

# John E. Batty Primary School Pupil Premium Strategy Statement



1 Summary Information					
Academic Year	2016-17	Total PP Budget	<b>£54,420</b>	Date of most recent PP Review	Sept 2016
Total Number of Pupils	201	Current Number of Pupils on Roll eligible for PP	<b>43</b>	Date for next review of strategy	Jan 2017

2.1 Current Attainment – 2016 KS2 SATs Results		
Number of pupils eligible or PP taking KS2 SATs in 2016	5	
	Pupils eligible for PP in KS2 Summer 2016 at John E. Batty Primary	National Average All Pupil (PP Data Not Available)
% achieving expected standard in reading, writing and mathematics	60%	53%
% achieving expected standard in reading	80%	66%
% achieving expected standard in writing	60%	74%
% achieving expected standards in Mathematics	80%	70%
% achieving expected standard in Grammar, Punctuation and Spelling	60%	72%
	Pupils eligible for PP in KS2 Summer 2016 at John E. Batty Primary	National Average All Pupil (PP Data Not Available)
DFE Average Scaled Score – Reading and Mathematics Combined	101.9	103
DFE Progress Score Reading	101	103
DFE Progress Score Mathematics	102.8	103
DFE Progress Score Grammar Punctuation and Spelling	102	104.6
DFE Progress Score Reading, Writing and Mathematics Combined	+2.57 (Top 25% *)	0
DFE Progress Score Reading	+2.23 (Top 25% *)	0
DFE Progress Score writing	+ 2.34 (Top 25% *)	0
DFE Progress Score mathematics	+3.15 (Top25% *)	
<ul style="list-style-type: none"> <li>When compared with all children nationally.</li> </ul>		

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2.2 Current Attainment – Grade Gain ( 3 points is expected progress)		
Number of pupils eligible or PP that this data pertains to:	39	
	JEB PP Grade Progress 2015-2016	Analysis
Average Grade Gain in Reading, Writing and Mathematics Combined (Using in house tracking system)	+ 3.23	The expected progress in the ‘Without Levels’ tracking system is +3. Therefore progress for PP children last academic year was: above in mathematics and RWM combined; well above in writing and in line with reading. There is a need to improve reading progress as a priority
Average Grade Gain in Reading (Using in house tracking system)	+2.9	
Average Grade Gain in Writing (Using in house tracking system)	+3.6	
Average Grade Gain in Mathematics (Using in house tracking system)	+3.2	
Average Grade Gain in Reading, Writing and Mathematics Combined excluding children with EHCPs (Using in house tracking system)	+3.33	
Average Grade Gain in Reading excluding children with EHCPs (Using in house tracking system)	+3.0	
Average Grade Gain in Writing excluding children with EHCPs (Using in house tracking system)	+3.7	
Average Grade Gain in Mathematics excluding children with EHCPs (Using in house tracking system)	+3.3	

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (Issues to be addressed in school)	
A	Oral Language Skills are Low in FS for pupils eligible for PP than for other pupils. This impacts negatively on literacy progress in subsequent years.
B	Poor concentration skills and previous low levels of attainment in FS have resulted in the current Y2 PP children being at risk of not achieving expected standards by end of KS1.
C	The progress of PP children in Y4 and Y5 in mathematics and literacy has not historically met school expectations and needs to improve.
D	In Y6 a larger proportion of pupils eligible for PP than none PP were assessed, using internal assessment procedures, to not be meeting the expected standard for their age group at the end of Y5 in both literacy and mathematics. This warrants further intervention.
E	A larger proportion of PP children than none PP children in school exhibit low self-esteem and confidence.
External barriers (Issues which also require action outside school)	
F	Historically larger proportion of pupils eligible for PP than none PP pupils have reduced attendance levels in school
G	A larger proportion of pupil eligible for PP than none PP pupils do not have regular positive literacy experiences at home
H	A larger proportion of pupil eligible for PP than none PP pupils are not supported to complete homework at home.

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Outcomes		
	Desired outcome and how they will be measured	Success Criteria
A	Improve oral language skills for pupils eligible for PP in Foundations Stage.	PP eligible pupils in Foundation Stage to make rapid improvement in their oral skills during the academic year 2016 to 2017 so that they meet age related expectations.
B	To enable pupils eligible for PP in Y2 to make rapid progress to ensure that there is no gap between their outcomes and the outcomes for pupils not eligible for PP.	Pupils eligible for PP in Y2 to make rapid progress in reading, writing and mathematics to ensure that their KS2 SATs outcomes (% meeting the standard) are equal or better than pupils not eligible for PP.
C	To enable pupils eligible for PP in Y4 and Y5 to make rapid progress to ensure that there is no gap between their outcomes and the outcomes for pupils not eligible for PP.	Pupils eligible for PP in Y4 and Y5 to make rapid progress in reading, writing and mathematics to ensure that their outcomes are equal or better than pupils not eligible for PP as measured by internal assessment procedures( using progress measure).
D	To enable pupils eligible for PP in Y6 to make rapid progress to ensure that there is no gap between their KS2 outcomes and the outcomes for pupils not eligible for PP.	Pupils eligible for PP in Y6 to make rapid progress in reading, writing and mathematics to ensure that their KS2 SATs outcomes are equal or better than pupils not eligible for PP as measured by internal assessment procedures (% meeting the standard).
E	A greater proportion of children feel confident in their own ability and belief that they can engage meaningfully in school with the curriculum and can make progress in their personal development.	Classroom teachers report that children eligible for PP in their class have increased levels of confidence and self-belief in their ability to learn. These observations to be backed up by senior team interviews with children about their levels of belief and confidence at the end of the academic year.
F	To improve the attendance of pupils eligible for PP.	On average a 2.5% improvement in the attendance levels of PP children to be evidenced at the end of the 2016-2017 academic year.
G	To improve frequency in which pupils eligible for PP have positive literacy experiences.	Increased proportion of pupils eligible for PP receiving positive weekly literacy experiences in order to improve engagement with and progress in literacy.
H	To ensure all pupils eligible for PP can complete their homework in a suitable environment with suitable support.	Higher percentage of pupils eligible for PP completing their homework to a high standard as evidenced by homework outcomes.



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Planned expenditure					
Academic Year					
Quality of Teaching					
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 and Review
<p>B- To enable pupils eligible for PP in Y2 to make rapid progress to ensure that there is no gap between their outcomes and the outcomes for pupils not eligible for PP.</p> <p>E - A greater proportion of children feel confident in their own ability and belief that they can engage meaningfully in school with the curriculum and can make progress in their personal development.</p> <p>F- To improve the attendance of pupils eligible for PP.</p>	<p>To employ a 0.5FTE teacher to work in Y2 to directly support maths and literacy learning for those children eligible for PP. This will allow small pupil /teacher ratios which will enable improved oral and written feedback to pupils which will support the pupils' understanding of their next steps for learning. Our approach will be to ensure that small pupil ratios results in improved feedback to pupils.</p>	<p>The EEF toolkit suggests that small group learning has moderate impact for moderate cost. It is this working in conjunction with the expectation in our programme for much improved feedback to pupils (which shows most impact) that we feel has the potential to make most impact.</p> <p>Our personal experience leads us to believe that where children receive greater attention from their teacher and are provided with tasks well matched to their next steps for learning (allowing success) that pupils grow in their self-belief and confidence. Such improvements in self-belief can lead to greater pupil engagement and increased attendance.</p>	<p>High quality teaching to be provided by additional experienced teacher.</p> <p>Monitoring of lesson delivery by ST and monitoring of written feedback provided by teacher.</p> <p>Pupil Progress reviews termly to focus attention on improved progress.</p>	JH	<p>£17,367</p> <p>£10,801 subsidised by SBS for teacher</p> <p>Review date. Jan 2017</p>

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<p>Review of above strategies:</p> <ul style="list-style-type: none"> <li>January 2017 – 100% of pupils eligible for PP are making above expected progress in reading, writing and mathematics. Here where the expected progress from end of FS to the end of Autumn Year 2 is expected to be 4 points the actual progress for pupils eligible for PP is currently: Reading 5.5points, Writing 5.4points; and Mathematics 5.4points.</li> <li>The progress from Summer 2016 to end of Autumn 2017 for pupils eligible for PP is: Reading +2.0points; Writing + 1.0points; Mathematics +1.43points (Expected gain is 1.0points)</li> <li>Monitoring indicates that learning activities and feedback to pupil are being more closely matched to children’s learning needs.</li> <li>It is our intention to continue with this pupil premium intervention with a further review at the end of spring 2017.</li> </ul>					
<p>C - To enable pupils eligible for PP in Y4 and Y5 to make rapid progress to ensure that there is no gap between their outcomes and the outcomes for pupils not eligible for PP.</p> <p>E- A greater proportion of children feel confident in their own ability and belief that they can engage meaningfully in school with the curriculum and can make progress in their personal development.</p> <p>F- To improve the attendance of pupils eligible for PP.</p>	<p>To employ a 0.59FTE teacher to work in Y4 to reduce class sizes to 1 to 12. This will allow small pupil /teacher ratios which will enable improved oral and written feedback to pupils which will support the pupils’ understanding of their next steps for learning. Our approach will be to ensure that small pupil ratios results in improved feedback to pupils.</p>	<p>The EEF toolkit suggests that reducing class sizes has moderate impact on progress with this being maximised when teacher pupil ratios are reduced to or below 15 to 1 (as in this case). It is this working in conjunction with the expectation in our programme for much improved feedback to pupils (which shows high impact) that we feel has the potential to make most impact. Here as per EEF evidence, we are moving to a more mixed ability approach to the teaching of pupils eligible for PP when compared to previous years.</p> <p>Our personal experience leads us to believe that where children receive greater attention from their teacher and are provided with tasks well matched to their next steps for learning (allowing success) that pupils grow in their self-belief and</p>	<p>High quality teaching to be provided by additional experienced teacher.</p> <p>Monitoring of lesson delivery by ST and monitoring of written feedback provided by teacher.</p> <p>Pupil Progress reviews termly to focus attention on improved progress.</p>	<p>MK</p>	<p>£17,367</p> <p>£10,801 subsidised by SBS for teacher</p> <p>Review Jan 2017</p>

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	<p>In Y5 and Y3 implement a programme of peer tutoring to consolidate previous learning. Twice a week outside of regular school hours.</p>	<p>confidence. Such improvements in self-belief can lead to greater pupil engagement and increased attendance.</p> <p>The EEF toolkit suggests that moderate gains can be made for low cost in relation to children engaging in peer tutoring. Here we would look to ensure that this focussed on reviewing previous learning in reading and mathematics and would be structured such that participant's self-esteem was promoted.</p>	<p>Ensure tutors are supported by staff to deliver appropriate learning experiences.</p> <p>Seek guidance from classroom teachers as to appropriate areas for focus.</p> <p>ST monitor of interactions and outcomes.</p> <p>Deliver 10 week programmes as evidenced as best practice by EEF.</p>	<p>MK</p>	<p>£969</p> <p>4 hours support for 2 x 10 week block sessions</p> <p>Rev. April 2017</p>
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Review of above strategies:

## January 2017 Review

- Year 4 Cohort Review – 100% of pupils eligible for PP are making at least expected progress in reading, writing and mathematics as measure using internal tracking systems from the end of KS1 to the end of the Y4 Autumn term. The percentage of pupils making above expected progress in the different subjects during this period are as follows: Reading 57%; Writing 71%; and Mathematics 72%. Here the expected average points gain during this period should be +4points. Here the cohort points progress in as follows: Reading + 4.7points; Writing +5.1points; and Mathematics +4.7points. This represents improved progress when compared to pupils not eligible for PP. Monitoring indicates that learning activities and feedback to pupil are being more closely matched to children's learning needs
- Year 4 - The progress from Summer 2016 to end of Autumn 2017 for pupils eligible for PP is: Reading +1.86points; Writing + 2.0points; Mathematics +2.0points (Expected gain is 1.0points)
- Year 4 - . It is our intention to continue to employ the strategy of providing an additional teacher each morning to support literacy and numeracy learning in Y4.
- Year 5 Cohort Review – The percentage of pupils eligible for PP that are making expected progress in the various subjects as measured using internal tracking systems from the end of KS1 to the end of the Y5 Autumn term are as follows; Reading 71%; Writing 86%; and mathematics 86%. The percentage of pupils making

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above expected progress in the different subjects during this period are as follows: Reading 0%; Writing 49%; and Mathematics 57%. Here the expected average points gain during this period should be +7points. Here the cohort points progress in as follows: Reading + 6.7points; Writing +7.4points; and Mathematics +7.4points. This represents progress equal to pupils not eligible for PP in relations writing and mathematics. However this represents progress slightly below the other none PP pupils in relation to Reading.

- Year 5 - The progress from Summer 2016 to end of Autumn 2017 for pupils eligible for PP is: Reading +1.0point; Writing + 1.71points; Mathematics +2.14points (Expected gain is 1.0points) This indicates above expected progress in writing and mathematics and expected progress in reading for this cohort of pupils eligible for PP support.
- Here the peer tutoring programme for Y5 and Y3 has not yet been implemented due to issues around identifying suitable staff to support the sessions. Due to early recognition that progress in reading needed to improve in Y5 and Y6 during the autumn 2016 term, funding was allocated to the running a specific 'Sound Training' reading intervention for Y5 and Y6. This targeted Y5 and Y6 PP pupils at a total cost of 2,844. This intervention focussed upon rapid word recognition and understanding of vocabulary. Based baseline assessment and end of course assessments the children made 19 months progress in relation to word recognition during the 6 weeks programme. While this indicated improved progress, the impact upon comprehension scores need to be evaluated by further summative assessments. The long term use of this intervention needs to be evaluated after these summative assessments.
- In view of the ongoing need to improve progress for the Y5 pupils. We intend to redirect the additional teacher supporting Y6 to support Y5 during the summer 2017 term. This additional support is intended to continue for this cohort during the following academic year.
- The intended programme for Y5/3 peer tutoring is to be implemented during the Spring 2 and Summer 1 terms.

<p>D - To enable pupils eligible for PP in Y6 to make rapid progress to ensure that there is no gap between their KS2 outcomes and the outcomes for pupils not eligible for PP.</p> <p>E- A greater proportion of children feel confident in their own ability and belief that they can engage meaningfully in</p>	<p>To employ a 0.59FTE teacher to work in Y6 to reduce class sizes to 1 to 15. This will allow small pupil /teacher ratios which will enable improved oral and written feedback to pupils which will support the pupils' understanding of their next steps for learning. Our approach will be to ensure that small pupil</p>	<p>The EEF toolkit suggests that reducing class sizes has moderate impact on progress with this being maximised when teacher pupil ratios are reduced to or below 15 to 1 (as in this case). It is this working in conjunction with the expectation in our programme for much improved feedback to pupils (which shows high impact) that we feel has the potential to make most impact. Here as per EEF evidence, we are moving to a more mixed ability approach to the teaching of pupils</p>	<p>Quality of teaching programme and delivery of teaching to be closely overseen by Deputy Head Teacher. Monitoring of lesson delivery by ST and monitoring of written feedback provided by teacher. Pupil Progress reviews termly to focus attention on improved progress.</p>	<p>JN</p>	<p>£15,568</p> <p>£969 subsidised by SBS for teacher.</p> <p>Rev Jan 2017</p>
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<p>school with the curriculum and can make progress in their personal development.</p> <p>F- To improve the attendance of pupils eligible for PP.</p>	<p>ratios results in improved feedback to pupils.</p>	<p>eligible for PP when compared to previous years.</p> <p>Our personal experience leads us to believe that where children receive greater attention from their teacher and are provided with tasks well matched to their next steps for learning (allowing success) that pupils grow in their self-belief and confidence. Such improvements in self-belief can lead to greater pupil engagement and increased attendance.</p>			
<p>Review of above strategies:</p> <p><b>January 2017 Review</b></p> <ul style="list-style-type: none"> <li>Year 6 Cohort Review – The percentage of pupils eligible for PP that are making expected progress in the various subjects as measured using internal tracking systems from the end of KS1 to the end of the Y6 Autumn term are as follows; Reading 72%; Writing 91%; and mathematics 91%. The percentage of pupils making above expected progress in the different subjects during this period are as follows: Reading 27%; Writing 72%; and Mathematics 82%. Here the expected average points gain during this period should be +10 points. Here the cohort’s point progress in the various subjects are as follows: Reading + 9.6 points (+11.0 excluding pupils with EHCPs) Writing +10.4points (+11.0 excluding pupils with EHCPs); and Mathematics +10.2points (+11.0 excluding pupils with EHCPs). Here this represents on average above expected progress for these pupils in writing and mathematics. In relation to reading this represents below expected progress (expected progress where children with EHCP’s are aggregated).</li> <li>Year 6 - The progress from Summer 2016 to end of Autumn 2017 for pupils eligible for PP is: Reading +1.18point; Writing + 1.55points; Mathematics +1.73points (Expected gain is 1.0points) This indicates above expected progress in for all three subjects for this cohort of pupils eligible for PP support.</li> <li>Due to early recognition that progress in reading needed to improve in Y5 and Y6 during the autumn 2016 term, funding was allocated to the running a specific ‘Sound Training’ reading intervention for Y5 and Y6. This targeted Y5 and Y6 PP pupils at a total cost of 2,844. This intervention focussed upon rapid word recognition and understanding of vocabulary. Based upon baseline assessment and end of course assessments the children made 19 months progress in relation</li> </ul>					



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to word recognition during the 6 weeks programme. While this indicated improved progress, the impact upon comprehension scores need to be evaluated by further summative assessments. The long term use of this intervention needs to be evaluated after these summative assessments.

- In view of the good progress from summer 2016 to end of autumn 2017 for pupils in Y6 eligible for PP, we intend to continue employing an additional teacher in the mornings to support Y6. The intention is to move this support to Y5 during the summer 2017 term. This will be reviewed at the end of spring 2017.

Total Budget Cost | £51,271

Planned expenditure					
Academic Year					
Targeted Support					
Desired Outcome	Chosen action / approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff Lead	When will you review implementation
A - Improve Oral Language Skills in LFS	To deliver to those children with low oral communication skills, specific intervention to support their spoken language – BLAST	The EEF early years toolkit indicates that this is a low cost high impact strategy which has a wealth of evidence to back this up.	Delivery by in-house member of staff trained in the delivery of the programme. Monitoring by ST in relation to delivery of programme. Beginning and end of programme assessments reviewed by Phase Leader.	HO	£1,211 2 x 10 week programmes  Rev Feb 2017
Review of above strategies:					
<p><b>January 2017 Review</b></p> <ul style="list-style-type: none"> <li>Pupils' eligible for EYPP during autumn 2016 were deemed not requiring this support due to their level of developed speech and language skills. These children demonstrate good speech and language skills and therefore we will now provide interactive literacy and numeracy based applications for these pupils to use to extend their skills in these areas. Estimated cost for this provision is £500.</li> </ul>					

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- Pupils that have joined LFS during early spring term that are eligible for EYPP demonstrate a need for support with oral language skills. It is therefore intended to now deliver the above programme to this cohort during the spring and summer term 2017. Total estimated cost is £1100 for a 15 week programme. Further EYPP funding to be received by school for these pupils.
- In UFS there has been identified a need for support in helping pupils eligible for PP with their ability to read and spell CVC words. It is therefore intended to provide these pupils with access to interactive word building games which allow independent learning and immediate feedback. Total estimated cost £990.

G - To improve frequency in which pupils eligible for PP have positive literacy experiences.	To provide TA lead reading intervention sessions on a weekly basis to those PP eligible pupils that warrant such support.	The EEF toolkit suggests that small group and one to one support can have moderate impact. It is widely understood that regular access to engagement in reading improves pupils' attainment and enjoyment of literacy. Here we intend to provide such experiences and opportunities for learning which some of our pupils eligible to PP do not get on a regular basis.	Reading sessions in addition to normal class based learning. Familiar TAs experienced in the delivery of one to one and small group reading sessions used. Regular review of groupings and children accessing additional provision made by phase leaders. Training to be provided through teaching schools alliance in relation to the delivery of effecting groups guided reading.	MK Daily supervision by: JH, JN	Included in SBS  Review Jan 2017
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Review of above strategies:

## January 2017 Review

- Due to concerns about pupils attitudes to reading being negatively affected in KS1 lunchtime reading groups have now been replaced by before school reading sessions. Here this seems to have reduced negative feeling towards additional reading which appeared to be manifesting. While the use of this strategy is new, it appears to be having a positive impact on reading progress. Other year group reading groups are also having a positive impact on progress skills. Reading progress from summer 2016 to the end of autumn 2017 for pupils eligible for PP are: Y1=1.0points, Y2=2.0points, Y3=1.5points, Y4=1.9points, Y5=1.0points, Y6=1.2points. On average pupils eligible for PP made 1.4points progress during the autumn term (expected progress 1.0point). We feel this strategy is having a significant impact on the positive progress and will therefore be continuing with this strategy.

Total Budget Cost	£1,211
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Planned expenditure					
Academic Year					
Other Approaches					
Desired Outcome	Chosen action / approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff Lead	When will you review implementation
F- To improve the attendance of pupils eligible for PP.	<p>To provide children eligible for PP with first choice on inclusion in after school clubs and enrichment activity.</p> <p>First day contact by ST member where children eligible for PP are absent.</p>	<p>The EEF toolkit suggests that involvement in sport and extra-curricular activities may improve attendance. Our experience suggest that where children engage in wider school activities they are more likely to actively want to attend school.</p> <p>First day contact has been successful in improving attainment for all children in general. It is felt that this contact being undertaken by ST member may appropriately emphasis the importance of attendance in relation to life chances to individual parents and carers.</p>	<p>Half termly monitoring of attendance for PP pupils by attendance officer.</p> <p>Attendance of pupils on extra-curricular activities to be registered on PP Record of Intervention. –</p> <p>MK liaison with PW to discuss individual children’s attendance t extra-curricular sessions.</p>	MK	<p>Unknowable – Costs from other funds.</p> <p>Review Jan 2017</p>

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<p>Review of above strategies:</p> <p><b>January 2017 Review</b></p> <ul style="list-style-type: none"> <li>Autumn Term absence for PP pupils was 5.5%. No national comparator available.</li> <li>FSM absence rate for pupils eligible for PP in Autumn 2016 was 4.5% (This is 0.7% below the national average for 2015-16)</li> <li>We intend to continue the use of these strategy and will review this in spring 2017 comparing trend in PP attendance.</li> </ul>					
<p>H - To ensure all pupils eligible for PP can complete their homework in a suitable environment with suitable support.</p>	<p>To provide a KS2 Study Support Club and encourage PP children to attend.</p>	<p>The EEF toolkit indicates that those schools that set regular homework that is completed are more successful than those that do not. There is also some evidence that when homework is set (as opposed to not) this can have direct impact on leaning. Here we feel it is important that where homework is set (as it is in our school) that pupils eligible for PP are not disadvantaged in their opportunity to complete such homework successfully.</p>	<p>Weekly provision of study support club. Parents of pupils eligible for PP to be encouraged to send children to club. Termly monitoring of provision by KS2 phase leader.</p>	<p>MK</p>	<p>4 hours support a week £1,938</p> <p>Rev Jan 2017</p>



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Review of above strategies:

## January 2017 Review

- Study support club continues to enable pupils eligible for PP to be supported with homework tasks. This allows these pupils to have appropriate time and an environment conducive to learning along with adult appropriate adult guidance. We do need however to know audit the number of PP pupils accessing this provision to ensure they are making use of this facility. MK to arrange for an audit of use and report to governors at the end of the spring term.

Total Budget Cost	£1,938
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Review of Expenditure				
Previous Academic Year	2015 - 2016	2015 – 2016 PP allocation	£53,540	
<p><u>For overall outcomes see above in 2.2</u></p> <p>Across the school this demonstrates that PP pupils on average are making above expected progress within the schools in-house tracking system. The main area for future improvement being in relation to reading. It is important to note that revised assessment and tracking systems were introduced during this year and the validity of such assessment system will need to be evaluated over time.</p> <p><u>In the academic year 2014 -2016</u></p> <p>The Y6 PP children’s VA progress as measured at KS2 SATS in 2015 was slightly above similar children nationally overall; above in reading and mathematics but below in writing.</p> <p>Using similar approaches to the use of this funding the PP children across the school were assessed to have made the following points gain during the year:</p> <p>Reading, Writing and Mathematics Combined = +4.16 APS                  Reading = +4.11 APS                  Writing = + 4.03 APS                  Mathematics= +4.16 APS</p> <p>This represented very good progress for the PP children as a whole.</p>				
Quality of Teaching				
Desired Outcome	Chosen action / approach	Estimated Impact: Did you meet the success criteria? Including impact on pupil not eligible for PP, if appropriate.	Lesson Learned (and whether you will continue with this approach)	Cost
To close the gap between the percentage of PP children achieving typical outcomes in Year 1 in all subjects but particularly	Provide additional quality teacher intervention to provide targeted small group booster support for children in Y1, thus also reducing overall class size.	Based on in-house tracking system Whole class grade gain: Overall = 3.78 Maths = +3.65 Reading =3.62 Writing = 4.08	The additional teacher provision in Y1 resulted in significant progress from the PP children. It is the intention to continue the provision for this cohort to ensure progress is maintained	£13,533

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<p>in relation to boys Literacy. This cohort's attainment at the end of FS was significantly below the national average.</p>	<p>0.35FTE employed. This enabled greater focussed feedback to targeted pupils.</p>	<p>PP Children only gain: Overall = 3.92 Maths = +3.86 Reading =3.62 Writing = 4.29 This represents very good progress for both the class and the more particularly the PP children. The progress of boys was particularly pleasing. The percentage of children achieving expected outcomes increased significantly. The criteria for success was met.</p> <p>(Note validity of new tracking system needs to be assessed over time particularly in relation to the validity of baseline assessments when converting from levels to grades)</p>	<p>(in view of very low GLD at end of EYFS) The targeting of this provision should be reviewed in light of progress later in the academic year.</p>	
<p>To improve the progress of PP children in Year 3 and 4 to close the gap between their attainment and their none PP peers. Particular focus on improving writing progress.</p>	<p>Provide additional quality teacher intervention to provide targeted small group booster support for children LA children in Y3 and Y4 mathematics and literacy. Thus also reducing overall class sizes. ) 0.5FTE employed. This enabled greater focussed feedback to targeted pupils both in booster group the other Y3 and Y4 Classes.</p>	<p>Based on in-house tracking system Whole class grade gain: Overall = +2.8 Maths = +2.48 Reading = +2.9 Writing = +3.0</p> <p>PP Children only gain: Overall = +2.8 Maths = +2.6 Reading =2.8 Writing = 3.0</p>	<p>After review we judged that whilst targeted intervention across the two classes was providing good provision for LA children, there is a need to focus support more across all ability groups, to further improve the progress of all groups.</p> <p>The intention going forward is therefore to focus additional booster teachers intervention in particular year groups and particularly in literacy ensure</p>	<p>£22,556</p>

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		<p>While the progress of the PP children overall was the same as none PP children and they did not fall back further, these outcomes were generally disappointing and did not constitute the desired outcomes being met in relation to closing the attainment gap. Progress in PP mathematics, while being better than none PP children's progress, remained disappointing. While progress in literacy was in line with expected progress for both PP and none PP children, there was an expectation of greater progress.</p> <p>There was however an obvious positive impact on children's confidence and general level of engagement with their learning in both the PP and none PP groups.</p> <p>Here there were other factors impacting on progress, particularly in relation to an unplanned change of Y4 teaching staff during the academic year.</p> <p>After further review with Senior Team members, it was felt that the impact of the additional teacher support was not impacting appropriately on the attainment of Higher and Middle Ability PP children. It has been decided to change the approach to be taken during the next academic year.</p>	<p>children are able to learn from their peers in more mixed ability groupings.</p>	
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# John E. Batty Primary School Pupil Premium Strategy Statement



		(Note – the validity of new tracking system needs to be assessed over time particularly in relation to the validity of baseline assessments when converting from levels to grades)		
To improve the progress of PP children in Year 5 and 6 to close the gap between their attainment and their none PP peers. Particular focus on improving writing progress.	<p>Provide additional quality teacher intervention to provide targeted small group booster support for children LA children in Y5 and Y6 mathematics and literacy. Thus also reducing overall class sizes to enable greater focus on delivering targeted feedback to both PP and none PP pupils. 0.5FTE employed.</p> <p>To provide additional one to one support for children in Y6 that are at risk of not achieving the expected standard</p> <p>To provide additional mathematics and literacy intervention to Y6 pupils during afternoon sessions to teach to children's gaps</p>	<p>Based on in-house tracking system Whole class grade gain: Overall = +3.2 Maths = +3.2 Reading = +2.8 Writing = +3.5</p> <p>PP Children only gain: Overall = +3.1 Maths = +3.1 Reading = 2.7 Writing = 3.6</p> <p>PP Children only gain excluding EHCP children(2): Overall = +3.4 Maths = +3.4 Reading = 2.9 Writing = 3.9</p> <p>Overall the PP children made progress slightly better than expected as measured using the internal tracking system. The greatest progress was in relation to the main focus i.e. writing, where this group of children's progress was greater than their none PP peers. This group of</p>	<p>In a similar way to Y3 and Y4 booster intervention, it has been decided to provide additional teacher intervention across all ability groups in particular year groups rather than focus more on LA children's progress.</p> <p>The intention going forward is therefore to focus additional booster teacher's intervention in particular year groups and particularly in literacy ensure children are able to learn from their peers in more mixed ability groupings and ensure, through reduced pupil teacher ratios, that high quality feedback is provided to pupils on a daily basis.</p> <p>The one to one provision had a significant impact on the Y6s attitudes to their own personal learning and self-belief. Outcomes were improved as a</p>	£21,720

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	<p>in learning in mathematics and literacy.</p>	<p>children included two children with EHCPs that struggle to make typical progress. With these children's data being aggregated the PP children made better progress than their none PP peers in all areas and could be judged to have made good progress in mathematics and very good progress in writing. In Reading the progress of PP children was in line with typical progress. Overall the progress for the group should be judged as good.</p> <p>The PP children's progress in Y6 as measured form KS1 was in the top 25% of all children nationally. See 2.1</p> <p>There was a positive impact on children's confidence in their own abilities and the level of engagement and application the children made to their learning.</p> <p>Although this intervention seems to have been effective, after review by the Senior Team, it has been decided to amend the approach taken to provide additional teacher provision across all ability groups.</p> <p>(Note- the validity of new tracking system needs to be assessed over time particularly in relation to the validity of baseline assessments when converting from levels to grades)</p>	<p>result of this intervention. This desired outcome was met and we intend to run similar programme next year.</p> <p>Additional mathematics and literacy lessons delivered by qualified teachers in during afternoon sessions were useful in helping children to practice areas they were struggling with and we feel did positively impact on outcomes, but this was not as marked as other interventions. We intend to consider this intervention in the future but will look closely at the extent to which we use this strategy, possibly reducing the number of sessions.</p>	
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