

JOHN EMMERSON BATTY PRIMARY SCHOOL PUPIL PREMIUM STRATEGY 2019/20

1. Summary information					
School	John Emmerson Batty Primary School				
Academic Year	2019/20	Total PP budget	51480	Date of most recent PP Review	10.9.19
Total number of pupils	182	Number of pupils eligible for PP	43	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths (2019)	57	71
% achieving expected standard in reading (2019)	57	78
% achieving expected standard in writing (2019)	71	83
% achieving expected standard in mathematics (2019)	85	84
	John E. Batty Average Pupil Premium Grade Progress 2018-19*	John E. Batty Average None Pupil Premium Grade Progress 2018-2019*
Average Grade Gain in Reading, Writing and Mathematics Combined (Using in house tracking)	+3.18*	+3.16*
Average Grade Gain in Reading (Using in house tracking system)	+3.18*	+3.20*
Average Grade Gain in Writing (Using in house tracking system)	+3.18*	+3.14*
Average Grade Gain in Mathematics (Using in house tracking system)	+3.18*	+3.14*
<p>The expected progress for each child is +3 over an academic year. Therefore on average the children are making better than expected progress across KS1 and KS2. It can be seen that in relation to all the subjects evaluated the pupils classified as receiving Pupil Premium (PP) made very slightly better progress than those pupils not eligible for PP in writing and mathematics and slightly worse progress in reading.</p>		
*Two children with significant special needs removed from these calculations.		

Diminishing the difference outcomes for 2018-2019

'Three Year Average Analysis' demonstrates that pupils eligible for pupil Premium at John E. Batty make greater progress than 'Other Pupils' nationally.

Performance of Disadvantaged pupils (Pupils who have been eligible for FSM in the last six years)	Actual KS2 Results - 2017			Actual KS2 Results - 2018			Actual KS2 Results - 2019			3 Year Average		
	School PPG 2017 – 11 pupils	Nat. Dis. 2017	National other 2017	School PPG 2018 - 7 Pupils	Nat. Dis. 2018	National other 2018	School PPG 2019 - 7 Pupils	Nat. Dis. 2019	National other 2019	School PPG 3Yr	Nat. Dis. 3Yr.	Nat. Other. 3Yr
% who reached the 'expected' standard in Reading in KS2	64	60	77	50	64	80	57	62	78	60	62	78
% who reached the 'expected' standard in Writing in KS2	82	66	81	75	67	83	71	68	83	76	67	82
% who reached the 'expected' standard in Math's in KS2	91	63	80	75	64	81	85	67	84	84	65	82
% of children attaining 'expected' standard in RWM in KS2	64	48	67	50	51	70	57	51	71	60	50	69
KS1 to KS2 Progress Score for Reading	+1.7	-0.7	+0.3	+0.53	-0.7	+0.3	-0.75	-0.6	0.3	+0.69	-0.63	+0.3
KS1 to KS2 Progress Score for Writing	+1.98	-0.4	+0.2	-0.23	-0.4	+0.2	+0.46	-0.4	0.2	+0.93	-0.4	+0.2
KS1 to KS2 Progress Score for Math's	+3.6	-0.6	+0.3	0	-0.6	+0.3	+0.32	-0.6	0.3	+1.68	-0.6	+0.3
Reading, Writing and Math's Combined Average	+2.43	-0.57	+0.27	+0.10	-0.57	+0.27	+0.03	-0.53	+0.27	+1.1	-0.54	+0.26

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers		
A.	Poor attainment of PP pupils in KS2 compared to national other pupils. Increased progress required to bring attainment closer.	
B.	A larger proportion of PP children than none PP children in school exhibit low self-esteem and confidence in KS2.	
C.	A larger proportion of pupil eligible for PP than none PP pupils do not have regular positive literacy experiences at home in KS1.	
D.	Children eligible for PP are less likely to experience learning arts/music techniques/skills outside of school.	
Additional barriers		
E.	Historically a larger proportion of pupils eligible for PP than none PP pupils have reduced attendance levels in school.	
F.	A larger proportion of pupil eligible for PP than none PP pupils are not supported to complete homework at home.	
4. Intended outcomes		Success criteria
A.	To enable pupils eligible for PP in Y5 to make rapid progress in mathematics and literacy to ensure that they exhibit better than expected progress during the academic year.	<ul style="list-style-type: none"> Internal data to demonstrate that Y5 PP children make better than expected progress in reading, writing and mathematics.
B.	To enable pupils eligible for PP in Y6 to make rapid progress in mathematics and literacy to ensure that they exhibit better than expected progress during the academic year.	<ul style="list-style-type: none"> Internal data to demonstrate that Y6 PP children make better than expected progress in reading, writing and mathematics.
C.	A greater proportion of KS2 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 learning.	<ul style="list-style-type: none"> Children eligible for PP in KS2 demonstrate increased self-belief, confidence and engagement with the curriculum in and out of school time.
D.	To improve frequency in which pupils eligible for PP have positive literacy experiences.	<ul style="list-style-type: none"> All children in KS1 eligible for PP to have had through the year access to regular additional reading experiences which impact positively on their reading progress. (Progress evidenced by internal and end of phase assessments.)

E.	To ensure all pupils eligible for PP can complete their homework in a suitable environment with suitable support.	<ul style="list-style-type: none"> • The majority of Children eligible for PP in KS2 to regularly completing their homework to a satisfactory standard.
F.	To broaden pupils eligible for PPGs breadth of learning and opportunity to engage in positive musical group experience such as to inspire an interest in learning a musical instrument.	<ul style="list-style-type: none"> • The majority of children eligible for PP in KS2 to have had positive experience of learning an instrument and being part of a musical group.

5. Planned expenditure

A Academic year

2019-2020

i. Quality of teaching

Action	Intended outcomes	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To employ a 0.59FTE teacher to work in Y5 and Y6 to reduce class sizes to under 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 ratios results in improved feedback to pupils.	A, B, C, D	<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 continuing with a mixed ability approach to the teaching of literacy.</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</p>	<p>Employ experienced Upper KS2 practitioner to provide the additional teaching support under the direct supervision of experienced Deputy Head Teacher.</p> <p>Undertake monitoring of lesson delivery, quality of written feedback and pupil outcomes.</p> <p>Pupil Progress meeting reviews.</p>	DHT	<p>Jan 2020</p> <p>April 2020</p> <p>July 2020</p> <p>Cost (£31,959)</p>

		improvements in self-belief can lead to greater pupil engagement and increased attendance.			
Total budgeted cost					£31,959
ii. Targeted support					
Action	Intended outcomes	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To employ teaching assistant support in KS2 (21 hours) to provide:</p> <ul style="list-style-type: none"> • 1:1 and/or small group literacy and mathematic interventions catered for individual needs • Support PPG prior to lesson- pre-teaching to prepare pupils for future learning in order to build confidence and higher starting points. • Support PPG during lessons to provide immediate feedback, clarify understanding and correct misconceptions. 	A, B, C, D	<p>The EEF states that research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Our intention is to ensure that TAs have clear instructions from class teachers on how they are to engage and support individuals and groups of pupils. Being in a position to provide immediate feedback for pupils. Our experience is that this can have a positive impact on rates of progress and pupil attitudes towards learning.</p>	<p>Close supervision of TA interactions with pupils by class teachers and phase leader.</p> <p>Seek training for TA to support understanding of effective ways to support pupils.</p> <p>Monitoring of interactions during lesson observations.</p>	DHT	<p>Jan 2020</p> <p>April 2020</p> <p>July 2020</p> <p>(£11,879)</p>

<p>To improve frequency in which pupils eligible for PP have positive literacy experiences though providing TA led reading intervention sessions in KS1 on a weekly basis to those PP eligible pupils that warrant such support.</p>	<p>D</p>	<p>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.</p>	<p>Reading sessions in addition to normal class based learning.</p> <p>Familiar TAs experienced in the delivery of one to one and small group reading sessions used.</p> <p>Regular review of groupings and children accessing additional provision made by phase leaders.</p>	<p>MK Daily supervision by: JH.</p>	<p>Jan 2020</p> <p>April 2020</p> <p>July 2020</p> <p>(£3,196)</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£15,066</p>

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure all KS2 pupils eligible for PP can complete their homework in a suitable environment with suitable support by providing a Study Support Club staffed by TAs.	E	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 learning. 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.	Weekly provision of study support club. Parents of pupils eligible for PP to be encouraged to send children to club. Half Termly monitoring of provision by KS2 phase leader.	MK	Jan 2020 April 2020 July 2020 (£2,226)
To provide opportunity for children eligible to PP to engage in a musical experience where they play as part of a large group by involving them in KS2 in the musical 'Wider Opportunities'	F	Our experience shows us that children eligible for PP funding are less likely to have opportunity to engage in learning instruments and experience playing as part of a larger group. This experience will provide those pupils with a chance to learn and play a musical instrument within a large group and broaden pupils' outlook towards the benefits of learning an instrument.	Employment of professional musician to deliver the musical programme. Close monitoring by class teacher. Observation by SL during academic year.	MK	Jan 2020 April 2020 July 2020 (£2,229)
Total budgeted cost					£4,455

Total Overall Cost	£51,480
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6. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>To employ a 0.59FTE teacher to work in Y4 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</p>	<p>To enable pupils eligible for PP in Y4 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>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>To improve the attendance of pupils eligible for PP.</p> <p>To improve frequency in which pupils eligible for PP have positive literacy experiences.</p>	<p>Based on in house year on year tracking the progress gain of pupils eligible for PP in Y4 was:</p> <p>Overall = +3.09</p> <p>Maths = +3.14</p> <p>Reading =3.14</p> <p>Writing = 3.00</p> <p>The expected progress for all children is +3.0. Therefore the pupils eligible for PP in Y4 made better than expected progress in mathematics, reading and overall and expected progress in writing. Overall the pupils eligible for PP made similar progress than those pupils not eligible for PP. (Non PPG group – Reading = +3.07, writing = +3.132, Maths = +3.07 (cont.).</p>	<p>We have found this approach to be effective in ensuring progress for pupils eligible for PP is inline or better than those pupils not eligible for PP. We will continue with this approach in 2019-2020.</p>	<p>£24,047</p> <p>Part funded</p>

<p>To employ a 0.5FTE teacher to work in LKS2 for 6.0 months to reduce class sizes. 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>To enable pupils eligible for PP in Y3 to make rapid progress to ensure that they exhibit better than expected progress during the academic year.</p> <p>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>To improve the attendance of pupils eligible for PP.</p> <p>To improve frequency in which pupils eligible for PP have positive literacy experiences.</p>	<p>During a review at the end of December we decided to redeploy the additional teacher to support Y6 in the spring and early summer term support PP pupils in this class.</p> <p>Based on in house year on year tracking the progress gain of pupils eligible for PP was:</p> <p>Overall = +3.8</p> <p>Maths = +4.0</p> <p>Reading =3.6</p> <p>Writing = 3.8</p> <p>The expected progress for all children is +3.0. Therefore the pupils eligible for PP in Y6 made better than expected progress in mathematics, reading, writing and overall. Overall the pupils eligible for PP made similar progress than those pupils not eligible for PP in reading(+3.6) and better progress in writing (+3.5) and mathematics (3.6).</p> <p>Progress in for eligible pupils in Y3 however was disappointing at overall +1.0. However, SEND needs played a part in this disappointing result.</p>	<p>We have found this approach to be effective in ensuring progress for pupils eligible for PP is inline or better than those pupils not eligible for PP. We will continue with this approach in 2019-2020.</p>	<p>£12,127</p>
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		<p>In addition to the impact on academic progress we also note that improved learning behaviour and attitudes manifested in classes supported by the additional teacher support.</p> <p>Also we had improved attendance figures with this being 0.7% above the national average across KS2.</p>		
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<p>To improve tracking of learning needs in the FS by employing cloud based assessment tracking package.</p>	<p>To ensure progress of pupils eligible for PP in FS is outstanding by ensuring activities build on previous learning through accurate assessment tracking.</p>	<p>Good Level of Development outcomes were:</p> <p>School = 77% National = 72% Boys = 71% Boys National = 65% Girls = 81% Girls National = 78%</p> <p>We maintained above national average outcomes for the children last academic year.</p> <p>Over the past three years the gap between school Disadvantaged and National Other pupils GLD has gone from -48% to -27%. Outcomes for disadvantaged pupils was in line with the national average for this group.</p> <p>The use of this assessment/tracking tool has improved the staff's ability to target intervention to support both PP and none PP pupils. While we are hoping its impact will be increased next year as staff become more familiar with the solution.</p>	<p>We will continue to embed the use of this tracking solution next academic year. However we will fund this from School Budget Share.</p>	<p>£554</p>
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ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To employ booster teacher for 2.5 hours a week during spring and early summer term to support PP pupils at risk of not making good to outstanding progress in Y6.	To enable pupils eligible for PP in Y6 to make rapid progress to ensure that they exhibit better than expected progress during the academic year.	See Y6 progress results above. Here we feel this had a positive but limited impact on outcomes for pupils in Y6. However we recognise the need to ensure that a focus on reading comprehension is a priority going forward.	This approach impacted on learning on different curriculum areas. We will consider the impact of this prior to deciding an approach to its use in the future. We will look to fund this approach out of the main school budget and not PP grant in 2019-2020 if deemed appropriate.	£1,111

<p>Provide one to one support for PP children at risk of not making good progress or meeting the standard in Y6</p>	<p>To enable pupils eligible for PP in Y6 to make rapid progress to ensure that they exhibit better than expected progress during the academic year.</p>	<p>Here we feel this had variable impact on outcomes for pupils in Y6. See Y6 progress scores.</p> <p>Here there was impact on some pupils' sense of purpose and self-worth. However for some this was positive and for others this was negative.</p>	<p>While this approach worked well for some individuals it had a detrimental impact on some other pupils. We will consider using this approach in the future being very selective about pupils receiving the support and staff delivering it. Funding for this work will be through school budget share.</p>	<p>£4,267</p>
<p>To improve frequency in which pupils eligible for PP have positive literacy experiences though providing TA lead reading intervention sessions on a weekly basis to those PP eligible pupils that warrant such support.</p>	<p>To improve frequency in which pupils eligible for PP have positive literacy experiences.</p>	<p>Pupils accessing the additional reading sessions made on average +3.23 grades progress over the year.</p> <p>The expected progress for all children is +3.0. This group of pupils made better than expected progress. This was better progress in reading than all PPG pupils and Other None PPG pupils at JEB. Children attending the sessions, demonstrated improved confidence in their own ability to read which we believe will help them in future years.</p>	<p>Offering access to a snack at the start of the session helped motivate pupils and parents to attend. We intend to continue with this approach next year.</p>	<p>£1,477</p>

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To ensure all pupils eligible for PP can complete their homework in a suitable environment with suitable support, provide a Study Support Club.	To ensure all pupils eligible for PP can complete their homework in a suitable environment with suitable support.	<p>During the academic year 48 pupils benefitted from the use of this club to support them with their homework.</p> <p>Progress scores for the PPG attending the club during the year were:</p> <p>Reading +3.27</p> <p>Writing +3.18</p> <p>Mathematics +3.09</p> <p>These represent the pupils making more than expected progress. Expected progress equals +3.0.</p> <p>Feedback from parents and carers and from the pupils regarding the provision of the club was positive.</p>	We intend to continue with this provision for the following year due to the support it provides to disadvantaged pupils in relation to having a suitable environment and support for completion of homework. We will continue to direct disadvantaged pupils to attend the club where this is deemed appropriate.	£1,969

<p>To provide opportunity for children eligible to PP to engage in a musical experience where they play as part of a large group by involving them in KS2 in the musical 'Wider Opportunities' programme.</p>	<p>To broaden pupils eligible for PPGs breadth of learning and opportunity to engage in positive musical group experience such as to inspire an interest in learning a musical instrument.</p>	<p>This had a positive impact on PP children and other children's music knowledge and skills.</p> <p>Pupils had positive experiences playing as part of a musical group, representing the school at internal and external events.</p> <p>The children and parents demonstrated positive attitudes and appreciation of the project.</p>	<p>We feel this has given added value to the children's (PP and Non PPG) cultural capital and will continue to use this approach to supporting our PP children.</p>	<p>£2,888</p>
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