



1. Summary information					
<b>School:</b>	St John's Walham Green CE Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£110,880	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	384 <sup>1</sup>	<b>Number of pupils eligible for PP</b>	91 <sup>2</sup>	<b>Date for next internal review of this strategy</b>	June 2019

2. 2017/18 progress and attainment			
Progress (classes which received additional support)	Evidence of accelerated progress <sup>3</sup> (Difference between PP and Non-PP)	Progress made by pupils Figure indicates steps progress over the year	
		PP	Non PP
Y1 reading	+0.5 PP higher	0.92	0.87
Y1 writing	+ 0.3 PP higher	2.63	2.33
Y1 maths	+0.03 PP higher	0.92	0.89
Y2 reading (average across both classes)	+0.9 PP higher	1.12	1.03
Y2 writing (average across both classes)	+ 0.09 PP higher	0.82	0.73
Y2 maths (average across both classes)	Equal	0.89	0.89
Y4 reading (average across both classes)	+ 0.32 PP higher	/	/
Y6 maths	/	3.69	3.99
EYFS Total pupils: 53 PP: 9 <sup>4</sup>	Pupils eligible for PP (9)	Pupils not eligible for PP (44)	

<sup>1</sup> Number on roll September 2018

<sup>2</sup> Source: Tri-borough Schools Provisional Profile September 2018

<sup>3</sup> Source: LBDS/school tracking matrices 2017-2018

<sup>4</sup> Source: Tri-borough Schools Provisional Profile September 2018

<b>GLD</b>	44%	86%
<b>Prime areas of learning</b>	100%	95%
<b>ELG 9 Literacy- reading</b>	78%	91%
<b>ELG 10 Literacy – writing</b>	44%	86%
<b>Phonic screening test Total pupils: 53 PP: 9<sup>5</sup></b>	<i>Pupils eligible for PP (9)</i>	<i>Pupils not eligible for PP (53)</i>
<b>Phonic screening test year 1</b>	100%	98%
<b>End of Key Stage 1 Total pupils: 53 PP: 9<sup>6</sup></b>	<i>Pupils eligible for PP (9)</i>	<i>Pupils not eligible for PP (53)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	86%	93%
<b>% achieving expected standard or above in reading</b>	100%	93%
<b>% achieving expected standard or above in writing</b>	86%	93%
<b>% achieving expected standard or above in maths</b>	100%	98%
<b>End of Key Stage 2 Total pupils: 54 PP: 12<sup>7</sup></b>	<i>Pupils eligible for PP (12)</i>	<i>Pupils not eligible for PP (42)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	50%	83%
<b>% achieving expected standard or above in reading</b>	50%	83%
<b>% achieving expected standard or above in writing</b>	63%	89%
<b>% achieving expected standard or above in maths</b>	58%	88%

<b>3. Analysis of expenditure 2017-18 (£121,440)</b>	<b>Expenditure</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>Additional support in year groups was most effective when it was targeted, consistent and high quality.</li> </ul>	Additional personnel funded by the Pupil Premium Grant: full time teaching assistant, .8 Higher Level Teaching Assistant ( HLTA) 1 term of .4 3 x week	PP pupils made greater progress in reading and writing than their peers.

<sup>5</sup> Source: Tri-borough Schools Provisional Profile September 2018

<sup>6</sup> Source: Tri-borough Schools Provisional Profile September 2018

<sup>7</sup> Source: Tri-borough Schools Provisional Profile September 2018

<ul style="list-style-type: none"> <li>There was a direct correlation between targeted support and accelerated progress</li> </ul>	Autumn term: additional teacher 2 x week 1 hr)	Pupils in Y4 made + 0.32 % more progress than their peers.
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4. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	<ul style="list-style-type: none"> <li>Baseline levels for all areas of development are significantly below age-related expectations.</li> </ul>	
B.	<ul style="list-style-type: none"> <li>Many pupils eligible for pupil premium also have other factors such as SEN, gender, ethnicity, term of birth to consider when planning successful interventions.</li> </ul>	
C.	<ul style="list-style-type: none"> <li>Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.</li> </ul>	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	<ul style="list-style-type: none"> <li>Attendance 2017-18 PP: 94.27% non-PP: 96.59%</li> </ul>	
E.	<ul style="list-style-type: none"> <li>Some low income families find it hard to afford extra enrichment activities</li> </ul>	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	To raise attainment and accelerate progress of disadvantaged pupils in writing	<ul style="list-style-type: none"> <li>Difference is halved at end of KS2 (2018 EXP PP – 63%, non-PP 89%, difference = 36%) (Progress: difference between PP and non-PP -2.99)<sup>8</sup></li> </ul>
2.	Higher rates of attainment in KS1 and KS2 for high attaining pupils eligible for PP.	<ul style="list-style-type: none"> <li>Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability, by the end of Key Stage 1 in maths, reading and writing. As measured by the National end of key stage test and teacher assessments. Likewise, for the end of KS2</li> </ul>
3.	Improve speech and language skills for PP pupils in the foundation stage.	<ul style="list-style-type: none"> <li>Pupils eligible for PP in Foundation Stage make rapid progress from their low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year.</li> </ul>
4.	Increase number of PP pupils who achieve Expected in reading at KS2.	<ul style="list-style-type: none"> <li>Difference is diminished by 17% or more at end of KS2 (2018 difference= 33%)</li> </ul>
5.	Good attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> <li>Overall PP attendance in line with ‘other’ pupils. 96% +</li> </ul>
6.	Accurate register of pupils who receive PPG.	<ul style="list-style-type: none"> <li>School has accurate records of current pupils who are eligible for PPG January 2019- January 2020. School records align with Government figures.</li> </ul>

<sup>8</sup> School performance summary 2017/2018, ASP Gov.uk

## 6. Planned expenditure 2018-19 Total: £110,880

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
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 5 sessions per week, total 6 hrs 30 mins.	£6,000
Child and Family Mentor .5 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
<b>TOTAL projected spend</b>	<b>£110, 880</b>

## 7. Planned expenditure Targeted support for PP pupils

### Academic year 2018-19

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented? How will you measure impact?	Staff lead	When will you review implementation?
1. To raise attainment and accelerate progress of disadvantaged pupils in <b>writing</b> .	Teachers to run 1:1s for identified pupils. Trained and experienced TAs to run interventions such as phonics and letter formation. KS1 Teachers to run small intervention groups such as sentence structure, punctuation and conjunctions. LKS2 teachers to run small groups focussing on basic sentence structure and punctuation.	Research, including EEF Toolkit, identifies that teacher-led focused 1:1 teaching has a very good impact on achievement. School data (2017-18) provides evidence of effective interventions and the impact they have had on pupil progress and attainment.	SMT meetings and discussions with phase leaders. Learning walks. Thorough analysis of attainment and progress during pupil progress meetings.	L Bracken (PP lead) D Wilson (UKS2 intervention teacher 2 terms) K Osiecka (PP team)	Half Termly at pupil progress meetings. Formative through book looks, marking and talking to pupils.

	UKS2 teachers to run small intervention groups focusing on Age Related Expectations (ARE) for end of KS2.	School to continue these effective strategies.		& Head, SENCO Class teachers. HLTA's & TA's.	
2. <b>Higher rates of attainment</b> in KS1 and KS2 for high attaining pupils eligible for PP.	Robust tracking system in place for all year groups (1-6) and new, integrated approach to mapping provisions and interventions. AHT to work with SLT, classteachers, HLTA's and TA's to draw up a programme of challenge for HA PP. This teaching is focused on stretching identified children beyond Age Related Expectations (ARE) in English and Mathematics.	Increased gap in some year groups at end of 2017-18 academic year.	Thorough analysis of ongoing and end of phase attainment and progress. Link Governor.	L Bracken (PP lead) K Osiecka (PP team) H Abu Ghaida (SENDCo)  Headteacher, Deputy Headteacher, Phase leaders	Half Termly at pupil progress meetings. November & February 2018 – Y1-6 pupil progress meetings. January, March and June 2019- Reception pupil progress meetings. July 2019 & validated data Oct 2019.
3. Increase number of PP pupils who achieve 'Expected' in <b>reading</b> at KS2.	Specific interventions based on evidence of progress and attainment at ½ termly pupil progress meetings. Within years 4-6, analysis of CAT scores and current attainment and specific interventions if discrepancies have arisen. Collaboration with SENDCo and LSA's to include other vulnerable children or those with multi-vulnerabilities.	Difference between PP and non PP achieving Expected at end of KS2. (2018 difference 33%)	Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings. Curriculum Committee and link Governor. Rapidly Improving Group (RIG LDBS)	L Bracken, K Gorman (DHT) K Osiecka (PP team) SENDCo.	Half Termly at pupil progress meetings
	Additional Teachers and experienced school staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.	Some of the students need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise during external reviews of teaching and learning.			

<p>4. Improve <b>communication and language skills</b> for PP pupils in the foundation stage.</p>	<p>Autumn term 10 week Talkboost programme, 3 x 30 mins pw. 2 x Talkboost groups targeting 6 PP pupils and 2 other pupils identified as having low level of communication and language. Autumn term Early Years educators (EYE) fine motor programme 2 x pw with specific pupils</p> <p>Spring and summer term – EYE to run groups based on need.</p>	<p>Difference between PP and non PP achieving GLD at end of EYFS.</p>	<p>Timetable 3 sessions per group, effective communication with Classteachers.</p> <p>Performance management target. Formal and informal observations of teaching and learning. Link Governor.</p>	<p>L Bracken K Osiecka (PP team and Reception classteacher)</p> <p>S John</p>	<p>Assess at beginning and end of programme. Talk to classteachers and review progress made by each pupil.</p>
<p>5. Good <b>attendance</b> rates for pupils eligible for PP.</p>	<p>Whole school and individual reward and incentive schemes. Celebration of good attendance and punctuality. Senior staff are visible at the beginning and end of day to welcome children and their families. Identify and remedy any social or academic issues that may arise in school and lead to lower than expected attendance. Agency referrals, as and when necessary. Meetings with individual families, to develop attendance action plans. Weekly monitoring of attendance and punctuality. Nurture group ELSA groups across KS2.</p>	<p>PP attendance rates slightly below non-pp. (2017-18 PP: 94.27% non-PP: 96.59%)</p>	<p>Increased attendance and being ready to learn should lead to greater engagement, participation and achievement through reduced missed opportunities. Children feel safe and secure, feel happy and willing to go to school and engage with their learning. Curriculum Committee &amp; Rapidly Improving Group (RIG LDBS)</p>	<p>J Smith ( admin assistant) S Baxter 9 SAO) J Welch ( attendance lead)</p>	<p>Ongoing, termly, annually</p>
<p>6. Accurate register of pupils who receive PPG.</p>	<p>PP lead and SAO to check all pupils' records. PP lead to produce list of all pupils who are eligible for PPG January 2019- January 2020. School personnel use this list to ascertain pupils eligible for support.</p>	<p>Discrepancies between LA and school data.</p>	<p>PP lead to check class registers each term. PP lead to inform colleagues of new pupils in January of each year. PP lead accountable to HT and DT.</p>	<p>L Bracken K Osiecka (PP team) S Baxter</p>	<p>Termly census.</p>

## 8. Review of expenditure 2017/18 £ 121,440

### **2017-2018 Evaluation**

Link teacher Y6	£21,190
HLTA 25 % of timetables for specific interventions (4 personnel)	£26,000
4 x HLTA quality first teaching	£6,650
Pupil Premium Intervention teacher	£22,698
Assistant Head teacher support in UKS2 (including some mentoring)	£6,138
Pupil Premium Manager coordination time	£5,580
Child and Family Mentor	£8,885
ELSA groups	£2400
Targeted teaching of PP pupils (p/t TA) phonics	£6,039
Beanstalk charity volunteer readers	£3,360
Staff training	£560
Literacy co-ordinator release time	£3,000
Phase leader release time to organise intervention groups	£3,000
Release time for Pupil progress meeting 1 x termly ( CT, HT, SENDCo, AHT)	£3,150
Early Years Pupil Premium provision	£2,790
<b>TOTAL</b>	<b>£121, 440</b>

#### Successes

- Early Years Foundation stage: Attainment in Prime areas
- Accelerated progress in Years 1 & 2 in core subject areas.
- 100% of PP pupils passes phonics screening test.
- Direct correlation between additional adult support in reading (Y4) and accelerated progress.

#### Area for Development

- Writing across the school

#### EYFS

Cohort: 55 Pupil Premium: 8 (2 at the beginning of the year, with 6 joining the register in May 2018.)

#### Successes

Prime areas of learning = Communication and Language (CL), Physical Development (PD),

- 100% of PP pupils met all 3 Communication and Language Early Learning Goals (ELG's.)
- 100% of PP pupils met both PD ELG's.

- 100% of PP pupils met all 3 PSED Early Learning Goals (ELG's.)
- **Therefore 100% of PP pupils met all 9 Early Learning Goals in the prime subjects.**

**Area for development**

Increase in number of FSM pupils achieving ELG for writing. (**ELG 10:** 2018 FSM 38%, P 44%, non PP 87%) in order to increase number of PP pupils achieving GLD.

(GLD: 2018 FSM: 38%, PP 44% non PP 87%)

**KS1**

**Successes**

- PP pupils outperformed non-pp pupils in Reading and Maths at expected level and were both significantly above national overall.
- PP pupils in writing were sig above national overall in writing expected.
- PP pupils were sig above national at above expected level in writing.
- Combined expected PP was significantly above national.
- Combined exceeding PP slightly below national. (*source: report KO*)

**Area for development**

Increase number of children reaching exceeding in maths and reading (**Greater depth:** 2018 PP maths 21%, non PP 59%, reading PP: 29%, non-pp 46%)

**KS2**

**Successes**

- An increase in number of PP pupils who achieved Above EXP.
- Reading expected is significantly below school and national expected but above national at above expected standard.
- Writing is below school and national at expected but significantly above national at above expected standard.
- GPS is below school and national but at national for above expected.
- Maths is significantly below school and national at expected and above expected standard.
- Combined is significantly below school and below national at combined expected but at national standard for above expected combined. (*Source KG report*)

**End of KS2 attainment**

5/12 PP pupils had multi vulnerabilities EAL: 4 SEN: 2

Cohort: 54	PP EXP	PP Greater	Non-PP	Non- PP	Context	notes
PP: 12		depth	EXP	Greater	depth	

Reading	50%	33%	83%	48%	2 pupils were targeted to improve attendance, 1 pupil (LPA) ended KS2 working below in reading, 1 pupil with middle prior attainment (MPA) was exceeding in reading at end of KS2. 1 pupil- stepfather died at beginning of Y6, despite ELSA support she did not meet EXP. <b>2 (MPA) pupils made above average progress and were exceeding at end of KS2.</b>	Intervention groups included targeted comprehension support in groups, literacy booster groups and regular reading. Pupils made progress but did not meet EXP.
Writing	67%	33%	90%	55%	<b>4 pupils from MPA band at KS1 met exceeding at end of KS2.</b>	
Maths	58%	8%	88%	40%	5 pupils had multi-vulnerabilities. CAT data for these pupils suggested that their IQ was well below National.	

#### Areas for development

- Increase number of PP pupils reaching expected in reading at end KS2 in reading, writing & maths to raise combined %. (**KS2 reading:** 2018 PP 50%, non-PP 83%, **combined PP;** 50%, non-PP 83%,)
- Target teaching to increase number of PP pupils exceeding in maths.

#### Progress - Summary

##### Key

0.92	0.87	+0.5
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Green filled cells indicate subjects whereby PP pupils made greater progress than non-pp pupils. Interventions for each year group are bullet pointed beneath each year group.

- **An additional teacher 3 x 30 mins each week** highlighted text indicates direct correlation between support and PP pupils attainment/progress

Yr 1P	Reading AR			Writing AR			Maths AR		
	PP	Non PP	Differential	PP	Non PP	Differential	PP	Non PP	Differential
Sept	5.83	5.44	-0.39	3.67	3.67	0	5.75	5.345	-0.45
June	6.75	6.31	-0.44	6.33	6.22	-0.11	6.67	6.24	-0.43
	0.92	0.87	+0.5	2.66	2.55	+0.11	.92	0.89	+0.03

Yr 1S	Reading AR			Writing AR			Maths AR		
	PP	Non PP	Differential	PP	Non PP	Differential	PP	Non PP	Differential
Sept	5.67	5.35	-0.32	3.67	3.67	0	5.75	5.14	-0.61
June	6.40	6.13	-0.27	6.20	6	+0.20	6.6	6.33	-0.27
	0.73	0.78	-0.05	2.63	2.33	+0.3	.85	1.19	+0.34

Year 1 support

- An additional teacher 3 x 30 mins each week to take a small phonics group to reduce number of children in each group. (100% of PP pupils passed phonics screening test, non-PP-98%)
- Differentiated learning activities in all core learning.
- 2 full-time Teaching assistants (one of whom was an HLTA) alongside the classteachers, to support all children with their learning. Thus PP pupils received regular and targeted adult intervention to increase attainment and progress.

Yr 2 (all)	Reading AR			Writing AR			Maths AR		
	PP	Non PP	Differential	PP	Non PP	Differential	PP	Non PP	Differential
Sept	6.14	6.34	-0.20	6.26	6.32	-0.06	6.40	6.64	-0.24
June	7.26	7.37	-0.11	6.98	7.05	-0.07	7.29	7.53	-0.24
	1.12	1.03	+0.9	0.82	0.73	+0.09	0.89	0.89	=

#### Year 2 support

- An additional teacher 4 x 1 hr per week, for 2 terms, (across the year group) to take small literacy groups to provide targeted support for PP pupils.
- An additional teacher 1 x week, for 1 term, to take small literacy groups to provide targeted support for PP pupils.
- 2 full-time Teaching assistants (one of whom was an HLTA) alongside the classteachers, to support all children with their learning.
- Differentiated learning activities in all core learning.

Yr 3H	Reading AR			Writing AR			Maths AR		
	PP	Non PP	Differential	PP	Non PP	Differential	PP	Non PP	Differential
Sept	6.61	7.24	-0.63	6.39	6.55	-0.14	6.83	7.26	-0.43
June	7.78	8.65	0.87	7.61	8.31	-0.7	8.05	8.52	-0.47
	1.17	1.41	-0.24	1.22	1.76	-0.54	1.22	1.26	-0.04

Yr 3L	Reading AR			Writing AR			Maths AR		
	PP	Non PP	Differential	PP	Non PP	Differential	PP	Non PP	Differential
Sept	6.57	7.40	-0.83	6.43	7.14	-0.71	6.24	6.67	-0.43
June	7.76	8.61	-0.83	7.43	8.37	-0.94	7.57	8.70	-1.13
	1.19	1.21	-0.02	1	1.22	-0.22	1.33	2.03	-0.7

#### Year 3 support

- Differentiated learning activities in all core learning.
- Part-time teaching assistant across the year group to target certain PP pupils.

Yr 4C	Reading AR			Writing AR			Maths AR		
	PP	Non PP	Differential	PP	Non PP	Differential	PP	Non PP	Differential
Sept	7.89	8.43	-0.54	7.67	7.36	-0.31	8.28	8.59	-0.31
June	9.24	9.5	-0.26	9.33	9.41	-0.08	9.14	9.5	-0.36
	1.35	1.13	+0.22	1.66	2.05	-0.39	0.86	0.91	-0.05

Yr 4R	Reading AR			Writing AR			Maths AR		
	PP	Non PP	Differential	PP	Non PP	Differential	PP	Non PP	Differential
Sept	8.11	8.39		7.56	7.54	<b>+0.02</b>	8.17	8.41	-0.24
June	9.45	9.61		9.00	9.32	-0.32	9.28	9.47	-0.19
	1.34	.92	+0.42	1.44	1.78	-0.34	1.11	1.06	+0.05

#### Year 4 support

- Differentiated learning activities in all core learning.
- Part-time teaching assistant across the year group to target certain PP pupils.
- An additional teacher 2 x 1 hr per week, for 2 terms, (across the year group) to take reading comprehension and writing groups to provide targeted support for PP pupils.
- An additional teacher 1 x 1 hr per week for reading support for PP pupils.

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