



# Pupil premium report for Sir John Cass's Foundation Primary School

*Our vision is that: Every member of our school community will develop a questioning approach to faith, grounded in the principles of Christian hope, which prompts everyone to seize every opportunity for growth, to look beyond themselves and lovingly serve their community and the wider world.*

The effective use of the Pupil Premium Grant (PPG) encompasses all elements of our vision and values. ALL pupils, including the most disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs and to prepare them for life beyond our primary school.

We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education and their full potential in life. As such, a large part of our purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our school.

We fully believe that education reaches far beyond the classroom and aim to give our pupils a broad range of rich experiences in order to support their developing understanding of the way that the world around them works.

Whilst we have a falling number of children who attract the Pupil Premium, we have a significant and growing proportion who do not quite reach the threshold but nonetheless live in homes which reflect levels of deprivation. A small number of parents choose not to register their entitlement for the Pupil Premium.

Our spending from Pupil Premium funding has, and will continue to be, largely focused on the development of Quality First Teaching and Learning provision across the school and the delivery of rich experiences to broaden the mind and understanding of the world so that all children have the very best opportunity to succeed. This includes opportunities beyond the core curriculum. We understand that the barriers to learning are not the same for all children and we strive to identify those barriers for individuals.

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## Pupil premium spending 2019-20

SUMMARY INFORMATION			
Date of most recent pupil premium review:	November 2018	Date of next pupil premium review:	Autumn 2023
Total number of pupils:	286 (0 to 11yrs)	Total pupil premium budget:	£50,160.00
Number of pupils eligible for pupil premium:	Rec-Y6:32 EYPP:1 2yr old offer:5	Amount of pupil premium received per child:	£1,320.00 for primary age

## Assessment information

EYFS 2018-19 OUTCOMES			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
	4 pupils	School Average 26 pupils non pp	National average (PP & non PP combined)

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EYFS 2018-19 OUTCOMES			
Good level of development (GLD)	75%	85% non PP 83% cohort	71.8%
Reading	100%	85% non PP 83% cohort	76.9
Writing	75%	85% non PP 83% cohort	73.7%
Number	100%	88% non PP 90% cohort	79.8%
Shape	100%	88% non PP 90% cohort	81.5%

YEAR 1 PHONICS SCREENING CHECK SUMMER 2019		
Pupils eligible for PP	Pupils not eligible for PP	National average
2 pupils 50%	28 pupils 96%	84%

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END OF KS1 SUMMER 2019			
	Pupils eligible for PP	Pupils not eligible for PP	
	5 pupils	School average	National average
% achieving expected standard or above in reading	80%	92%	78%
% achieving expected standard or above in writing	60%	88%	73%
% achieving expected standard or above in maths	100%	94%	74%

END OF KS2 SUMMER 2019			
	Pupils eligible for PP	Pupils not eligible for PP	
	8 pupils	School average (non pp)	National average
% achieving expected standard or above in reading, writing and maths	75%	85%	71%
% achieving expected standard or above in reading	88%	90%	78%
% achieving expected standard or above in writing	75%	90%	83%

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## END OF KS2 SUMMER 2019

% achieving expected standard or above in maths

100%

95%

84%

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Speech language and communication needs on entry to school – there are an increasing number of children joining the school with limited experience of communication and interaction. Assessment on entry for speaking and listening is low. Vocabulary - there is a large proportion of children who have a restricted vocabulary due; to EAL, limited exposure to a broad range of experience or who do not read age related texts outside of directed school hours. This also affects pupils' grammatical structures when speaking and writing.
B	Large number of pupils requiring SEMH support – wellbeing, confidence and engagement
C	Special education needs – there is a higher prevalence of special educational need or significant school support where the child is also receiving pupil premium (31% of disadvantaged children are also receiving SEND support or have an EHC plan)

### ADDITIONAL BARRIERS

#### External barriers

D	Lack of parental confidence to support children with home learning activities. Practical boundaries such as intermittent internet access, overcrowding in the home so no space to complete home learning, lack of aspiration to achieve the highest possible outcomes.
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E	Pupil's experiences beyond school are often limited
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INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	Vocabulary – pupils are able to use a broad vocabulary in written and spoken activities	<p>Reading outcomes for PP children are in line with national – including for GD.</p> <p>The gap between PP and non PP children in writing is diminished.</p> <p>PP children are able to articulate themselves confidently on a given topic.</p>
B	Comprehension - pupils are able to retrieve implied information and summarise texts clearly	<p>Reading outcomes for PP children are in line with national – including for GD.</p> <p>PP children are able to fully engage and discuss texts across all subject areas.</p>
C	Resilience and anxiety – pupils are eager to engage and willing to have a go, keeping trying even if they are unsuccessful on initial attempts	<p>PP children are confident communicators.</p> <p>PP children are willing to have a go at new or unfamiliar experiences / activities.</p> <p>Levels of cooperation and respect within school are high.</p>

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D	Cultural capital / aspirations – pupils have a broad range of experiences and access a rich curriculum, allowing them to make well educated and highly aspirational choices about their future	<p>PP children take an interest in the world around them.</p> <p>Pupils are able to engage with a range of unfamiliar adults on given topics.</p> <p>Pupils attitudes to learning are exemplary.</p> <p>Pupils are able to make links between learning and their life experiences.</p> <p>Pupils talk positively about their future and have high aspirations for a variety of careers and experiences – having an understanding of the skills necessary to create success.</p>
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## Planned expenditure for 2019 - 2022

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

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<p>Speech and Language therapist Launchpad COLTALTE</p> <p>(SaLT cost, training cost, resources cost - £7,000)</p>	<p>Confident communicators in the Early Years Improved oracy, vocabulary acquisition and reading for pupils in EYFS &amp; KS1</p>	<p>Research on the vocabulary gap</p> <p>Sutton Trust and EEF reports on language acquisition and support.</p>	<p>Termly monitoring of targeted children.</p>	<p>IH</p>	<p>Termly Annually End of KS</p>
<p>Literacy Tree</p> <p>(programme and training cost &amp; resourcing cost - £2,500)</p>	<p>Pupils all access a broad range of texts that are explored in an exciting and engaging way. Pupils all understand how stories are structured and are able to recreate structures accurately. Pupils have a bank of familiar texts they are able to refer to in discussion</p>	<p>Research on the vocabulary gap</p> <p>Sutton Trust and EEF reports on language acquisition and support.</p>	<p>Termly monitoring of targeted children Pupil feedback</p>	<p>AF</p>	<p>Annually</p>

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<p>Vocabulary lead (staffing cost - £1,500)</p>	<p>Tiered targeted vocabulary is an embedded part of medium term planning in every subject.</p> <p>Pre teaching of vocabulary is regular practice and pupils use it in appropriate lessons.</p> <p>EAL, SEND and PP children are specifically taught new vocabulary through small group work.</p>	<p>Hart and Risley language acquisition report OFSTED research</p>	<p>Monitoring of planning</p> <p>Outcomes in writing and reading</p> <p>Engagement of PP children in deep class discussions</p>	<p>FHL</p>	<p>Annually</p>
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<p>Enrichment opportunities, including but not limited to: cookery, clubs, school journey, trips</p> <p>(further subsidised for vulnerable or disadvantaged as necessary - £12,000)</p>	<p>Children are well prepared for the next stages of life. They have a range of experiences and skills to support them understand the world in making good decisions.</p> <p>Develop resilience, positive attitude to learning and aspirations.</p>	<p>A broad understanding of how the world works and the opportunities available enables children to have the highest aspirations for themselves and their lives.</p>	<p>Termly reporting to governors on breadth of curriculum offer</p> <p>Report and feedback on trips and events to ensure highest quality</p> <p>Each class to have a minimum of 1 visit per term.</p> <p>Named enrichment lead with annual performance objectives set</p>	<p>YC</p>	<p>Annually</p>
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<p>Strings project to support children excelling in music and the performing arts</p> <p>(resources and staffing costs - £5,000)</p>	<p>All children have the opportunity to succeed at something.</p> <p>Outcomes of pupils are high.</p> <p>Pupils from disadvantaged backgrounds have experience of performing and being seen publicly.</p>	<p>Research into musicians is that music and performance in the primary years is directly correlated with academic performance. This is particularly the case for stringed instruments.</p> <p>Previous vulnerable children gaining places in Guildhall School of music</p>	<p>Monitoring the engagement of pupils</p> <p>Monitoring attendance and make up of concert group</p>	<p>HK</p>	<p>Annually</p>
<p>Curriculum lead roles created</p> <p>(staffing costs - £3,000)</p>	<p>All pupils are deeply engaged in learning and can make links to their own life and that of people around them.</p>	<p>Children will learn more and more readily when they are interested in the content and can see how it applies to their own life.</p>	<p>Staff feedback</p> <p>Pupil feedback</p> <p>External validation</p> <p>Monitoring cycle</p>	<p>AF/DB</p>	<p>Annually</p>

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Philosophy for Children embedded in curriculum  (training and monitoring costs - £500)	Pupils are able to respect one another and understand differing points of view. They have a knowledge of some of the 'big' issues of life and are able to formulate their own educated opinions and put them forward in an age appropriate way. Children's vocabulary is broadened.	Children have a clear understanding of their own place within the world and have the highest aspirations for themselves. Children are able to articulate their ideas therefore reducing any disruptive or negative behaviours.		AA	Annually
Total budgeted cost:					£31,500.00
Targeted support					
<b>Action</b>	<b>Intended outcome</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>

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Focus on reading comprehension for targeted PP children.  (resourcing and teaching costs - £2000)	Raise attainment for PP at end of KS2  Progress of the small number of pupils not achieving the expected levels at the end of KS1 is accelerated	Reading fluency enhances ability to access other areas of the curriculum.  Previous success in closing the gap	Termly growth reports (STAR reader)	HK AF	Termly Annually
Year 1 Phonics Intervention  (staffing and resourcing - £2,500)	Children are able to access all areas of learning independently	EEF and DfE reports Phonics outcomes high in previous years when running this programme	Termly RR level reports Phonics outcomes Writing and SPaG outcomes	YC	Termly Annually
Beanstalk and bookmark reading partners  (HR, DBS etc - £1,000)	Children read with fluency and enjoyment	EEF reports	Pupil feedback Termly pupil progress reports	HK	Termly – child allocation Annually – SLA renewal
Total budgeted cost:					£5,500.00
<b>Other approaches</b>					

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Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Homework club  (Staffing - £2,000)	All children are able to consolidate the learning of the day, with the resources required.	Learning needs to be consolidated in order to move into the long term memory. Without this, children will not be able to make progress in their learning.	Parent feedback Attendance and session takeup	HK	Termly Annually
Play therapist and counsellor  (Staffing - £6,000)	All children are able to emotionally regulate themselves and have a stock of strategies to support them when facing challenge.  Develop resilience, positive attitude to learning and aspirations	Children whose basic emotional needs are not met cannot process information and learn as effectively as those who have their basic needs met.	Half termly discussions with staff delivering the sessions. Monitor children involved termly through pupil progress meetings. Parent feedback	AA	Half Termly Annually

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<p>KS2 TA Boosters</p> <p>(Staffing and resources - £1,500)</p>	<p>Establishing the specific needs of individuals and small groups of pupils as they move towards ARE/GD.</p>	<p>Gaps in prior learning mean that children are unable to make expected progress in learning.</p> <p>By identifying and addressing gaps, pupils can learn and make progress.</p> <p>Sutton Trust report Previous success in school</p>	<p>SENCo to oversee provision and work with staff to ensure focus of activities are correct for the pupils.</p> <p>Half termly monitoring – data and observations</p>	<p>HK</p>	<p>Half termly Termly Annually</p>
<p>Breakfast club – spaces held</p> <p>(Staffing and resources - £1,000)</p>	<p>Children are in school for the start of the school day and have had a breakfast to support sustained focus and concentration throughout the morning.</p>	<p>Children who have their basic nutritional needs met are more likely to succeed in life and are better equipped to learn than those who are poorly nourished.</p>	<p>Termly allocation of places to Breakfast club for identified vulnerable or disadvantaged pupils as a priority.</p>	<p>AA</p>	<p>Termly Annually</p>

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<p>Playcentre and holiday club – spaces held</p> <p>(staffing, activities - £3,000)</p>	<p>Support for interaction in a safe environment beyond the school day. Exposure to enriching activities and experiences.</p>	<p>Pupils are stimulated and engaged all year round. Pupils are not left unattended and therefore do not become vulnerable to gang influence.</p>	<p>Half termly allocation of places to tea club and holiday club for identified vulnerable or disadvantaged pupils.</p> <p>Monitoring of play leader’s holiday timetable, ensuring activities include cooking skills, sport and a trip off the premises.</p>	AA	Termly
<p>Parent and carer workshops</p> <p>(staff / trainers - £500)</p>	<p>Parents are supported in understanding their child’s development – physically, emotionally and academically.</p> <p>Parents have the confidence to support</p>	<p>Previous experience in the school</p>	<p>Parent feedback Monitoring of children’s home learning Pupils’ attitude to learning</p>	<p>Leaders of learning meetings</p>	<p>Termly Annually</p>
Total budgeted cost:					£12,900

## Review of expenditure from previous academic year (2018/19)

Quality of teaching for all	
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead / cost	Review of impact
<p>Outcomes for Pupil Premium children are at least in line with cohort averages at each phase</p> <p>Middle and high prior attainers reach the greater depth standard at the end of Key Stage 2</p>	<p>Additional teaching support in Year 6, Key Stage 2 and Key Stage 1 to enable targeted teaching.</p> <p>Establishment of groups to deepen understanding in Maths for more able disadvantaged learners One to one tuition to close any gaps in Key Stage 2 and Key Stage 1.</p> <p>Establishment of language development group in KS2 to close vocabulary gaps in English written outputs.</p> <p>Develop teaching assistant and teacher support for SEND with knowledge enhancement projects</p>	<p>Prior successes in allocating resources in this way.</p> <p>Sutton Trust and EEF report on effective use of resources</p>	<p>AA</p> <p>£26300</p>	<p>Pupil premium pupils achieved better than national averages in reading, writing and mathematics combined.</p> <p>For maths pupil premium pupils exceeded the average outcomes of non pp children.</p> <p>Writing was the area where pp children did not achieve above national averages. This was due in part to additional literacy needs and poorly developed vocabulary.</p> <p>Proportions of pupils achieving greater depth was good.</p> <p>Gaps in vocabulary were narrowed but not closed. Further work needs to be carried out on this.</p> <p>Teacher knowledge and understanding of SEND issues is developing and enhancing Quality First Teaching (QFT). This is evident by the improvement of engagement of all pupils and outcomes.</p>

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<p>Accelerate attainment of the small number of children who didn't reach the expected level at the end of Y1 and 2 in 2018</p>	<p>Specialist teaching and support from librarian before, during and after school.</p> <p>Provide small group or one to one tuition in English / mathematics support to children in Key Stage 1 and 2</p>	<p>Sutton Trust report</p> <p>Effective at closing gap in 2017 / 18</p>	<p>AA / HK</p> <p><b>£16500</b></p>	
<p>Provide opportunities for children to excel in music and the performing arts</p>	<p>Continue to provide the enhanced music programme and target concert group attendance at children receiving PP</p> <p>Provide a range of performing arts tutors to enable access to performing arts and strings for all.</p> <p>Extend strings tuition to Year 3.</p>	<p>Our view and that of research into musicians is that achievement in music and performance in the primary years is directly correlated with academic performance. This is particularly the case for stringed instruments.</p>	<p>AA</p> <p><b>£13200</b></p>	<p>1 vulnerable child was allocated a place in the Guildhall School of music.</p> <p>1 pp child won the music award at the end of Year 6 – having had the opportunity to perform at various high profile events and locations. They have specifically chosen a secondary school where they can continue their stringed music education.</p> <p>A large number of pupils accessing the performing arts programme are from vulnerable groups. Pupils from these groups have taken lead roles in performances. The improvement in confidence levels has been evident and is transferring back into the classroom.</p>

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<p>Good access provided to all extra-curricular activities, residential and extended school provision</p> <p>Excellent tuition and support provided via our play centre</p>	<p>Provide reduced rate funding for educational activities, trips and extended school provision.</p> <p>Establish homework club 4 evenings per week, offering one to one tuition and group support to complete homework</p> <p>Establish gardening club during the school day so that all pupils are able to attend.</p> <p>Extend access to chess club.</p> <p>Continue with targeted after school tuition to close gaps in learning and to accelerate progress for the most able vulnerable pupils.</p> <p>Establish links with other schools to enhance sports provision and competition opportunities</p>	<p>Participation in educational visits, especially outdoor and adventurous activities has had an excellent impact on children's aspiration and confidence.</p> <p>Feedback from parents and carers indicates that this service is desired.</p>	<p>YC / AA</p> <p><b>£6600</b></p>	<p>Every vulnerable child accessed our school journeys (Y3-6) and reported high levels of enjoyment.</p> <p>Homework club was well attended and there was not enough provision for all of the demand. A homework support section of playcentre was introduced so that all pupils accessing an extended day have homework support.</p> <p>Gardening club was well attended and pupils were able to talk eloquently to a member of the royal family during a visit to explore air pollution initiatives – pupil premium children were amongst these.</p>
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<p>Increase the amount of support for parents to help their child</p>	<p>Improve signposting of materials and provision on online resources and collaborative tools to support learning</p> <p>Develop consistent mathematics homework programme in Year 6</p> <p>Make provision for adult education and engagement on site, including parental workshops</p>	<p>Parent feedback tells us that some don't know how to support their children at home even though they would like to</p>	<p>AA/HK</p> <p><b>£3300</b></p>	<p>Parents valued workshops on mental health and mathematics.</p> <p>Further workshops have been requested</p> <p>Use of timestables rockstars and mathletics is high, allowing pupils to work independently at home.</p>
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