



Pupil premium strategy statement

Summary information					
Academic Year	18-19	Total PP budget	£60,720	Date of most recent PP Review	November 2018
Total number of pupils	286	Number of pupils eligible for PP	54/44	Date for next internal review of this strategy	November 2019

Current attainment		
Attainment for: 2017-2018 Year 6 (12 children in cohort)	<i>Pupils eligible for PP</i>	<i>National non Pupil Premium group</i>
% achieving expected standard or above in reading, writing and maths	75%	64%
% achieving expected standard or above in reading	83%	75%
% achieving expected standard or above in writing	92%	78%
% achieving expected standard or above in maths	100%	76%
% achieving expected standard or above in SPAG	92%	78%
Attainment for: 2016-2017 Year 6 (9 children in cohort)	<i>Pupils eligible for PP</i>	<i>National non Pupil Premium group (2016)</i>
% achieving expected standard or above in reading, writing and maths	78%	60%
% achieving expected standard or above in reading	78%	71%
% achieving expected standard or above in writing	89%	79%

% achieving expected standard or above in maths	89%	75%
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More detailed attainment is available on the [FFT Aspire Disadvantaged Report](#)

The senior leadership team take time out of school each year to thinking about self-evaluation and school improvement for the year ahead. At this meeting we form a strategy about what needs to be developed in relation to disadvantaged children.

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A	Special educational needs – there is a higher prevalence of special educational needs or significant school support where the child is also receiving pupil premium (43% of disadvantaged children are receiving SEN support or have an EHC plan)	
B	Wellbeing, confidence and engagement.	
C	Vocabulary –there is a high proportion of children who are not reading age related texts other than during directed time in school. These children are displaying a more restricted vocabulary and experience of accurate grammatical structures.	
External barriers		
D	Lack of support for home learning and aspiration for achieving the highest possible levels, practical boundaries such as internet access and lack of confidence to support children undertaking homework activities	
E	Children unable to go deeper and further in their learning out of school resulting in good performance but not great performance	
Desired outcomes		Success criteria
A	Outcomes for Pupil Premium children are at least in line with cohort averages at each phase	PP group achieve as well as non-pp at the end of Key Stage 2 Over 75% of children pass the KS1 phonics check
B	Middle and high prior attainers reach the greater depth standard at the end of Key Stage 2	More disadvantaged children reach the greater depth standard at the end of KS2 than non-disadvantaged nationally
C	Children who are in the pupil premium group but also with significant SEND make excellent progress from their starting points.	Parents and children are highly involved in their provision and contribute purposefully to reviews and planning. Children with SEND in

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		the PP group make excellent progress over time from their starting points.
D	Accelerate attainment of the small number of children who didn't reach the expected level at the end of Y1 and 2 in 2018	Targeted PP children are working at the expected standard in Mathematics, Reading and Writing by the end of year 3.
E	Increase the amount of support for homework	Parents and children have positive attitudes to homework and make good use of resources made available for them.
F	Provide rich cultural, social and sporting development	Experiences help develop understanding of the world and support language development.

Planned expenditure					
Academic year		2018-19			
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead / cost	When will you review implementation?
<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>Monitoring activities on a regular basis which will isolate PP children as a distinct group for analysis</p>	<p>AA</p> <p>£26300</p>	<p>Termly (Target Setting meetings)</p>

<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>Review and monitoring of one to one tuition. Monitoring of one to one tuition plans and use of resources in targeted session</p>	<p>AA / HK</p> <p>£16500</p>	<p>Termly Target Setting</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>Monitoring on a termly basis to ensure access to vulnerable children is high and that they are achieving the highest possible levels.</p>	<p>AA</p> <p>£13200</p>	<p>March, 2019</p>

<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>Monthly observation and feedback of the effectiveness of homework club.</p> <p>Monitor attendance at extra curricular provision.</p>	<p>YC / AA</p> <p>£6600</p>	<p>Ongoing</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>Homework monitoring Parent Forum feedback Attendance at Parent information / workshop sessions</p>	<p>AA/HK £3300</p>	<p>Termly</p>
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