance PPG families invited to breakfast club in order to have healthy start to the day. This has significant impact across school</p> <p>IMPACT counselling for most vulnerable PPG children who have emotional barriers to learning. This has had impact across the school and for individuals</p>	<p>EWO service did not yield significant results</p> <p>2019/2020 School to employ PPG learning mentor to work alongside Inclusion Manager</p> <p>2019-2020 -Head teacher / Business manager / Inclusion Manager + learning mentor to develop EWO role in school.</p>	<p>EWO £10,000 IMPACT £5,000</p> <p><b>Total spend £1,500.00</b></p>
				<b><u>Grand Total PP spend</u></b> <b><u>£156.976</u></b>