

# Julian's Primary School

## Pupil Premium Grant 2018/19

### Review

The pupil premium is additional funding for publicly funded schools in England.

It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

1. Summary information					
Academic Year	2018/19	Total PP budget	£171,684	Date of most recent PP Review	November 2018
Total number of pupils	878 (+ 48 in nursery)	Number of pupils eligible for PP	122	Date for next internal review of this strategy	November 2019

<b><i>The end of KS2 results:</i></b>	<i>Pupils eligible for PP Julian's Sum 2018</i>	<i>National average Summer 2018 All pupils</i>	<b><i>Pupils eligible for PP Julian's Sum 2019</i></b>	<i>National average Summer 2019 All pupils</i>	<b><i>Pupils eligible for PP Julian's Sum 2019</i></b> <b><i>Above</i></b>	<i>National average Summer 2019 All pupils</i> <b><i>Above</i></b>
% achieving at least expected standard in reading, writing and maths	32%	64%	77%	65%	4%	11%
% achieving at least expected standard in reading	65%	75%	83%	73%	22%	27%
% achieving at least expected standard in writing	62%	78%	91%	78%	17%	20%
% achieving at least expected standard in maths	35%	76%	89%	79%	22%	27%

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	High percentage of disadvantaged pupils also have Special Educational Needs. High percentage of disadvantaged pupils with complex Special Educational Needs and EHC plans in place. High number of disadvantaged children also have SEND and EAL.	
<b>B.</b>	Disadvantaged pupils' attainment is lower compared to non PP children at school and nationally	
<b>C.</b>	The percentage of disadvantaged pupils making expected or more than expected progress is lower compared to last year	
<b>D.</b>	High percentage of vulnerable children have emotional needs and behavioural difficulties	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Attendance rates for pupils eligible for pupil premium and pupil with SEND are lower than school's average. This reduces their school hours and causes them to fall behind.	
<b>F.</b>	A significant number of disadvantaged pupils do not have the same level of support beyond school as their peers. This has an effect on their emotional needs, access to wider learning experience and behaviour for learning.	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher percentage of pupils receiving Pupil Premium Grant to work at and above ARE in Reading, Writing and Maths and in Reading, Writing, Maths combined.	A greater number of pupils receiving PP are achieving expected standards for there ARE as shown by data.
<b>B.</b>	Higher percentage of pupils receiving Pupil Premium Grant to make expected and better than expected progress which will contribute to a higher percentage of children working at and above ARE.	Pupils eligible for PP will make expected and better than expected progress so they will be working at and above ARE by the end of KS2.
<b>C.</b>	The difference between the PP pupils' progress pupils and the progress of non PP to be reduced.	Data will show rise in the number of PP children making expected and /or above expected progress.
<b>D.</b>	Emotional needs and behavioural difficulties of vulnerable children addressed – continuous support to boost self-esteem and improve emotional well-being.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Improved self-esteem, confidence and social skills impacting on behaviour for learning.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Currently attendance percentage for PP pupils is 94.52% compared to 96.1% for the whole school. Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves and stays in line with other pupils reaching over 95%.

F.	Disadvantaged pupils who do not have the same level of support beyond school as their peers will have wider educational and extracurricular experience.	Data will show that PP pupils take part in extracurricular activities such as educational trips and after school clubs. Vulnerable children to be supported financially to enable them to take part in school outings and PGL.

#### 4. Planned expenditure

**Academic year**      **2018/19**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	ChoSEND action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	REVIEW:
<p><b>A.</b> Higher percentage of pupils receiving Pupil Premium Grant to work at and above ARE in Reading, Writing and Maths and in Reading, Writing, Maths combined.</p> <p><b>B.</b> Higher percentage of pupils receiving Pupil Premium Grant to make expected and better than expected progress which will contribute to a higher percentage</p>	<p>Thorough and regular assessment informing planning. Differentiated planning meeting needs of children with SEND Support in class for vulnerable children with SEND as part of QFT</p> <p>An on-going training and support available to all school staff. Regular data analysis will inform planning of additional interventions delivered by internal and external specialists (Literacy Lab and OT)</p>	<p>SEND CoP highlights QFT as the first and most powerful wave of response to children identified as SEND.</p> <p>Small group interventions with highly qualified staff have been shown to be effective as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<ul style="list-style-type: none"> <li>• Pupil progress meetings</li> <li>• Lesson observations</li> <li>• Appraisals with support staff</li> <li>• Planning and Book scrutiny</li> <li>• Measuring impact of interventions.</li> </ul>	<p><b>SLT</b></p>	<p><b>The end of KS2 results data in Summer Term 2019 shows that the percentage of children achieving at least expected standards has increased in all subjects and is significantly higher than the percentage of disadvantaged children achieving at ARE in Summer 2018. In reading it increased by 18% achieving 83% in Summer 2019 compared to 65% in Summer 2018. In writing the increase is 29% achieving 91% compared to 62%. In maths the increase is 54% achieving 89% in Summer 2019 compared to 35% in Summer 2018. In Reading, Writing and Maths combined the difference is 45% growing 77% in Summer 2019 from 32% in Summer 2018.</b></p> <p><b>Disadvantaged pupils in Reading, Writing, Maths and combined outperformed all pupils nationally by:</b></p> <ul style="list-style-type: none"> <li>• <b>10%</b> in Reading</li> </ul>

of children working at and above ARE.

- 13% in Writing
- 10% in Maths
- 12% in Combined

The percentage of disadvantaged children working above expected level is high in all subjects:

- Reading: 22%
- Writing: 17%
- Maths: 22%
- Combined: 4%

These results are just below national average of ALL pupils working at greater depth in reading, writing and maths.

PIRA and PUMA data analysis for 2018/19 comparing starting points and the final Summer Term assessments

High percentage of disadvantaged pupils make good and better progress from their starting points at the beginning of the academic year.

Data analysis for last year for English and Maths, based on pupils' PIRA and PUMA results show that:

- 78% of children who receive PP made good or better progress in English and 73% made good or better progress in Maths.
- In Summer Term 2019 72 % of disadvantaged pupils were working at and above ARE in

					<p>English with 25% working at Greater Depth.</p> <ul style="list-style-type: none"> <li>In Maths 66% of disadvantaged children were working at ARE with 23% working at Greater depth.</li> </ul> <p>In the Lambeth Contextual report (Oct 2019) KS1 to KS2 progress of disadvantaged pupils for reading is reported to be 0.4 at Julian's compared to -0.6 nationally, for writing 0.6 compared to -0.4 nationally and in maths -0.5 compared to -0.6 nationally.</p>
<p><b>C.</b> The difference between the PP pupils' progress pupils and the progress of non PP to be reduced</p>	<p>Thorough and regular assessment informing planning. Differentiated planning meeting needs of children with SEND Support in class for children with SEND as part of QFT An on-going training and support available to all school staff. Regular data analysis will inform planning of additional interventions delivered by internal and external</p>	<p>SEND CoP highlights Quality First teaching as the first and most powerful wave of response to children identified as SEND.</p> <p>Small group interventions with highly qualified staff have been shown to be effective as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<ul style="list-style-type: none"> <li>Pupil progress meetings</li> <li>Lesson observations</li> <li>Appraisals with support staff</li> <li>Planning and Book scrutiny</li> <li>Measuring impact of interventions.</li> </ul>	<p><b>SLT</b></p>	<p>In 2018/19 the difference between the disadvantaged pupils' progress and the progress of non-pupil premium children has been reduced.</p> <p>Disadvantaged pupils achieved broadly in line in reading, outperformed non PP in writing and achieved slightly below.</p> <p>KS2 data (school profile Lambeth Oct 2019) reports that at Julian's:</p> <ul style="list-style-type: none"> <li>In reading 83% of disadvantaged pupils achieved at least expected standards at the end of KS2 in reading compared to 84% of non PP achieving at and above expected standards</li> <li>In writing 91% of disadvantaged pupils achieved</li> </ul>

	specialists (Literacy Lab and OT) An SEND specialist teacher to be employed, children with most complex needs to be supported in a small class with a high 1:1 ratio.				<p>at least expected standards at the end of KS2 compared to <b>86%</b> of non PP</p> <ul style="list-style-type: none"> <li>In maths <b>83%</b> of PP achieved at least expected standards at the end of KS2 compared to <b>89%</b> of non PP</li> </ul>
<b>D.</b> Emotional needs and behavioural difficulties of vulnerable children addressed – continuous support to boost self-esteem and improve emotional well-being.	<p>On-going access to therapeutic interventions: Full time Learning Mentor supporting targeted children individually and in small groups.</p> <p>0.4 (2 days) Play Therapy offered to children with social and emotional difficulties, a block of weekly sessions.</p> <p>0.8 (4 days) counsellor employed to support children with emotional difficulties</p> <p>Music Therapy available (1 day per week) for targeted children in EYFS and KS1</p>	Children who are less anxious, happier and more confident are more ready to participate in learning.	<ul style="list-style-type: none"> <li>Quantitative data showing fewer incidents during playtime.</li> <li>Qualitative data from Play Therapy</li> </ul>	<b>SLT IM</b>	<p>The school continues to focus on the emotional well-being and mental health of the pupils.</p> <p>All pupils at Julian’s have access to well-being and pastoral support when needed through the learning mentors and therapeutic input.</p> <p>The school continues with the Growth Mindset programme which supports children resilience, confidence and self-esteem. A mindfulness teacher was employed last year to deliver sessions to children and train teachers on how to use mindfulness strategies to stay calm and ready to learn. She has worked with groups as well as individual children where necessary.</p> <p>Well-being interventions included:</p> <ol style="list-style-type: none"> <li>Play therapy (£10,565)</li> <li>Counselling (£11,700)</li> <li>Talk time (as above)</li> <li>Music Therapy (£8,520)</li> <li>ELSA</li> </ol>

	<p>ELSA programme delivered to children whose emotional literacy is low 1:1 and small group sessions weekly.</p> <p>Peer Mediation programme supported by a trained Learning Mentor.</p> <p>Playground Leaders programme supported by an experienced TA</p> <p>Access to behaviour specialists from KPA</p>				<p><b>6. Social groups and pastoral care delivered by Learning Mentors (50%)</b></p> <p>Behaviour analysis shows a decrease in behaviour incidents logged for disadvantaged pupils last year. In Autumn and Spring term there were 14 behaviour points recorded for disadvantaged pupils compared to 9 points in Summer term. PP boys had 11 points.</p>
<p><b>E.</b> Increased attendance rates for pupils eligible for PP.</p>	<p>A new member of staff employed with 50% responsibility for attendance. Fortnightly meetings between SLT and admin team to analyse and monitor attendance.</p> <p>Immediate response to absences.</p> <p>Meetings between the families and school senior staff to discuss absences.</p>	<p>Attainment is adversely affected by poor attendance. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of HS and admin staff about existing absence issues. SLT members will collaborate to ensure standard school processes work smoothly together and to support families with potential barriers to attendance.</p>	<p><b>SLT</b></p>	<p><b>The overall attendance of pupils within the vulnerable groups, whilst lower than their peers at Julian's Primary School, is significantly higher than that of vulnerable pupils nationally. In fact, FSM pupils at Julian's Primary School were, and still are, are very close to achieving the latest generic national average attendance of 95.8% (latest full year statistics relate to the 2017/18 academic year)</b></p> <p><b>To put the school's statistics in further context, national averages for vulnerable groups in primary schools</b></p>

	<p>Referrals to Early Intervention Service to assess and support vulnerable families.</p> <p>Multiagency support. Learning Mentors to be trained by Early Intervention Hub to enable them to support families with attendance problems.</p>				<p>for the full academic year 2017/18 were:</p> <ul style="list-style-type: none"> <li>• PP – 94.3%</li> <li>• FSM – 93.7%</li> <li>• SEN (EHCP) – 93.2%</li> <li>• SEN (Support) – 94.5%</li> <li>• EAL – 95.8%</li> </ul> <p>With the exception of EAL pupils, national statistics evidence the attendance of pupils in the vulnerable groups to be poorer than that of their peers.</p>
F. Disadvantaged pupils who do not have the same level of support beyond school as their peers will have wider educational and extracurricular experience.	<p><b>Educational trips and enrichment after school clubs'</b> places are offered as a priority and free of charge. PP grant is used to fund one club per term. Vulnerable children are supported financially to attend all educational visits and workshops organised by the school. Financial support for a PGL trip is available for children in receipt of PPG.</p>	<p>Research shows that parental involvement is very important in the process of education and has an impact on learning overall, attendance and behaviour for learning.</p>	<ul style="list-style-type: none"> <li>• LMs responsible for clubs know which children need to be prioritised and not charged.</li> <li>• Vulnerable children to be financially supported for trips and outings.</li> </ul>	<b>SLT</b>	<p><b>Julian's Primary School continues to support disadvantaged families financially. Last academic year Pupil Premium children were offered 1 club per term free of charge.</b></p> <p><b>Families in receipt of Pupil Premium Grant are given priority to enrol for clubs.</b></p> <p><b>18 x year 6 children had their residential trip funded (50% Walcot Grant).</b></p> <p><b>40 x Pupil Premium children took part in the Finding Futures Project. Part of the project involved a residential trip which was funded by the school.</b></p>

<b>SUPPORT</b>	<b>COST</b>
<b>Learning Mentors support</b>	<b>£30,000 (50%)</b>
<b>Admin staff member responsible for attendance</b>	<b>£12,500 (50% of member of staff per site)</b>
<b>Well- being interventions including iheart/mindfulness sessions</b>	<b>£24,700</b>
<b>KPA support</b>	<b>£5,000</b>
<b>2 x pupil premium teachers</b>	<b>£13,372.45 + £23,185 = £36,557.45</b>
<b>1 x phonics intervention</b>	<b>£11,308.50 (50%)</b>
<b>Literacy Lab</b>	<b>£12,000 (50%)</b>
<b>Financial support available for extracurricular activities and educational visits</b>	<b>£22,771</b>
<b>Finding Futures Project</b>	<b>£12,000 (part funded)</b>
<b>ASCs</b>	<b>£2,400</b>
<b>Play therapy</b>	<b>£10,565 (50% of cost of 2 x play therapists)</b>
<b>Counselling</b>	<b>£11,700</b>
<b>Y6 residential</b>	<b>£3,264 (x17)</b>
<b>ELSA</b>	<b>£1872 + training + supervision @£1200</b>
<b>Music therapy</b>	<b>£8520</b>
<b>Interventions provided in all year groups targeting PP children</b>	<b>£45,451</b>
<b>2 x cover teacher (50%) intervention support</b>	<b>£31,438.50</b>
<b>TOTAL</b>	<b>£283,247.45</b>