

BJR Pupil Premium Strategy Statement



The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM), Looked After Children, Children previously looked after and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At Bishop John Robinson CE Primary School we support all our pupils by providing high-quality classroom teaching supplemented by same-day interventions to support vulnerable learners as and when required, irrespective of their background. The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

1. Summary information

School	Bishop John Robinson Church of England Primary School				
Academic Year	2017-18	Total PP budget	£61,380	Date of most recent PP Review	April 2018
Total number of pupils	236	Number of pupils eligible for PP	19.06% 45 (2017-18) 49 (2015-16) 42 (2016-17)	Date for next internal review of this strategy	September 2018

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Impact of Pupil Premium Strategy 2018

Impact on in-year progress

Progress Breakdown
Y2, Y3, Y4, Y5, Y6 - All Pupils (140 pupils)

	Pupils (%)	Pupils (%) making 6+ steps progress		
		Reading	Writing	Mathematics
All Pupils	140 (100%)	99 (70.7%)	102 (72.9%)	106 (75.7%)
Males	61 (43.6%)	37 (60.7%)	40 (65.6%)	45 (73.8%)
Females	79 (56.4%)	62 (78.5%)	62 (78.5%)	61 (77.2%)
FSM	16 (11.4%)	13 (81.3%)	12 (75.0%)	12 (75.0%)
Not FSM	124 (88.6%)	86 (69.4%)	90 (72.6%)	94 (75.8%)
Pupil Premium	34 (24.3%)	26 (76.5%)	28 (82.4%)	26 (76.5%)
Not Pupil Premium	106 (75.7%)	73 (68.9%)	74 (69.8%)	80 (75.5%)
SEN Support	6 (4.3%)	2 (33.3%)	1 (16.7%)	2 (33.3%)
Education, health and care plan	4 (2.9%)	1 (25.0%)	1 (25.0%)	1 (25.0%)
Not SEN	130 (92.9%)	96 (73.8%)	100 (76.9%)	103 (79.2%)

Internal data analysis in **June 2018** indicates a higher proportion of PP children made expected (6 steps+) in-year progress than non-PP in Reading, Writing and Maths. Further analysis shows that PP Boys made particularly good progress in Writing and Maths (a focus of the strategy).

Progress Breakdown

Y2, Y3, Y4, Y5, Y6 - All Pupils (140 pupils)

	Pupils (%)	Pupils (%) making 7+ steps progress		
		Reading	Writing	Mathematics
All Pupils	140 (100%)	24 (17.1%)	29 (20.7%)	24 (17.1%)
Males	61 (43.6%)	5 (8.2%)	13 (21.3%)	9 (14.8%)
Females	79 (56.4%)	19 (24.1%)	16 (20.3%)	15 (19.0%)
FSM	16 (11.4%)	6 (37.5%)	6 (37.5%)	6 (37.5%)
Not FSM	124 (88.6%)	18 (14.5%)	23 (18.5%)	18 (14.5%)
Pupil Premium	34 (24.3%)	9 (26.5%)	10 (29.4%)	8 (23.5%)
Not Pupil Premium	106 (75.7%)	15 (14.2%)	19 (17.9%)	16 (15.1%)
SEN Support	6 (4.3%)	1 (16.7%)	1 (16.7%)	2 (33.3%)
Education, health and care plan	4 (2.9%)	0 (0%)	0 (0%)	0 (0%)
Not SEN	130 (92.9%)	23 (17.7%)	28 (21.5%)	22 (16.9%)

A higher proportion of PP children made more than expected progress (7 steps+) in 2018 than non-PP. This suggests that the school has been successful in narrowing the attainment gap between disadvantaged and non-disadvantaged pupils.

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Impact on attainment Year 1-Year 6

Internal data analysis in **June 2018** indicates a higher proportion of PP than non-PP finished the year @ or above Age Related expectations in Reading, writing and maths

Reading (170 pupils)				Pupils assessed at each heading or higher		
No. (%)	Missing Assessment	Below	Risk	At	Above	
All Pupils	170 (100%)	1 (0.6%)	39 (22.9%)	130 (76.5%)	97 (57.1%)	41 (24.1%)
Pupil Premium	38 (22.4%)	0 (0%)	9 (23.7%)	29 (76.3%)	26 (68.4%)	11 (28.7%)
Not Pupil Premium	132 (77.6%)	1 (0.8%)	30 (22.7%)	101 (76.5%)	71 (53.8%)	30 (22.9%)

Writing (170 pupils)				Pupils assessed at each heading or higher		
No. (%)	Missing Assessment	Below	Risk	At	Above	
All Pupils	170 (100%)	1 (0.6%)	55 (32.4%)	114 (67.1%)	68 (40.0%)	31 (18.2%)
Pupil Premium	38 (22.4%)	0 (0%)	13 (34.2%)	25 (65.8%)	19 (50.0%)	9 (23.7%)
Not Pupil Premium	132 (77.6%)	1 (0.8%)	42 (31.8%)	89 (67.4%)	49 (37.1%)	22 (16.7%)

Mathematics (170 pupils)				Pupils assessed at each heading or higher		
No. (%)	Missing Assessment	Below	Risk	At	Above	
All Pupils	170 (100%)	1 (0.6%)	44 (25.9%)	125 (73.5%)	81 (47.6%)	40 (23.5%)
Pupil Premium	38 (22.4%)	0 (0%)	10 (26.3%)	28 (73.7%)	20 (52.6%)	10 (26.3%)
Not Pupil Premium	132 (77.6%)	1 (0.8%)	34 (25.8%)	97 (73.5%)	61 (46.2%)	30 (22.7%)

Combined (170 pupils)				Pupils assessed at each heading or higher		
No. (%)	Missing Assessment	Below in one or more	At Risk or higher in all	At or higher in all	Above or higher in all	
All Pupils	170 (100%)	n/a	61 (35.9%)	108 (63.5%)	58 (34.1%)	22 (12.9%)
Pupil Premium	38 (22.4%)	n/a	14 (36.8%)	24 (63.2%)	18 (47.4%)	6 (15.8%)
Not Pupil Premium	132 (77.6%)	n/a	47 (35.6%)	84 (63.6%)	40 (30.3%)	16 (12.1%)

Of the 12 PP children still below in maths 7 have additional learning and behavioural needs including speech and language. However, the gap is still widest in this subject.

The pupil premium strategy in 2018, in particular the 'same day interventions', Steps programmes, Phonics support and behaviour support contributed to a higher proportion of PP achieving ABOVE age related expectations in Reading, Writing and Maths combined.

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Impact of additional SALT support:

- **The Speech and Language provision for this year was:**
 - Specialist Speech and Language Therapist Sessions $\frac{1}{2}$ a day per week. Working with the children when they need specific programmes of work e.g. a pupil with a stammer. She assesses pupils and produces SALT plans, provides resources to support these plans and trains the staff to deliver these plans. Therefore pupils with EHCPlans and those who attend Wisdom are provided with interventions from Pamela 5x per week.
 - Children in Nursery have Speech and Language support from a trained member member of staff trained in 5x per week
 - For the remainder of the school, 4 intervention groups are run 3x per week in group and 1-1 sessions.
- We currently have a SALT caseload of 16 pupils. Prior to Easter we had 19 pupils, **4 pupils (all PP) have recently been discharged** and a new pupil with SALT has been admitted.
- **Most recent assessments show:**
 - ALL pupils in Wisdom completed Speech and Language targets on their latest plan and have been reassessed for a new plan.
 - Early indications are that nursery children are making good progress against targets and one child has completed his episode plan and has had that rewritten.
 - Across the school the interventions have been very successful. Every child achieved at least 1 target on their plan. 4 children were discharged from the service and 84% of children achieved all of their targets and have had new plans rewritten.

(1) Impact of investment of PP fund into WISDOM room

- Children who access Wisdom room are accessing the curriculum in p-levels, below the expected level for the Yr1 curriculum. These children are assessed using PIVATs and are expected to make at least 2 sub-steps of progress in their learning across the year. ALL children who have accessed Wisdom since September and are working at p-levels have achieved 2 sub-steps of progress. Children who are beginning to work at the beginning of the year1 curriculum are also making progress within each step (measured by the number of curriculum statements they have achieved).
- 1 pupil has been working in Wisdom since December 2017 - he has made 1 sub-level of progress in reading, writing and maths over then last term.

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Impact of Pupil Premium Strategy on attendance

Total % Attendance
Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (170 pupils)

Year Group	No. of Pupils	15-16 %	16-17 %	17-18 %
Total:		97.1%	98.0%	97.8%
Year 1	30	95.4%	96.9%	97.9%
Year 2	29	95.8%	98.2%	98.0%
Year 3	25	96.3%	97.6%	96.9%
Year 4	30	98.0%	98.8%	97.7%
Year 5	26	99.1%	98.1%	98.7%
Year 6	30	98.2%	98.3%	97.8%

The table on the left shows that attendance for all pupils across the school has been consistently high for the past three years

Total % Attendance
Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (38 pupils)

Year Group	No. of Pupils	15-16 %	16-17 %	17-18 %
Total:		97.6%	97.2%	97.4%
Year 1	4	97.6%	97.5%	97.4%
Year 2	4	97.7%	98.1%	98.6%
Year 3	4	97.8%	95.0%	97.0%
Year 4	8	96.5%	97.7%	96.1%
Year 5	7	98.8%	96.9%	98.5%
Year 6	11	97.4%	97.9%	96.7%

Total % Attendance
Y1, Y2, Y3, Y4, Y5, Y6 - Not Pupil Premium (132 pupils)

Year Group	No. of Pupils	15-16 %	16-17 %	17-18 %
Total:		97.1%	98.3%	98.0%
Year 1	26	94.9%	96.9%	98.0%
Year 2	25	95.5%	98.2%	97.9%
Year 3	21	96.0%	98.2%	96.9%
Year 4	22	98.5%	99.1%	98.3%
Year 5	19	99.2%	98.6%	98.7%
Year 6	19	98.6%	98.5%	98.4%

This comparison between pupil premium and non-pupil premium shows that both groups similarly high attendance with PP less that 1% below non PP for the last three years. Although some of our lowest attending pupils still tend to be PP, analysis of attendance data in 2018 shows that most PP's attendance has improved over time.

Impact of Pupil Premium Strategy on residential visits

- Because of the pupil premium strategy, all pupils in receipt of the pupil premium were able to attend residential visits this year either free or at low cost
- All children benefited from memorable experiences that may not be available to them otherwise.

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Impact of Pupil Premium Strategy on outcomes for pupils 2018

As evidenced on the following pages, a successful pupil premium strategy in 2017-18 supported our disadvantaged children's end of Key stage outcomes in the following ways...

1. At KS2 the percentage of Disadvantaged children achieving the expected standard in Writing was higher than the national average
2. The percentage of disadvantaged children achieving combined Reading, Writing and Maths at the expected standard was higher than the national average
3. Disadvantaged children at BJR scored a higher Averaged Scale score in Reading than the national average and the National average for Maths
4. The progress score for disadvantaged children is approximately 3.4 in reading and 0.3 for writing
5. The proportion of disadvantaged children in KS1 achieving greater depth in Reading, Writing, Maths and combined was higher than the national average.
6. 100% of disadvantaged children were working at the required standard in the Y1 Phonics check.

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Outcomes for Pupils KS2 (provisional)

KS2 Attainment 2018 Test data provisional	All pupils 2018 (30)	Pupils eligible for PP 2018 (11)	National (All children)
% achieving expected standard in Reading (KS2) TA	63%	70%	75%
% achieving expected standard in Writing (KS2)	77%	80%	78%
% achieving expected standard in Maths (KS2)	60%	70%	75%
% achieving expected standard Reading, Writing and Maths	53%	70%	64%

Average scaled score

KS2 Attainment 2018 Test data provisional	All pupils 2018 (30)	Pupils eligible for PP 2018 (11)	National (All children)
Reading	105	108	105
Grammar Punctuation and Spelling	105	104	106
Maths	103	104	104

Progress in KS2 2018

KS2 Attainment 2018 Test data provisional	All pupils 2018 (30)	Pupils eligible for PP 2018 (11)	National (All children)
Progress Reading*	-1.2	3.4	0.0
Progress writing*	0.2	0.3	0.0
Progress maths*	-3.0	-4.0	0.0

Outcomes for Pupils KS1, Phonics and EYFS

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KS1 Attainment 2018 Teacher assessment (Moderated)	All pupils 2018 (30)	Pupils eligible for PP 2018 (4)	National (RBG) 2017 All
% achieving expected standard in Reading	76%	75%	76% (80%)
% achieving higher standard in Reading	28%	50%	25% (32%)
% achieving expected standard in Writing	69%	75%	68% (76%)
% achieving higher standard in Writing	24%	50%	16% (24%)
% achieving expected standard in Maths	79%	75%	75% (81%)
% achieving higher standard in Maths	21%	50%	21% (30%)
% achieving expected standard in RWM	69%	50%	64% (73%)
% achieving higher standard in RWM	24%	50%	11% (19%)

Year 1 phonics check (assuming pass mark of 33)	All pupils 2018 (30)	Pupils eligible for PP 2018 (4)	National (RBG) 2017 All
Working at (WA)	80%	100%	82% (84)

EYFS Attainment 2018 Teacher assessment (Moderated)	All pupils 2018 (25)	Pupils eligible for PP 2018 (3)	National (RBG) 2017 All
% achieving GLD (EYFS)	76%	0% - Each PP child has additional educational and behavioural needs and is receiving support from a number of different services	71% (78%)

Pupil Premium Strategy

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(1) Barriers to future attainment for children eligible for PPG funding				
In-school barriers				
A.	A significant number of children receiving the grant have overlapping needs requiring additional support			
B.	<ul style="list-style-type: none"> • Oral language skills are lower for children eligible for PP when entering Nursery than other pupils. This slows reading progress in subsequent years. • Pupils with specific Speech and Language difficulties 			
C.	<ul style="list-style-type: none"> • Pupils with non-diagnosed cognitive or behavioural difficulties - particularly in the Early Years • Inhibited social and communication skills, leading to general underachievement in all subjects, but especially Reading and Writing. 			
External barriers				
D	A higher proportion of children receiving the grant have lower than average attendance and punctuality			
E	<p>Family- and home-related issues (eg emotional and relationship difficulties, lower academic aspiration, housing and transport challenges, financial pressures, attachment disorders etc)</p> <p>A high proportion of children have narrow life experiences outside of school.</p>			
Barrier	Nature of support	Measuring the impact of PPG spending	Monitoring timescale	Expenditure
	1. Children with the most complex needs are supported in the Wisdom	Children receiving PPG funding who also have additional needs will make	Termly Progress meetings October 2017	£7000

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<p>Barrier A</p> <p>A significant number of children receiving the grant have overlapping needs requiring additional support</p>	<p>intervention room. Led by a fully qualified teacher and supported by specially trained TAs.</p>	<p>at least expected progress from their starting point.</p>	<p>April 2018 June 2018</p>	
	<p>2. All classes have focused TA support in the morning for English and Maths lessons. TAs are supported by teachers in providing appropriate support for all children. Children who require additional support in the lesson (lower or higher achievers) have more access to intervention.</p>	<p>Children receiving PPG funding will achieve at least in line with their peers.</p>	<p>Termly Pupil Progress meetings October 2017 April 2018 June 2018</p>	<p>£20000</p>
	<p>3. 'Feedback policy INSET' CPD for all staff</p>	<p>All staff follow the BJR Feedback policy, marking at the point of teaching wherever possible. Children receive immediate feedback and are able to move forward with their learning. Children needing intervention are identified during the lesson.</p>	<p>September 2017 July 2018</p>	
	<p>4. TAs provide same-day interventions for learners who have not achieved the learning intention during the lesson.</p>	<p>Children receiving PPG funding will achieve at least in line with their peers.</p>	<p>Termly Pupil Progress meetings October 2017 April 2018 June 2018</p>	<p>See A2</p>
	<p>5. Educational Psychologist support identifies children with additional</p>	<p>Children receiving PPG funding will achieve at least in line with their</p>	<p>Termly Pupil Progress meetings</p>	<p>£2000</p>

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	needs quickly and gives teaching staff strategies to enable them to support children appropriately.	peers.	October 2017 April 2018 June 2018	
<p>Barrier B</p> <p>Oral language skills are lower for children eligible for PP when entering Nursery than other pupils. This slows reading progress in subsequent years.</p> <p>Pupils with specific Speech and Language difficulties</p>	1. The need for Speech and Language Therapy (SALT) support is quickly identified by staff following training. SALT support is then targeted and focused.	Targeted children meet their therapy targets.	September 2017, July 2018	£7500
	2. Support Team for Education in Primary School (STEPS) support staff and children, providing programmes for intervention. TAs lead STEPS programmes.	Targeted children meet their targets.	September 2017, July 2018	£3000
	3. TAs provide same-day interventions for learners who have not achieved the learning intention during the lesson.	Children receiving PPG funding will achieve at least in line with their peers.	Termly Pupil Progress meetings October 2017 April 2018 June 2018	See A2
	4. Phonics interventions delivered by trained TAs to improve reading levels	Children receiving PPG funding will achieve at least in line with their peers.	Termly Pupil Progress meetings October 2017 April 2018 June 2018	See A2
<p>Barrier C</p> <p>Pupils with non-diagnosed</p>	1. Children with the most complex needs are supported in the Wisdom intervention room. Led by a fully qualified teacher and supported by	Children receiving PPG funding who also have additional needs will make at least expected progress from their given starting point.	Termly Pupil Progress meetings October 2017 April 2018	See A1

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<p>cognitive or behavioural difficulties - particularly in the Early Years</p> <p>Inhibited social and communication skills, leading to general underachievement in all subjects, but especially Reading and Writing.</p>	<p>1. specially trained TAs.</p>		<p>June 2018</p>	
	<p>2. Support Team for Education in Primary School (STEPS) support staff and children, providing programmes for intervention. TAs lead STEPS programmes.</p>	<p>Targeted children meet their targets,</p>	<p>September 2017, July 2018</p>	<p>See B2</p>
	<p>3. Educational Psychologist support identifies children with additional needs quickly and gives teaching staff strategies to enable them to support children appropriately.</p>	<p>Children receiving PPG funding will achieve in line with their peers.</p>	<p>Termly Pupil Progress meetings October 2017 April 2018 June 2018</p>	<p>See A5</p>
	<p>4. Children and staff are supported by Waterside Outreach. Individual behaviour plans are drawn up.</p>	<p>Children will meet their targets and will remain in class for more of their learning and as a result will achieve well.</p>	<p>Termly Pupil Progress meetings October 2017 April 2018 June 2018</p>	<p>£1000</p>
	<p>5. Waterside training for all support and midday staff on use of Positive Voice to reduce behaviour issues.</p>	<p>Less disrupted learning. TAs enabled to deal with behaviour more appropriately both in class and during interventions which will lead to higher achievement for all children.</p>	<p>Termly Pupil Progress meetings October 2017 April 2018 June 2018</p>	<p>See C4</p>
	<p>6. Lego club at lunchtime provides a safe and quiet place for children who find lunchtime challenging.</p>	<p>Behaviour incidents will be reduced.</p>	<p>September 2017 July 2018</p>	<p>£1000</p>
	<p>7. PATHS programme enables children to understand and recognise their own emotions and manage them. TA delivers PATHS Plus intervention to help children improve social</p>	<p>Reduced tensions in the playground will enable all children to focus on learning in the classroom.</p> <p>Behaviour incidents will be reduced.</p>	<p>September 2017 July 2018</p>	

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	skills and form positive friendships.	Children who have been targeted will make equal progress as their peers.		
	8. CAMHS support for staff in making referrals. CPD training.	Children who may require further intervention or counselling are identified quickly so emotional support can be provided to reduce lost learning time.	September 2017 July 2018	£3000
Barrier D A higher proportion of children receiving the grant have lower than average attendance and punctuality	1. SIMS attendance data is monitored by SAO. HT and DHT meet with families whose children are falling below the threshold of average attendance. Families are supported in any way that is deemed appropriate by HT an DHT.	Children's attendance will improve.	September 2017 July 2018	£5000
	2. Subsidised Breakfast and Afterschool club places are offered to families who may need to support with attendance and punctuality.	Children's attendance and punctuality will improve.	September 2017 July 2018	£3000
Barrier E Family- and home-related issues (eg emotional and relationship difficulties, lower	3. Residential trips are offered in every KS2 class to increase opportunities for all children to have experiences outside of home and subsidised places are offered to families.	Children will have wider life experiences that may not be available to them otherwise.	September 2017 July 2018	£1000
	4. Educational visits are offered on at least a termly basis in all classes (EYFS-KS2). Fees are covered or	Children will have wider life experiences that may not be available to them otherwise <i>and will</i>	September 2017 July 2018	

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<p>academic aspiration, housing and transport challenges, financial pressures, attachment disorders etc)</p> <p>A high proportion of children have narrow life experiences outside of school.</p>	part covered.	<i>enhance their understanding of the curriculum.</i>		
	5. Year 6 Booster classes are delivered by the HT and Year 6 teacher in the lead up to the KS2 SATs.	Children in receipt of PPG will achieve in line with their peers.	September 2017 July 2018	£5000
	6. Film club gives children an opportunity to watch films and discuss them with their peers. This is both a social opportunity and a learning opportunity as links are made to the English Curriculum.	Children in receipt of PPG will achieve in line with their peers.	September 2017 July 2018	£500
	7. Counselling is offered to children who are identified as being in need of additional emotional support outside of that already being offered by school.	Children who may require further intervention or counselling are identified quickly so emotional support can be provided to reduce lost learning time and behaviour incidents.	September 2017 July 2018	£1000
	8. Mathletics subscription: Children have the opportunity to access high-quality Maths resources outside of school.	Children in receipt of PPG will achieve in line with their peers.	September 2017 July 2018	£500
	9. Items of school uniform are provided to families in need.	Children are more confident and are able to settle to their learning with their peers.	September 2017 July 2018	£500
	10. Mathletics club	Children who may be unable to access Mathletics from home are able to access it. Children in receipt of PPG will achieve in line with their peers.	September 2017 July 2018	£500

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	Book club	Children who would benefit from further opportunities for collaborative learning are able to access it. English skills are practised further. Children in receipt of PPG will achieve in line with their peers.	September 2017 July 2018	£500
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