

John Shelton Community Primary School

Review of how we have spent the Pupil Premium Grant

In 2019-2020 schools received the following funding for each pupil registered as eligible for free school meals at any point in the last six years:

- £1,320 for pupils in Reception to Year 6
- At John Shelton Community Primary School we have 80 (38%) of children eligible for PPF
- The school received £99,980 to support these children this financial year

The updated guide to effective Pupil Premium reviews from the Teaching Schools Council and National College for Teaching and Leadership advocates using approaches that are based on:

- identifying the barriers faced by each pupil
- robust evidence in published sources about approaches known to be effective
- evaluation of the school's previous approaches

Pupil Premium Strategy

Our Pupil Premium Strategy includes:

- the amount of Pupil Premium funding received;
- a summary of the main barriers faced by eligible pupils
- how the funding will be used to address those barriers and the reasons for that approach
- how impact of the spending will be measured
- the date of the next review of the strategy.

Evaluation of the school's previous approaches

Additional staffing:

1. Learning mentor to support PP families and break down the barriers to learning **G**
2. Additional TAs to support children's individual language and communication needs in EYFS **G**
3. Additional PE TA to support the delivery of PE and after school clubs/competitions across the school **G**
4. Additional TAs to provide interventions to support early reading/phonics development and Mathematical catch up programmes **G**
5. Additional TAs to support Forest School provision **A**
6. Additional TA to support regular use of the library
 - Additional staff deployed to support delivery of RWInc **G**
 - Extra-curricular provision-Singing and Drama **G**
 - Support for working parents- Busy Birds **G**
 - Booster lessons for Y6 **G**
 - Number Count Intervention **G**
 - Behaviour interventions-LAWS 6 week intervention involving 7 hours of support per child and impact reports-FITTOs- Improving self-esteem and coping strategies for whole classes **A**
 - Whole school and individual monitoring of attendance and punctuality **G**
 - Forest School Provision- Needs to be used further up the school to support PP children **A**
 - School Uniform provided-Ties **A**
 - Family support offered through Early Help and Right Place Right Time- housing-finance-parenting-behaviour-safeguarding-completing paperwork **G**
 - Support from school nurse with; sex education, teeth/personal hygiene, sleep routines and hand washing (attending parents evenings) **A**

- Professional Development of ALL staff-with SEN- Autism-Team teach-NHS-attachment and Children's Mental Health **G**
- Working with and sign posting other agencies-Haven-Relate **G**
- Support for EAL children- translators-paperwork translated and enrolment **A**
- Parent Workshops; e-safety, phonics, End of KS assessments Open afternoons, Stay and Play sessions and Celebration Assemblies **G**
- Parental/Community Links through; Mother's/Father's day and Grandparents events, class assemblies, Celebration Assemblies and
- Home School Links through LM; transition-transfer of information **G**
- Residential Visits and external visits to local and national places of interest- 4 fully funded places provided this year for PP children-school budget used to support cost of visits **G**
- School Library supports PP children who do not have books in the home **G**
- Promotion of Healthy Lifestyles including; physical exercise, keeping safe and Healthy eating(Dare to Dream and Food Dudes) **A**

G=Green working very well

A=Amber working well

R=Red Not very effective at all

A summary of the main barriers faced by disadvantaged children	How the funding will be used to address these barriers and the reasons for that approach
<p>Low expectations within the family which means there is little value given to education or further education. <i>The Holbrook's area has a small percentage of adults in further education</i></p>	<ul style="list-style-type: none"> • Funding used to support the school LM who supports vulnerable families in a number of different ways • Invite parents into school to engage in discussions about support e.g. Early Help, CFF, School Nurse • Parents workshops are provided by the staff so parents can support children more confidently in reading and writing and maths is planned • We have established a SchoolBank with HSBC where the children can save money • Numbers Count, 1 to 1 phonics intervention, Welcomm speech and language support
<p>Low income and so little access to; new technology, reading materials, Christmas presents and school uniform. <i>Some families are unable to support any educational visits.</i></p>	<ul style="list-style-type: none"> • Support cost of residential and educational visits • Buy ties for every child so they look smart(uniform/PE Kit is often provided) • Lunchtime clubs to support PP children who do not have access to computers • After school clubs focuses on PP children and so they are free • School Library supports families to have books at home. We buy into the library SLA and books are regularly replaced. • Reading and book focus days support PP children to develop a love of reading • We provide families with Christmas presents and the boot fund supports families to buy shoes • Many families ask for Food Back vouchers

<p>Low self-esteem due to economic factors. <i>Local deprivation factor is higher than other areas of Coventry.</i></p>	<ul style="list-style-type: none"> • Behavioural support provided to children through LAWS 6 week intervention and FITTOS programme for classes • LM support for vulnerable children and intervention packages put in place to build self- esteem-Time for you! Lego Therapy • Support for families with cost of education visits and school uniform • Boot and Food bank vouchers provided to support families • Charity claims for Christmas presents and pantomime tickets • School ethos that financial situation shall not mean children do not get the same education as other • Inclusive equal opportunities policy lives through school • Varied curriculum allows PP children to find their talents- Engage and Evolve PE programmes are in place to support • School PSHE programme- NSPCC supports children to make good choices and feel safe • We are working toward achieving the Wellbeing award so our children understand the need for physical and mental health
<p>Lack of daily routine and disorganised family routines. <i>Some children are regularly late for school and their attendance is below 85%</i></p>	<ul style="list-style-type: none"> • Support for families through LM and the Early Help process • Home visits are carried out by LM and absences are quickly followed up • LM and TA support at lunchtimes to play effectively • TAs are trained and support effective play at lunchtimes for PP children
<p>Complex family dynamics and a lack of effective role models. <i>A number of our families have complex dynamics and find parenting difficult for different reasons</i></p>	<ul style="list-style-type: none"> • LM to work with families discussing the importance of; education, regular routines, attendance, punctuality, sleep routines and consistent boundaries • LM calls parents and collects children if unable to get to school • Speech and language therapist employed to support children who are behind • We employ a variety of different staff to support PP children and this enables our children to understand different adults help them to learn • Staff are able to identify mental Health concerns early and sign post parents to support.

	<ul style="list-style-type: none"> • We now have a Mental Health First Aider in school
Parenting skills are not supporting children to be organised, punctual and value education.	<ul style="list-style-type: none"> • Family Hubs are up and running to provide Early Help and Right Place Right Time support • Families on CP and CIN plans are well supported by the school to meet targets
Lack of understanding about the world of work and the skills needed to function as a good citizen. <i>Some of our parents are not in work and have never worked</i>	<ul style="list-style-type: none"> • Extend the schools provision for the world of work through links with CBS, Warwick university, Wasps rugby, Morrison's and Magistrates service • Working closely with Coventry Building Society to provide work experience to children in finance • Y6 Enterprise project last term showed children how to cost and market a product then sell it as Christmas decoration • Look for other opportunities to link with local companies like Jaguar Landrover to broaden horizons • Extend Careers afternoons to look at challenging gender role models in work
A percentage of EAL children and families making effective communications difficult. <i>English is a second language for 33% of our pupils (21% nationally) and 53% are from minority ethnic groups</i>	<ul style="list-style-type: none"> • Translator support and paperwork translated where possible. MGSS support enrolment of children to school • Increased involvement of ALL families in school and especially in parent workshops like EYFS phonics • Additional teacher support for EAL children on red for WELCOM • Speech and language referrals for EAL children made quickly • We support parents to complete forms and book using online system • Some letters and individual notes are translated for parents • We call parents to make sure they make appointments for parents evenings and if they don't attend we call again • Weekly newsletters are sent out as emails
How the impact will be measured	
<ol style="list-style-type: none"> 1. Through the progress and attainment of PP children in each class- internal data 2. Through the progress and attainment of PP children in each class- at end of Rec, Y2 and Y6 3. Through participation in before and after school clubs 4. Through the children's participation in extra-curricular clubs and booster lessons 5. Through pupil voice questionnaires 6. Through parent attendance at school events and parents evenings 7. Through participation and support of school visits 8. Half termly meetings for vulnerable children and the impact of interventions 9. Through impact conversations with class teacher who identifies intervention for PP children 	

10. Book monitoring of progress of PP children and learning environment checks to see if learning for PP children is on display
11. Impact reports from LAWS, EPS, CIASS and class teachers following intervention
12. Pupil Progress termly meetings identify impact of intervention with PP children

Next Steps

- Identify PP children not making expected progress in each term, especially in writing and put in place intervention, then measure the impact in PP meetings
- Ensure children who fall behind in mathematics are assessed quickly using Number Count and interventions are put in place-provide training for HLTA in Y3 to provide high quality intervention
- Make curtesy call to parents of PP children who do not attend meetings and parents evenings-ensure they are attending parent consultations
- Provide free uniform to families who sign up and are accepted as PP children
- Continue to support and extend the development of Forest School by providing up to date training
- Ensure LAC get the support by working to achieve their PEP Targets
- Extend our involvement with Young Carers and sign post support for our children
- Provide transport for PP children to attend competitive sports events in Coventry
- Set up an IT/STEM and a board games club for PP children who do not take part in these activities
- Ensure every child takes home a book from the school library into homes through new library assistant
- Teach the children the importance of good mental and physical health through weekly wellbeing lessons and a series of assemblies on Healthy inside and out!
- Teach the children about having a *Growth Mindset* to encourage resilience
- Develop the *SchoolBank* initially with Y5 so children gain financial awareness
- Develop the *careers afternoons* so children see and understand more about the world of work
- Develop STEMTERPRISE projects for each year group to link STEM subjects to our curriculum

Evidence of the impact of Provision

Reception Class Attainment for Disadvantaged Children

- In 2019 there were 4 children classed as Disadvantaged in Reception
- 20% of the Disadvantaged children achieved a Good Level of Development
- Nationally 74% of disadvantaged children achieve a Good Level of Development

Attainment of Disadvantaged Children in Year 1 Phonics Screening

- In 2019 there were 7 children classed as Disadvantaged in Year 1
- All the Disadvantaged children- 100% passed the phonics screening test
- Nationally 84% of Disadvantaged children passed the test
- The average mark for the Disadvantaged children was 37- nationally the average mark was 34

Attainment Comparison of Disadvantaged Children at KS1

	PP				NPP			
	ARE		WAGD		ARE		WAGD	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
Reading	100	79	0	28	73	78	4	28
Writing	100	73	0	17	77	73	8	17
Maths	100	79	50	24	73	79	19	24

- In 2019 there were 4 children classed as Disadvantaged in Year 2
- All of the children reached the expected level in reading, writing and mathematics and this is better than national
- Two of the 4 children reached the higher level in mathematics

Progress and Attainment Comparisons for Disadvantaged Children at KS2										
	Working at Expected							Working at Greater Depth		
	Nos	Reading		Writing		Maths		Read %	Write %	Maths %
		Prog	Att	Prog	Att	Prog	Att			
All		-0.22	70	0.83	87	2.8	90	37	17	37
National			73		78		79	27	20	27
Disadvantaged	16	0.54	69	0.38	81	2.02	88	50	19	31
National		-0.62	78	-0.5	83	-0.71	84	33	24	28
<ul style="list-style-type: none"> • Expected progress is 0 • Disadvantaged children made better progress than non-disadvantaged children in reading • The percentage of disadvantaged children <i>Working at Greater Depth</i> is better than national in reading and mathematics 										

Disadvantaged and Non-Disadvantaged Progress comparison KS2			
	Reading	Writing	Maths
Progress Score disadvantaged	0.54	0.38	2.02
National progress score for disadvantaged	-0.62	-0.5	-0.71