

# The John Curwen Co-operative Primary Academy Pupil Premium Strategy 2018-19

## Review 2017-18

<b>Academic Year</b>	<b>2017-18</b>	<b>Total PP budget: £159,720</b>		<b>Total number of pupils: 316</b>		<b>Number of pupils eligible for PP: 121</b>				
<b>2017-18 Outcomes</b>	<b>Key Stage 1 2018 (%)</b>					<b>Key Stage 2 2018 (%)</b>				
	<i>Sch ALL</i>	<i>Sch PP</i>	<i>Sch other</i>	<i>Nat All</i>	<i>Nat Other</i>	<i>Sch ALL</i>	<i>Sch PP</i>	<i>Sch other</i>	<i>Nat All</i>	<i>Nat Other</i>
<b>% achieving national standard in reading</b>	35	21	40	75		44	44	43	75	80
<b>% achieving national standard in writing</b>	17	11	20	70		49	39	56	78	83
<b>% achieving national standard in maths</b>	30	16	35	76		39	39	39	76	81
<b>% achieving the national standard in reading, writing and maths</b>	15	5		65		34	37	33	64	70
<b>KS2 Progress scores: Reading</b>						-3.28	-3.12	-3.42	0.03	0.31
<b>KS2 Progress scores : Writing</b>						-2.28	-2.65	-1.94	0.03	0.24
<b>KS2 Progress scores: Maths</b>						-5.21	-4.38	-5.93	0.03	0.31
<b>Year 1 Phonics</b>	57	50		81						
<b>Year 2 Phonics (cumulative)</b>	66	47		92						
<b>End of EYFS (GLD)</b>	59	40		72						

### Review of impact of pupil premium grant 2017-18 (see separate plan for 2017-18)

As can be seen from the data above, academic outcomes dipped in all areas at the end of 2017/18 and as such the academy has reviewed how it will use its PPG for 2018/19. Some interventions took place but were not consistent and therefore not effective. Support staff were more regularly called away to support behaviour across the school. 2018/19 plans include targeted staffing for behaviour which will allow planned intervention and academic support to take place.

Attendance procedures have improved and processes are in place but have only had limited impact thus far however tighter, more robust systems will continue to be developed in 18/19 that will bring about measurable impact.

Behaviour Support was variable over the year and fixed term exclusions were high. Further embedding of Behaviour Policy and procedures is required in order to show measurable impact.

## Pupil Premium Strategy Plan 2018-19

<b>Academic Year</b>	<b>2018-19</b>	<b>Total PP budget: £137K forecast</b>	<b>Total number of pupils: 323</b>	<b>Number of pupils eligible for PP: 124</b>
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### Rationale

The school expects to receive £137K grant. Having evaluated the impact in 2017-18, the school knows it needs to use the funding more effectively in order to narrow the attainment gap between disadvantaged pupils at John Curwen and 'other' (non-disadvantaged) pupils nationally. As a school, we are of the belief that segregation of pupils by perceived level of disadvantage is immoral, therefore we strive to improve outcomes for ALL our pupils by having high expectations and providing personalised learning based on a secure knowledge of pupils' prior attainment which ensures challenge for all. In doing this, we will narrow the gap between disadvantaged pupils in our school and 'other' pupils nationally. The school is fully committed to narrowing the gap between disadvantaged pupils and non-disadvantaged pupils nationally and as such monitors individual progress of all pupils to ensure disadvantaged pupils with low, middle or high prior attainment are provided with appropriate challenge in their learning.

The DfE state that PPG must be used to raise attainment and close the attainment gap. Schools may spend the money as they see fit and do not need to spend equal amounts on eligible children. PPG can be spent on *all* pupils provided it used to close the gap. Parents do not have the right to make demands about how funding is spent but schools must summarise their spending and publish it on the website. Nearly 40% of pupils at John Curwen generate pupil premium funding therefore it is neither desirable nor practical to allocate or account for funding on an individual basis.

### Current Barriers to learning for pupil premium pupils

Attendance – 49 children in school have attendance of 90% or below (2017-18). 29 of these children are eligible for Pupil Premium. Average attendance for all children was 94.6% (R-Y6) (13<sup>th</sup> July 2018) For children eligible for PP it was 93.6%

Social & Emotional difficulties & poor behaviour – Most of our children with significant difficulty in regulating their behaviour are eligible for PP (%). This behaviour often impacts of their own and others' learning

General low attainment across core subjects – More children eligible for PP are working below age-related expectations than other children.

Many of our children have limited access to experiences outside of school

Children arrive at school unprepared to learn; haven't had breakfast, have inappropriate footwear/coats or no PE kit

Aspect	Desired outcome	Action/approach	Cost	Staff lead
<p><b>Teaching and Learning</b></p> <p><b>The purpose of all teaching interventions is based on the understanding that in order to narrow the gap between disadvantaged pupils and non-disadvantaged pupils nationally, pupils need access to high quality teachers and a personalised curriculum.</b></p>	<p>Attainment of children eligible for PP improves in Reading, Writing and Maths.</p> <p>The gap between disadvantaged pupils at John Curwen and ‘other’ pupils nationally is narrowed</p> <p>Children have access to a broad range of educational and cross curricular experiences.</p>	<p>External support to lead on improvements to teaching and learning and assessment</p> <p>External support to lead on Improvements to marking &amp; feedback procedures</p> <p>TAs are actively engaged in targeting PP children with effective feedback in order to maximise progress, whether in class or small group 1:1 intervention. This is one of their key roles.</p> <p>Purchase of assessment programme and commercial tests</p> <p>School-run clubs – PP children given priority</p> <p>Trips/Visitors subsidised.</p>	<p>Proportion of cost of external support for leadership and teaching and learning £40, 000.00</p> <p>£10, 000</p> <p>£4,000.00</p>	<p><i>SLT</i></p> <p><i>SLT</i></p> <p><i>CB</i></p> <p><i>JW</i></p>
<p><b>Pastoral</b></p> <p><b>The purpose of all pastoral support and intervention is based on the understanding that for children to be successful, and therefore to narrow the achievement gap, they need their physical, social and emotional needs to be met.</b></p>	<p>Attendance of children eligible for PP will increase and lateness reduce.</p> <p>Reduction in disruption to learning</p> <p>Social and emotional needs are met more effectively and classroom behaviour improves.</p> <p>Children have what they need in order to learn.</p>	<p>Safeguarding Officer, Behaviour Officer, behaviour support workers</p> <p>Additional experienced teacher recruited to lead on behaviour</p> <p>Pivotal Education approach to behaviour management</p> <p>Educational psychologist support</p> <p>Ready to Learn’ fund enables school to provide essential items to those children who would otherwise go without.</p>	<p><i>£71,006.00</i></p> <p><i>£22,000 (est part year)</i></p> <p><i>£2000.00</i></p>	<p><i>JW, SW, JF</i></p> <p><i>LD</i></p> <p><i>JW</i></p>

<b>Pupil Premium profile</b>	Support and outcomes are championed, and interventions monitored by named person.  Looked after children are being appropriately supported	PP lead to review strategy termly and report on academic outcomes identifying areas for further intervention where needed. PP Lead to track progress of LAC pupils	Limited financial cost but time allocated for collation and analysis of pupil outcomes	<i>NB</i>
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In allocating PPG funds as outlined above the academy will be addressing the areas for improvement outlined in the Section 5 Inspection Report of January 2018

**Improve the quality of teaching and learning by:**

Raising teachers' expectations of what pupils can achieve in lessons, particularly the most able

Improving the accuracy and consistency of teachers' assessments of pupils' progress

Closely defining the role played by educational teaching assistants (ETAs) in classrooms so that they effectively support pupils' needs

Ensuring that feedback given to pupils is in line with the school's own policies and enables pupils to improve their work.

**Improve pupils' personal development, behaviour and welfare by:**

Developing more effective strategies to improve pupils' attendance overall, and to decrease the number of pupils who are regularly absent from school

Improving the curriculum so that pupils develop a better understanding of different faiths and cultures, particularly those represented within the school locality

Providing pupils with a wider range of opportunities to report incidents of bullying to staff and further developing the curriculum so that pupils are clear about how to identify bullying behaviour.

**Improve outcomes for pupils by:**

Increasing the progress made by disadvantaged pupils by carefully focusing the use of pupil premium funding

Accelerating the progress made by the most able pupils by increasing the levels of challenge in the work set for this group.

**Improve the effectiveness of leadership and management by:**

Ensuring that leaders have sufficient time to lead and manage

Increasing the effectiveness of systems currently in place to monitor and improve the quality of teaching, learning and assessment

Refocusing targets within the current school development plan so that they more closely match the areas in need of improvement

Increasing the accuracy of systems in place to measure pupils' progress

Implementing effective training to help staff to improve pupils' attendance more rapidly

Developing stronger relationships with hard-to-reach families in order to improve pupils' attendance.