

Pupil Premium Strategy Statement (primary)

1. Summary information					
School	JOHN LOCKE ACADEMY				
Academic Year	2018-2019	Total PP budget	£33000 FSM £12,300 Service PP £9500 CLA	Date of most recent PP Review	Autumn 2018 (Internal)
Total number of pupils	474	Number of pupils eligible for PP	25 FSM 41 Service PP 5 CLA	Date for next internal review of this strategy	July 2019

2. Current attainment		
% achieving expected standard in RWM combined Based on baseline Sept 2018	Pupils eligible for PP at JLA % ON TRACK	Pupils not eligible for PP at JLA % ON TRACK
YEAR 1	66% (6 PUPILS)	74%
YEAR 2	50% (2 PUPILS)	59%
YEAR 3	33% (9 PUPILS)	62%
YEAR 4	0% (5 PUPILS)	56%
EYFS AT JLA	2017 GLD 70% PP=71%	2018 GLD 79% PP=100%
ATTENDANCE	95%	96%

3. Barriers to future attainment (for pupils eligible for PP, including high attainers)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Pupils eligible for PP's attainment is below their peers this is linked to speech and language issues, lower baseline skills on arrival at JLA
B.	Baseline levels for many areas for development, particularly the prime areas, are below age-related expectations with Communication and Language Understanding and Speech being below for some children eligible for PP
C.	Eligible pupils attendance is lower than all children but not significantly so. We have 4 Persistent Absentees who are eligible for PP (across JLA we have 19 PA pupils)
External barriers (issues which also require action outside school, such as low attendance rates)	
D	John Locke is situated in an area of high mobility and change. Though most of our families have at least one working parent, rents and house prices are very high which means several of our families struggle financially.

E	In the last academic year 35 pupils joined out of year and 27 pupils left. The nature of a new school serving a new community means there is a great deal of transience	
4. Desired outcomes		
	Desired outcomes & how they will be measured	Success criteria
A.	Improve the rate of progress for pupils eligible for pupil premium across the school	<ul style="list-style-type: none">Eligible pupils make accelerated progress from their low starting points in order to diminish the difference between themselves and national data.
B.	Improve the attendance of eligible pupils and persistent absenteeism	<ul style="list-style-type: none">Eligible pupils attendance to be in line with the school target of 96%.Diminish the difference between eligible pupils persistent absenteeism and national comparable data.
C.	Improve the percentage of eligible pupils achieving the expected phonics standard at the end of Y1 and cumulative at the end of Y2 improves	<ul style="list-style-type: none">2017 92% non pp.fsm 67% PP 63% FSM 2018 80% non pp.fsm 40% PP 100% FSM Target for 2018-2019 83% across cohort 55% PP and 80% FSM
D.	Improve progress and attainment at the end of Key Stage 2	<ul style="list-style-type: none">Eligible pupils in Y3, and Y4, make accelerated progress during 2018-2019 from their low starting points
E.	Increase the enrichment activities available to eligible pupils	<ul style="list-style-type: none">Increase the number of eligible pupils accessing extra curricular clubs and activities via subsidising clubs to eligible pupils
F.	Increase the percentage of families (pupils) eligible for the grant who engage with targeted community support programmes	Progress of targeted pupils (families) is at least in line with the expected rate. Use of Early Help Assessments to organise targeted support to secure better outcomes
G.	Improve eligible pupils motivation towards their learning in order to lead to higher aspirations	<ul style="list-style-type: none">The number of recorded incidents of poor behaviour of eligible pupils reduces for pupils with PP

5. Planned expenditure					
Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in English.	Quality First teaching	QFT has the biggest impact on	Rigorous monitoring schedule by SLT including lesson observations, data analysis, work scrutiny and pupil voice Frequent CPD and staff training	AHTs with support from RR and DB	6 weekly intervals
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Maths	My Maths subscription Time Tables Rock Stars Use of White Rose across the school	The delivery of White Rose ensures consistent and appropriate pitch and pace throughout the school.	Rigorous monitoring schedule by SLT including lesson observations, data analysis, work scrutiny and pupil voice Frequent CPD and staff training	SLT	Termly
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Foundation subjects.	Irresistible curriculum	The cross curricular approach was identified as suitable for our children’s needs across the school. It provides opportunities for subjects to be delivered with high levels of engagement and improve learning behaviours. High quality engaging learning environments are often a result of stimulating topics.	Rigorous monitoring schedule, including lesson observations, data analysis, work scrutiny and pupil voice	SLT	Spring and Summer term 2019
Improve accuracy of assessments.	Purchase and delivery of Rising Stars assessment materials.	We have identified that whilst teacher confidence and skills are improving in the assessment of English and Maths, teachers require more support with the	Frequent moderation within school and across the federation CPD and staff training	SLT	March 2019

		assessment to enable effective GAP analysis and formative teaching.	Supported planning		
Improve standards and expectations of handwriting and presentation.	Continue subscription to Letterjoin	The quality and standards of handwriting is improving	Rigorous monitoring schedule, including lesson observations, data analysis, work scrutiny and pupil voice.	SLT	April 2019
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Reading.	Nessy and Bug Club online resource subscription continues	<p>Bug Club allows children to independently access online texts and comprehension materials. It has been used in many schools and has been proven to raise attainment and ensure accelerated progress.</p> <p>The home access fosters good home school links and improves family literacy skills.</p> <p>The use of Nessy is targeted at pupils who are not making the desired progress.</p>	<p>Regular data analysis and diagnostic testing.</p> <p>Termly awards and celebrations to raise the profile and foster competitive element</p>	SLT	Termly
Improve the rate of progress for pupils eligible for pupil premium across the school	Implement baseline assessments for new arrivals with English as an additional language Teaching assistant to deliver bespoke package of support	An increasing number of new arrivals have limited English and need early assessment and support to enable them to access the curriculum at an appropriate level.	<p>Regular data analysis and diagnostic testing.</p> <p>PPM</p>	SLT and MR	On-going
Total budgeted cost					£4750
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attainment at the end of Key Stage 2 in reading, writing and Maths	Purchase Test Base Resource	To enable formative assessment and Gap analysis teaching, a reliable and relevant package of testing materials is needed. This will also have the effect of	<p>Regular testing and gap analysis</p> <p>During pupil progress meetings</p>	KS2 teachers supported by SLT	6 weekly

		giving the children regular experience of using test material which is the same format and pitch as the Statutory tests and will also account for recent changes to the curriculum.			
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school.	Higher attainment pre and post teaching group	This approach ensures that higher attaining pupils are given the opportunity to develop mastery skills. The pupils after a pre teach session, go on to teach other groups of children in the lesson. Research shows that learning is reinforced and mastery developed if the children teach concepts to others.	Discussions in pupil progress meetings and action planning meetings. Data analysis work scrutiny pupil voice	YGLs and AHTs Senco	Termly
Improve progress and attainment at the end of Key Stage 1 and 2.	Small group booster session delivered by Leaders within the school	The EEF Toolkit specifies that targeted interventions matched to specific students with particular needs can be effective. Following action planning and pupil progress meetings targeted children are identified for bespoke intervention work delivered outside of lesson times.	Discussions during pupil progress meetings and intervention reviews	Senco SLT	Termly
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Maths	TT Rock Stars	Throughout school children have poor rapid recall of times tables facts and this is having an impact on their ability to solve calculations and apply this to reasoning problems. Times table rockstars delivers practise of tables facts in an engaging way that the children enjoy using independently and during whole class teaching. The children can access the programme at home which will improve home/school links and raise parental maths skills.	Times tables tracking and monitoring. Discussions in pupil progress meetings data analysis and question level analysis	SLT	Termly
Total budgeted cost					£21497
iii. Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the rate of attendance for those eligible for the grant	Breakfast Club – funded spaces	Some of our disadvantaged pupils come to school without having had any breakfast. Identified children are invited to breakfast club to ensure they are in school on time and have had a suitable breakfast ensuring they are ready for the day ahead. Research shows that children being in school on time and having had a nutritious breakfast positively impacts on ability to learn.	Pupil Voice Attendance data	Attendance lead SLT	July 2019
Improve the rate of attendance for those eligible for the grant	Academy Attendance Officer	Attendance of disadvantaged pupils is below national average and the number of persistent absentees who are disadvantaged is significantly high in comparison to all others. Support from an academy attendance officer is aiding the inclusion and welfare manager to address this.	Improvement in attendance of disadvantaged pupils. significant reduction in number of persistent absentees.	Inclusion and welfare officer. SLT	July 2019
Improve the rate of attendance for those eligible for the grant	Attendance Awards purchase of certificates and rewards	As above attendance has been highlighted as an issue impacting disadvantaged children. To improve attendance we have implemented awards and competitions to encourage good attendance.	Improvement in attendance of disadvantaged pupils. significant reduction in number of persistent absentees.	Inclusion and welfare officer. SLT	termly
Improve eligible pupils motivation towards their learning in order to lead to higher aspirations	Celebration Event decorations trophies certificates	Raising the profile of academic excellence is a priority and will foster aspirational thinking. We will hold an awards ceremony and celebration evening where high attaining pupils will be awarded trophies and certificates.	pupil voice parent questionnaires attendance at event	SLT	July 2019

Increase the enrichment activities available to eligible pupils Emotional support for pupils and their families.	Play therapy worker Emotion Coach	Research has shown that for many children displaying challenging behaviour, play therapy can have a direct positive impact on attainment by addressing physical and emotional barriers to learning.	Pupil voice questionnaires Parental Feedback	SLT	March 2019
Increase the enrichment activities available to eligible pupils	Taxis and travel, (PRU, federation events) Home visit mileage	An amount has been reserved to ensure that disadvantaged children can attend events and facilities where necessary	invoices receipts attendance at events	School business manager	termly
Increase the enrichment activities available to eligible pupils	outdoor learning Appointment of a forest school leader tools and materials	Outdoor learning has many documented and proven advantages, including developing confidence, social skills, communication self-esteem, motivation and concentration, physical skills and knowledge and understanding of the outdoor world.	pupil voice session observations parent questionnaires attendance improved reduced behavioural incidents	SLT Site Manager	Review Summer 2019
Total budgeted cost					£29247

6. Review of expenditure																				
Previous Academic Year 2017-2018		£24,020																		
i. Targeted support																				
Desired outcome	Chosen action/approach	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 narrow the gap in attainment between non PP and PP pupils across the academy</p> <p>To secure progress in line with peer group from low starting points</p>	<p>Intervention groups targeted at core skills - RWM Reading - 1:1 input, 5 minute box, RWI, Nessy (online support for pupils with dyslexic traits)</p> <p>Team Teach Training - to help staff de escalate situations to secure positive learning outcomes for all children</p> <p>OT and Sensory input where necessary for pupils with PP and SEN overlap of needs</p> <p>After school support offered by HLTA for Service families</p>	<p>GLD - 2017 GLD 70% PP=71% 2018 GLD 79% PP=100%</p> <p>Phonics year 1 - 100% of PP pupils met threshold 85% of all pupils made the threshold.</p> <p>Key stage 1 Attainment 2018 Pupils at ARE</p> <table><thead><tr><th></th><th>All</th><th>FSM</th><th>PP</th></tr></thead><tbody><tr><td>R</td><td>76%</td><td>50%</td><td>47%</td></tr><tr><td>W</td><td>69%</td><td>50%</td><td>40%</td></tr><tr><td>M</td><td>76%</td><td>50%</td><td>46%</td></tr></tbody></table> <p>In this cohort 11 pupils entitled to FSM, 10 pupils entitled to PP (Service P or CLA) There is an overlap for several FSM/PP children who also have SEN needs</p>		All	FSM	PP	R	76%	50%	47%	W	69%	50%	40%	M	76%	50%	46%	<p>Teachers need to be clearer at Pupil Progress Meetings which pupils are entitled to PP / not making good enough progress.</p> <p>Whole academy responsibility for knowing those pupils with PP who are falling behind their peer group.</p> <p>More parental engagement needs to be secured early on.</p>	£18,000
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Desired outcome	Chosen action/approach	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																
Raise profile of pupils with FSM/PP amongst all staff	Half-termly pupils progress meetings which involve all staff members	All staff are able to identify those pupils who need extra support and focus	Parents need clearer support in how they can better support their child at home. Have a designated PP lead among the support staff to support the work of RR and SLT	£1300 annually for cover																
Vulnerable pupils (PP /FSM) receive Emotion	Teachers and SLT identify those most needy pupils from			£4560																

Coaching / Play Therapy / Seasons for Growth to support their emotional well-being / develop resilience	the FSM / PP cohort to receive targeted support.			
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7. Additional detail

John Locke Academy opened in September 2014 with Nursery and Reception.
As such, we are a growing school that will not be full until 2020 (when we have a Year 6 cohort)
This requires a dynamic approach to the setting-up of systems, procedures and curriculum.
The nature of a new school means that we have to adopt proactive approaches in every area.
Where procedures are not achieving the outcomes we want, we quickly adapt to ensure better outcomes.