



The John Wesley Church of England/Methodist Primary School

“Flourishing in FAITH”

Pupil Premium Strategy Statement &

Pupil Premium Grant Expenditure Report 2019-20

**Pupil Premium Funding 2019-20:
Proportion of Cohort: 17%
Number of disadvantaged Pupils: 74
Number on role: 447**

Mission Statement

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 2019-20

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<p>Teachers Aware of PP children in their classes and are implementing strategies to accelerate progress</p> <p>Data Pupil Progress Meeting Formats</p>	<p>RAG Rate</p> <p>-That all disadvantaged children are identified by class teachers so that immediate and effective monitoring can take effect</p> <p>-That disadvantaged children are identified and their progress and attainment is accented in Pupil Progress meetings.</p> <p>-Teachers are able to be fully accountable for the progress of PP children in their classes</p> <p>-Every class teacher is able to “tell the story” of every PP child in their class and how progress has been accelerated</p> <p>- Progress of PP children is attached to performance targets for all teachers</p>

<p>There are consistently high expectations of all children's outcomes, particularly the most disadvantaged and SEND pupils</p> <p>Data PPR meeting notes Assessment procedure Pupil Premium monitoring / strategy plan Moderation</p>	<p>-Targeted intervention / additional provision -Staff confidently identify their vulnerable groups and ensure they are making consistent effective provision for them - The progress of disadvantaged pupils from different starting points matches or is improving towards that of other pupils nationally -Assessment procedures to be reviewed and ensure small steps of progress are identified -Disadvantaged pupils are a focus during pupil progress meetings (PPR format to be reviewed) -Children who attended booster groups in Year 6 made significant progress to achieve in line with their peers and children without SEN achieved expected standards at the end of the year</p>
<p>PP Lead to "champion" cause of disadvantaged children to accelerate progress and maximise potential of every child</p> <p>Data Regular assessments evaluated Pupil Progress Meetings Well-being of PP children monitored</p>	<p>-PP lead to regularly analyse data and feed back to SMT regarding the progress and attainment of individual PP children -PP lead to analyse whole class PP data in order to establish changes in teaching and learning strategies if groups are falling behind -PP lead to analyse data, visit classes, and familiarise individual children so that the success of interventions is assured That the PP Lead attend Pupil Progress Meetings so that an effective cycle of monitoring, action and evaluation can take place -PP lead to liaise with SEND Lead in order that interventions have maximum effect</p>
<p>For an increased % of disadvantaged children to achieve "Greater Depth" in Y2 and Y6 assessments</p> <p>Data analysis Lesson observation</p>	<p>-More able PP premium children are identified and progress easily tracked on a regular basis -Effective teaching and learning strategies are implemented for more able children so that their potential is maximised -That learning content matches ability of individual children and that they are sufficiently challenged</p>
<p>Attendance of PP children to remain above 95%</p> <p>Analysis of attendance data</p>	<p>-Frequent (weekly) monitoring of PP attendance by office staff -Communication with parents effective in promoting higher attendance -Parents aware that frequent absences from school affect life chances later on in life FLO is</p>
<p>Amount of parents declaring Pupil Premium status to be increased at KS1</p> <p>Data analysis</p>	<p>-Application form for PP status is known and available in the office and on website -Home visits and proforma for Early Years includes mention of PP status -FLO and Early Years teachers aware of this and promoting this</p>

To encourage high levels of parental engagement and involvement by continuing to build successful partnerships	Engage parents of a selection of vulnerable pupils -Teachers to use coaching approach when discussing pupils with parents -Parent workshops and new opportunities for parents be involved in school / child's learning -Review parent communication - invest in a new website to engage parents further - Develop the use of blogs to extend the classroom into the home -Parent questionnaire regarding engagement - Coffee Mornings with Parent Forums
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Funding to service the SIP Pupil Premium Targets 2019-20

The pupil premium per pupil amounts for 2019-20 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 2019-20

Disadvantaged children (67)	£88,440
LAC (7)	£16,100
Service children (0)	£0
Out of Area LAC (0)	£0
Total	£104,540

ITEM/PROJECT	COST	SUMMARY
FLO	£25,447	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	£17,670	AHT PP Lead Teaching PP focus groups

		32% of SEN children are pupil premium (23 PP children are on the SEN register) 41 PP children are SEN + SENCO monitoring = 58%
Class Based TAs	£48,420	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 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	Improving attendance. Attendance data collating, monitoring and chasing
Residential Trips Extra-Curricular Activities	£250	Subsidising PP children for extra-curricular trips
TOTAL: £ 104,540		

Whole School Milestones for Statutory Assessments 2019-20

		Outcomes Previous year (%)	Targets for Statutory Assessments July 2020 % Children meeting the standard	Term 2	Term 4	Term 6
EYFS GLD		70	76			
Phonics Screening Year 1		85.7	85			
Pupils achieving the expected standard or more in Year 2	Reading	79.7	75(FFT)			
	Writing	62.7	69(FFT)			
	Maths	79.7	75(FFT)			
Pupils achieving Greater Depth standard in Year 2	Reading	13.6	17(FFT)			
	Writing	11.9	9(FFT)			
	Maths	10.2	14(FFT)			
Disadvantaged pupils achieving the expected or more standard in Year 2	Reading	28.6				
	Writing	28.6				
	Maths	42.9				
Pupils achieving the expected standard or more in combined Reading, Writing, Maths in Year		58 PP				
Pupils achieving the expected standard or more in Year 6	Reading	77.4	78(FFT)			
	Writing	67.7	79(FFT)			
	GPS	72.6	80(FFT)			
	Maths	69.4	80(FFT)			
Pupils achieving Greater Depth standard in Year 6	Reading	29.0	31(FFT)			
	Writing	24.2	22(FFT)			
	GPS	29.0	38(FFT)			
	Maths	17.7	26(FFT)			
Proportions of disadvantaged pupils achieving Greater Depth in Year 6	Reading	22.0				
	Writing	17.0				
	Maths	0.0				
Proportions of disadvantaged pupils achieving the expected standard or more in Year 6	Reading	71.4	63			
	Writing	57.1	53			
	GPS	57.1	53			
	Maths	50.0	68			
Pupils achieving the expected standard or more in combined Reading, Writing, Maths in Year 6		54.8 0.0 (PP)	69(FFT)			
Disadvantaged pupils achieving the expected standard or more in combined Reading, Writing, Maths in Year 6		42.9	53			
Progress measures: KS1 to KS2	Reading	2.8				
	Writing	0.9				
	Maths	-0.3				

