



Pupil Premium Strategy Statement Review

Funding & provision for 2016/2017 academic year

The Pupil Premium is an allocation of funding provided to schools to:

- raise the attainment of disadvantaged pupils of all abilities to reach their potential
- support children with parents in the regular armed forces

The Pupil Premium Grant (PPG) per pupil for 2016 to 2017 is as follows:

Disadvantaged Pupils	PPG per Pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM disadvantaged	£1,320
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900

PPG for Joy Lane Primary School for Academic Year September 2016 to August 2017	
Total number of pupils on roll (April 16)	530
Total number of disadvantaged pupils (January 15 Census)	94
Total Amount of PPG funding for financial year April 2016 to March 2017	£134,000
Total number of disadvantaged pupils (January 16 Census)	102
Total Amount of PPG funding for financial year April 2017 to March 2018	£141,600
Total Amount of PPG funding for academic year Sept 2016 to August 2017	£134,000

School Context

At Joy Lane Primary School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those who are **Pupil Premium**. We respect the unique contribution which every individual can make to our school community.

'A Love of Learning, for Life, for All'

Our Teaching Staff encourage children to be independent and confident by making their learning fun, engaging, enjoyable, challenging and satisfying. High standards and aspirations are expected in all areas of School life. In order to do this we engage in a range of strategies to ensure challenge at an appropriate level and provide support to overcome barriers to learning. The strategies employed ensure that all disadvantaged pupils, regardless of their ability, are given appropriate support to move them on in their next steps of learning. 19.25% of our pupils are disadvantaged pupils, two-thirds of whom (12.5%) are in Key Stage 2.

Barriers to learning and to future attainment (for our pupils eligible for PPG)

We have identified the following as main barriers to learning and to future attainment for our PPG pupils.

- poor parental engagement in the child's learning
- low attainment on entry – both into Reception year and for our mobile pupils
- poor attendance/punctuality
- lack of exposure to high quality language, both spoken and written
- low parental aspirations and expectations of attainment
- narrow experience of life outside school and limited opportunities
- poor emotional wellbeing
- a significant number of disadvantaged pupils also have specific educational needs and these needs are a barrier to their learning

How strategies are identified

When making decisions on how to use our pupil premium funding grant effectively we have made use of a range of research, most prominently the Education Endowment Foundation's Teaching (The Sutton Trust) and its next steps for effective use of the Pupil Premium Grant. In addition we work collaboratively to investigate practice in other schools (CACOT) and evaluate the effectiveness of our previous years' spending. Our strategies aim to deploy staff effectively to meet individual learning needs and are, where possible, data driven in response to evidence. We have chosen these strategies known to have an impact on learning.

Effective strategies used include:

- Access to quality first teaching
- Effective deployment of staff
- Mastery learning
- One to one tuition
- Oral language interventions
- Parental involvement
- Reading comprehension strategies
- Small group tuition (5+ months extra progress for targeted children).
- Social and emotional learning
- Feedback and implementation of designated response time for pupils to marking which has a high impact on learning (8+ months extra progress for all children).
- Growth mind-set philosophy to enable children to become resilient in their learning.
- Smaller Class Sizes (extra/sets and adults) for English and Mathematics lessons. (3+ months progress for all classes affected).

How need is identified and outcomes evaluated

We have embedded a robust system of assessment and monitoring based on termly pupil progress meetings that include all members of teaching and support staff to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and appropriate strategies are put in place. All disadvantaged pupils are highlighted in each pupil progress meeting, even if they are on-track in their learning, to ensure that they remain a constant focus.

On entry, all pupils are screened using 'infant speech and language link' which supports us in planning appropriate interventions to address low language levels in Year R.

Our Wellbeing Team (F.L.Os) work closely with parents to help mitigate the adverse effects of external factors and increase parental aspirations and engagement.

For each pupil premium grant eligible pupil we individually evaluate the provision provided and resulting impact, including for our most able.

Extra support through intervention programmes that have been identified in discussion with the Inclusion Team and through Pupil Progress Meetings, and subsequently organised across the school. We provide small focused

learning opportunities for pupils and groups that who need additional support in developing core and basic skills. We have a range of wider opportunities and extended services provision including some funded play therapy, counselling, swimming sessions and social skills coaching.

Extra resources and personnel across our Inclusion Team in order to ensure specific and targeted support for individuals and groups.

Funding has also been allocated in order to create smaller English and Mathematics classes to ensure greater impact on learning. Priority has been given to targeted small group and individual tuition to improve English and Mathematics by employing additional Teachers and Teaching Assistants. This includes degree educated Teaching Assistants as well as TAs trained in Better Reading Partnership and Phonics led by trained by Teaching Assistants. This document will be reviewed and evaluated at the end of the academic year to inform the provision for the following year.

At Joy Lane Primary School, the leadership team, teachers and teaching assistants all make regular use of data (analysed at pupil progress meetings) to identify all children who are at risk of underachievement and specifically focus on the progress of pupils entitled to the Pupil Premium Grant. They closely monitor the effectiveness of any chosen strategy or intervention through the termly pupil progress meetings. The leadership team agree priorities for closing gaps, analyse their effectiveness and report these to governors regularly.

The report below is a comprehensive summary of the impact of provision. Data held within school enables all staff to analyse the impact for each individual Pupil Premium Child.

The Governing Body receive regular reports on the progress of all our children including our disadvantaged pupils to monitor the impact of how the Pupil Premium is spent.

Pupil Premium Strategy Statement Review

Year 6		
Objective	Provision	Impact
<p>To provide specific and High Quality Teacher and TA led interventions for targeted PPG pupils.</p> <p>Quality First Teaching.</p> <p>Number of pupils on roll: 530</p> <p>Total number of PP (including the SRP): 102 ($102/530 \times 100 = 19.2\%$)</p> <p>Number of PP in each year group (including SRP)</p> <p>Number of pupils in Year 6: 20</p> <p>Number of pupils in Year 5: 14</p> <p>Number of pupils in Year 4: 17</p> <p>Number of pupils in Year 3: 15</p> <p>Number of pupils in Year 2: 14</p> <p>Number of pupils in Year 1: 6</p> <p>Number of pupils in Year R: 16</p>	<p>Formative feedback in all lessons.</p> <p>Greater depth interventions for Mathematics, Writing, reading and SPaG.</p> <p>Counselling for Anger Management</p> <p>Transition to Secondary School Transfer</p> <p>Regular meetings with FLO for anxiety and anger management</p> <p>Sanctuary Playground</p> <p>Use of computers to access recording</p> <p>Lower ability guided reading interventions</p> <p>Better Reading Partnership</p> <p>Lower ability Mathematics interventions</p> <p>Lower ability writing interventions</p> <p>Speech and Language Intervention</p> <p>Oysters SRP integration.</p> <p>Spelling interventions</p> <p>Spelling, Punctuation and Grammar interventions</p> <p>Phonics</p> <p>Many other vulnerable children joined the above interventions, not just Pupil Premium Children – Provision for all!</p>	<p>Year 6 Pupils 61 if Oysters included.</p> <p>Our year 6 cohort has 55 pupils of which 36.4% are disadvantaged (20 pupils). Of these, 13 pupils are eligible for the pupil premium grant but are not SEND.</p> <p>8 Children were eligible for FSM.</p> <p>The targeted interventions, alongside high quality first teaching and formative feedback, has enabled these disadvantaged pupils to diminish the difference in attainment in comparison with their non-disadvantaged counterparts. Indeed those disadvantaged pupils who are not SEND have not only reached expected targets in English writing, Mathematics, SPaG and English Reading but some have exceeded the attainment achieved by their counterparts in Mathematics (5 Greater Depth), Writing (2 Greater Depth), Reading (3 Greater Depth) and SPaG (5 Greater Depth).</p> <p>Good progress was made during the year but where expected levels were not achieved it was by a small margin. SEND achieved expected levels in many subjects or narrowly missing expected.</p> <p>Regular Meetings with the School Counsellor and Family Liaison Officer (FLO) has led fewer outbursts or episodes where the child loses control or exhibits outbursts of anger or anxiety.</p> <p>The use of the computer has helped pupils to achieve expected levels in his writing.</p> <p>Speech and Language has allowed increased confidence in English and in preparation for Secondary transfer.</p> <p>Pre-teaching and follow up sessions has ensured understanding and boosted confidence.</p> <p>Progress was made in the In School Assessment in all areas.</p> <p>See Appendix A to show how well Joy Lane Children did in the end of KS2 SATs. 3 PPG Children achieved a pass in the Kent Test out of 22 children who sat the test.</p>

Year 5		
Objective	Provision	Impact
To provide specific and High Quality Teacher and TA led interventions for targeted PPG pupils.	<p>Formative feedback in all lessons. Greater depth interventions for Mathematics Spelling interventions RM Mathematics intervention – a computerised resource. Mathematics intervention in Oysters showing reciprocity of interventions between Mainstream and SRP. Reading comprehension intervention Mathematics intervention Sentence Structure intervention Handwriting intervention Sensory Circuits ‘Write from the Start’ to improve writing stamina Phonics intervention Irlens overlay to reduce visual stress. Dyslexia support eg the use of computers. Wobble cushions and table slants were used to improve stability and posture. Use of a computer helped children produce written work by eliminating the barrier of physically writing.</p> <p>Many other vulnerable children joined the above interventions, not just Pupil Premium Children – Provision for all!</p>	<p>Year 5 Pupils 60 with Oysters Our year 5 cohort has 54 pupils of which 25.9% are disadvantaged (14 pupils). Of these, 9 pupils are eligible for the pupil premium grant but are not SEND and 3 children integrate from Oysters SRP. 8 children are FSM. The targeted interventions, alongside high quality first teaching and formative feedback, has enabled these disadvantaged pupils to make good and accelerated progress in line with, or, in some cases, exceeding that of their non-disadvantaged counterparts. Three PP children underachieved in test conditions and needed adult supervision to keep them on focus and aid processing skills, whilst others achieved very well under SATs test conditions. In general, there was an improved attitude to work and confidence in the Class. Pupil voice said they enjoyed Science, Mathematics and English lessons. On the whole, children had a good general knowledge which was shown during cross curricular lessons. Mathematics Mentoring within the Class – peer support in problem solving had pleasing results. Sensory Circuits focused children so they came to Class in a receptive mood and ready for work. Adults supported by pre-teaching and follow up sessions to ensure understanding and to boost confidence.</p> <p>See Appendix B.</p>
Year 4		
Objective	Provision	Impact
To provide specific and High Quality Teacher and TA led interventions for targeted PPG pupils.	<p>Formative feedback in all lessons Better Reading Partnership Writing/SPaG/Sentence Construction interventions English 1:1 intervention Handwriting interventions</p>	<p>Year 4 Pupils 59 with Oysters Our year 4 cohort has 55 pupils of which 31% are disadvantaged (17 pupils). Of these, 12 pupils are eligible for the pupil premium grant but are not SEND and 0 children integrate from Oysters SRP. 1 child has FSM.</p>

	<p>Spelling interventions Reading interventions RM Mathematics interventions – a computerised resource Mathematics intervention FLO wellbeing as required by several Pupil Premium Children VSK Play Therapy Delayed sensory processing intervention Integration into SRP/Oysters Mathematics Play support SRP into SRP/Oysters Beanstalk Reading Support Sensory Circuits 1:1 Reading Recovery interventions Work recognition intervention Oysters SRP Pupil Access to Sanctuary Play with FLOs CIC (Children in Care)</p> <p>Many other vulnerable children joined the above interventions, not just Pupil Premium Children – Provision for all!</p>	<p>The Family Liaison Officers supported with emotional needs due to foster placement and bereavement as well as ‘well-being’ and confidence issues. Confidence has improved. Concentration was a focus due to emotional needs and this has improved greatly due to support. Accelerated progress has been made in all areas. Several children have been referred for Dyslexia screening. Following instructions can be a barrier in Class and outside. Low cognition and language can be a barrier which required CT or TA support to improve. Pre-teaching and follow up sessions to ensure understanding and boost confidence. 1:1 support and interventions have allowed pupils to attain expected levels in English and Mathematics. The SENCO Team and Educational Psychologist have supported one child in particular.</p> <p>See Appendix C</p>
--	---	---

Year 3		
Objective	Provision	Impact
<p>To provide specific and High Quality Teacher and TA led interventions for targeted PPG pupils.</p>	<p>Formative feedback in all lessons. 1:1 support – time to reflect upon and communicate feelings. Social Games Attention Difficulty interventions English interventions Mathematics interventions Small group support for all subjects Daily/Weekly reading interventions Handwriting interventions Phonics interventions Spelling interventions Better Reading Partnership</p>	<p>Year 3 Pupils 93 with Oysters Our Year 3 cohort has 87 pupils of which 17.2% are disadvantaged (15 pupils). Of these, 12 pupils are eligible for the pupil premium grant but are not SEND and 0 children integrate from Oysters SRP. 5 children have FSM.</p> <p>The interventions, Quality first teaching and formative feedback have boosted confidence, focus and attention while reducing anxiety at transition times. Children enjoyed ICT as a resource to benefit learning and presentation. Expected levels have been achieved by some children but others need a further focus on reading and times tables, spelling.</p>

	<p>RM Mathematics intervention – computerised resources Enrichment Day - Gospel singing Clever Hands interventions Bean Stalk Reading Programme of intervention Teacher support in a small group of 10 children in Term 6.</p> <p>Many other vulnerable children joined the above interventions, not just Pupil Premium Children – Provision for all!</p>	<p>Attendance is a barrier – but was tracked by the Family Liaison Officer who telephoned to see why children were absent. Social games and time to reflect on feelings has had a noticeable impact for the better. Gaps in KS1 knowledge prior to coming to JL has impacted on outcomes. Learning Mentors could benefit certain children – to give them a conduit for discussion or peer mentors in Class. Handwriting has been supported by Clever Hands with some success. Parental illiteracy has impacted on children’s performance. Teacher support in 1:10 group interventions in English and Mathematics in Term 6 was beneficial.</p>
Year 2		
Objective	Provision	Impact
<p>To provide specific and High Quality Teacher and TA led interventions for targeted PPG pupils.</p>	<p>Greater Depth Reading Verbal feedback in all lessons (formative feedback) to support certain children with specific focus on three children. Children in Care (CIC) FLO interventions with family and children. Access to Sanctuary Play with FLO. Writing interventions Mathematics interventions Daily Reading Handwriting interventions Better Reading Partnership Sensory Circuits Fizzy interventions to improve gross motor skills feeding into an improvement in writing. Phonics interventions Clever Hands interventions Access to sensory room Social skills games ICT games.</p> <p>Many other vulnerable children joined the above interventions, not just Pupil Premium Children – Provision for all!</p>	<p>Year 2 Pupils 80 with Oysters Our Year 2 cohort has 77 pupils of which 18.2% are disadvantaged (14 pupils). Of these, 10 pupils are eligible for the pupil premium grant but are not SEND and 2 children integrate from Oysters SRP. 3 children has FSM. A Post Adoption Plan was in place to support a child during an emotional time. Interventions have allowed improvements in confidence and self-worth. Greater depth was achieved but children need formative feedback from daily support – so children are able yet vulnerable. Teacher 1:1 for group interventions in English and Reading. Mathematics small group support. Children who arrived late to JL had gaps which had to be secured. 1:1 personal TA Support has allowed very good progress including social skills and communication. Children on a reduced timetable have now become full time with 1:1 support which is very pleasing.</p>

Year 1		
Objective	Provision	Impact
To provide specific and High Quality Teacher and TA led interventions for targeted PPG pupils.	<p>Formative feedback to all children. Parental support by FLO because parents have separated. Access to Sanctuary Play with FLO. FLO support when required. Writing interventions Reading interventions Mathematics interventions Phonics interventions Pupil Premium Literacy Boost interventions Clever hands and clever fingers interventions 1:1 support with writing Post Adoption Plan in place. Health issues monitored by School Nurse</p> <p>Many other vulnerable children joined the above interventions, not just Pupil Premium Children – Provision for all!</p>	<p>Year 1 Pupils 82 with Oysters Our Year 1 cohort has 81 pupils of which 7.4% are disadvantaged (6 pupils). Of these, 4 pupils are eligible for the pupil premium grant but are not SEND and 0 children integrate from Oysters SRP. 2 children has FSM. Social support has allowed children to integrate into Joy Lane Primary School, to access the JLPS Curriculum, participate socially and thrive. Small group Teacher support with reading/writing were successful. Small group Teacher support with Phonics was successful. Small group Teacher support with Mathematics was successful. Clever hands with TA intervention has improved fine motor control and presentation. Absence impacts but was tracked by the Family Liaison Officer. The Family Liaison Officer supported families to improve communication between home and school.</p>
Year R		
Objective	Provision	Impact
To provide specific and High Quality Teacher and TA led interventions for targeted PPG pupils.	<p>A variety of health issues have necessitated interventions for particular children including a vitamin deficiency caused delayed development in first year of life. (Under Great Ormond Street for behavioural needs.) Social Services counselling Social Services Intervention + counselling through police. Social Skills interventions Cognition and Language interventions Clever fingers interventions FLO supporting several families Pupil Premium Boost interventions Traveller background interventions 1:1 Daily Phonics interventions</p>	<p>Year R Pupils 89 with Oysters Our Year R cohort has 85 pupils of which 18.8% are disadvantaged (16 pupils). Of these, 15 pupils are eligible for the pupil premium grant but are not SEND and 1 child integrated from Oysters SRP. 15 children had FSM. Social Services supported several children with 1:1 support with P H which has allowed good progress across the curriculum. Social skills with HLTA improved integration into school life. Clever fingers with TA improved fine control and presentation. The Family Liaison Officer provided Sensory Circuits to allow the day to start in a calm and focused manner. The Family Liaison Officer has monitored poor attendance, successfully following children who were absent. FLO intervention with parents to allow communication and contact.</p>

	<p>Fizzy interventions to improves gross and fine motor control plus stamina Access to Sensory Circuits Use of sensory toys Speech and Language interventions Assessment by Specialist Teacher Services for ASD, ADHD, HNF and high sensory needs 1:2 and 1:1 support with TA to access the Curriculum Speech and Language interventions with HLTA Wobble cushion to support pupil Chew toy to aid concentration Feelings management interventions Behaviour group interventions</p> <p>Many other vulnerable children joined the above interventions, not just Pupil Premium Children – Provision for all!</p>	<p>There was also contact with the Police to facilitate contact with home and school. Cognition and Language interventions in a group of 1:3 with HLTA improved confidence. Interventions facilitated an improved link to children and families with a Traveller background. The School Nurse became involved in monitoring certain children to aid progress. Two children had a reduced timetable which is being increased. Interventions have allowed children to be more settled in school and forge a link between home and school.</p>
--	---	--

Oyster Bay Nursery

Objective	Provision	Impact
<p>To provide specific and High Quality Teacher and TA led interventions for targeted PPG pupils.</p>	<p>Formative feedback is vital in the Nursery on a 1:1 basis. High ability in Communication and language plus mathematics interventions Sensory circuits Interventions for summer born pupils Bubble time intervention Managing feelings and behaviour interventions Low development (still in nappies) Talk Boost interventions Fizzy interventions to improve gross and fine motor control Sensory Circuits Write Dance interventions Medical issues which affect development FLO support</p>	<p>Four Pupil Premium Children. Interventions have improved concentration; improved management of feelings; refined motor skills and development of a wider vocabulary. All these have helped confidence to grow and building positive relationships for EYPP and FF2.</p>

	<p>Social Service involvement for several families</p> <p>Many other vulnerable children joined the above interventions, not just Pupil Premium Children – Provision for all!</p>	
To provide targeted speech & language support for PPG pupil in EYFS.	Trained Teaching Assistant to provide focused speech & language support for 2 afternoon sessions every week.	All our PPG eligible pupils in year R have been screened using our 'Speech and Language link' programmes. Pupils made progress in their speech and language skills.
To provide a Reading Recovery programme for PPG pupils with a focus on pupils in Years 1 and 4.	SENCO to co-ordinate and provide a programme to support and raise attainment in Reading for PPG pupils.	Attainment data for these identified pupils is in line with, or better than, their Non-Pupil Premium Counterparts.
To enable all pupils to access enrichment opportunities.	Various enrichment opportunities to be partly funded for PPG pupils such as after school clubs, school trips and the Year 6 residential trip as identified by the FLO and SENCO.	<p>PPG is used to provide a range of relevant and accessible enrichment opportunities for eligible pupils and to ensure that money does not become a barrier to equality of access to an enhanced curriculum.</p> <p>The funding is used to make sure that PPG pupils are provided with the same opportunities as other pupils so that they can take part in all school events. For example, part-funding towards the Year 6 residential trip for disadvantaged pupils. This helps PPG pupils diminish the difference between themselves and their peers.</p>
To provide funded places at Breakfast Club and/or after school club.	To provide funded places at Breakfast Club and/or after school club for PPG pupils when required as identified by the FLO.	The Family Liaison Officer identifies PPG pupils who need the provision of these services to support their learning either by improving attendance or providing a meal at the start of the school day. Attendance at these extended school provisions has helped create conditions under which improved teaching and learning approaches can work.
To provide enhanced family pastoral support to improve attendance and provide emotional support.	Family Liaison Officer appointed for 5 days a week to support PPG children with attendance, social difficulties and emotional difficulties to promote engagement with their learning and thereby accelerate progress.	<p>Careful monitoring of Pupil Progress Data enables the school to directly identify PPG families who may require additional support. In addition to working with families to increase parental engagement, the FLO's work focuses on children:</p> <ul style="list-style-type: none"> ▪ Who need support to address attendance and lateness. ▪ Whose learning is impacted by behaviour, confidence or low self-esteem. ▪ Needing support with social skills and managing emotions.

		<ul style="list-style-type: none"> ▪ Struggling with friendship issues. ▪ Who are dealing with loss, separation, ill health or changes at home. <p>PPG pupils have received targeted pastoral support from the Family Liaison Officer who has built strong and effective relationships to support these pupils and their families.</p> <p>The attendance of all PPG children improved with the exception of 6. Two children were in SRP and the remaining 4 children had anxiety issues at home and school.</p> <p>Please see Appendix G.</p>
To facilitate a smooth transition process to secondary education for vulnerable PPG pupils.	SENCo and Family Liaison Officer support to prepare vulnerable PPG pupils for transition. Supported attendance at 'Transition Days' at designated Secondary Schools to facilitate a smooth transition process and minimise emotional stress.	<p>The SENCO and FLO supported parents in visiting relevant Secondary Schools and supported the decision making process so that the choice of school was appropriate for their child.</p> <p>School supported additional transition visits to schools for vulnerable pupils by providing transportation.</p> <p>Family Liaison Officer supported individual pupils with specific concerns related to transition when required during the school day.</p>
TOTAL spent on eligible Pupil Premium Grant pupils	£134,000.00 * Please note that the expenditure exceeded Pupil Premium funding received – the difference was met from school budget.	

Pupil Premium held by Virtual Schools:

The SENCo, in partnership with other school leaders, monitors the attainment and progress of pupils who attend Joy Lane Primary School but are funded by other local authorities outside of Kent. The pupil premium grant for these pupils is held with the relevant Virtual Schools of each authority. At each pupil review a bid for PPG funds is made for strategies to support these pupils for approval by those who hold the funds and the impact of these strategies is also reported on as part of the pupil review process. Funding is reported using PPG maps.

Pupil Premium Strategy Statement Review




Supporting Data

Appendix A - Year 6 pupils Attainment

Reading	No. of pupils		Below		Expected		Greater Depth	
All pupils	55	100%	14	25%	41	75%	18	33%
PPG eligible pupils	19	35%	5	26%	14	74%	3	16%
Non-PPG eligible pupils	36	65%	9	25%	27	75%	15	42%
PPG eligible pupils who are not SEND	13	24%	3	23%	10	77%	3	23%
Writing	No. of pupils		Below		Expected		Expected+	
All pupils	55	100%	5	9%	50	91%	14	25%
PPG eligible pupils	19	35%	2	11%	14	89%	3	16%
Non-PPG eligible pupils	36	65%	3	8%	33	92%	11	31%
PPG eligible pupils who are not SEND	13	24%	1	8%	12	92%	3	23%
Mathematics	No. of pupils		Below		Expected		Expected+	
All pupils	55	100%	10	18%	45	82%	18	33%
PPG eligible pupils	19	35%	5	26%	14	74%	4	21%
Non-PPG eligible pupils	36	65%	5	14%	31	86%	14	39%
PPG eligible pupils who are not SEND	13	24%	5	38%	8	62%	3	23%

(Key: PPG = Pupil Premium Grant; SEND = Special Education Needs & Disability)

Key Stage 2 progress scores 2017

	Reading	Writing	Maths
School progress score	+1.84	+3.29	+3.54
Confidence interval	+1.26 to +3.41	+1.76 to +4.82	+2.12 to +4.96
Well above national Average (about 10% of schools in England)			
Above national average (about 10% of school in England)			
Average (about 60% of schools in England)			
Below national average (about 10% of school in England)			
Well below national average (about 10% of schools in England)			
Number of pupils	60	60	60

	Reading	Writing	Maths
Progress score for disadvantaged pupils	+0.73	+3.85	+3.50
Confidence interval	-2.00 to 3.46	+1.20 to +6.50	+1.04 to +5.96
National average for non-disadvantaged pupils	+0.33	+0.17	+0.28
Number of disadvantaged pupils	20	20	20

When comparing the progress of our disadvantaged pupils against the national average for non-disadvantaged pupils it is clear to see the **positive** scores the children achieve at Joy Lane Primary School.

Please see the table on the left.

Pupil Premium Strategy Statement Review

Supporting Data

Appendix B - Year 5 Attainment

Reading	No. of pupils		Below		Expected		Expected+	
All pupils	54	100%	10	19%	44	81%	15	28%
PPG eligible pupils	12	22%	2	17%	10	83%	2	17%
Non-PPG eligible pupils	42	78%	8	19%	34	81%	13	31%
PPG eligible pupils who are not SEND	8	15%	2	25%	6	75%	2	25%
Writing	No. of pupils		Below		Expected		Expected+	
All pupils	54	100%	7	13%	47	87%	16	30%
PPG eligible pupils	12	22%	3	25%	9	75%	3	25%
Non-PPG eligible pupils	42	78%	4	10%	38	90%	13	31%
PPG eligible pupils who are not SEND	8	15%	2	25%	6	75%	3	38%
Mathematics	No. of pupils		Below		Expected		Expected+	
All pupils	54	100%	8	15%	46	85%	20	37%
PPG eligible pupils	12	22%	2	17%	10	83%	3	25%
Non-PPG eligible pupils	42	78%	6	14%	36	86%	17	40%
PPG eligible pupils who are not SEND	8	15%	1	13%	7	88%	3	38%

(Key: PPG = Pupil Premium Grant; SEND = Special Education Needs & Disability)

Pupil Premium Strategy Statement Review

Supporting Data

Appendix C - Year 4 Attainment

Reading	No. of pupils		Below		Expected		Expected+	
All pupils	55	100%	22	40%	33	60%	5	9%
PPG eligible pupils	17	31%	12	71%	5	29%	0	0%
Non-PPG eligible pupils	38	69%	10	26%	28	74%	5	13%
PPG eligible pupils who are not SEND	11	20%	6	55%	5	45%	0	0%
Writing	No. of pupils		Below		Expected		Expected+	
All pupils	55	100%	23	42%	32	58%	10	18%
PPG eligible pupils	17	31%	13	76%	4	24%	0	0%
Non-PPG eligible pupils	38	69%	10	26%	28	74%	10	26%
PPG eligible pupils who are not SEND	11	20%	7	64%	4	36%	0	0%
Mathematics	No. of pupils		Below		Expected		Expected+	
All pupils	55	100%	15	27%	40	73%	9	16%
PPG eligible pupils	17	31%	10	59%	7	41%	1	6%
Non-PPG eligible pupils	38	69%	5	13%	33	87%	8	21%
PPG eligible pupils who are not SEND	11	20%	5	45%	6	55%	1	9%

(Key: PPG = Pupil Premium Grant; SEND = Special Education Needs & Disability)

Pupil Premium Strategy Statement Review

Supporting Data

Appendix D - Year 3 Attainment

Reading	No. of pupils		Below		Expected		Expected+	
All pupils	86	100%	25	29%	61	71%	14	16%
PPG eligible pupils	14	16%	7	50%	7	50%	1	7%
Non-PPG eligible pupils	72	84%	18	25%	54	75%	13	18%
PPG eligible pupils who are not SEND	12	14%	5	42%	7	58%	1	8%
Writing	No. of pupils		Below		Expected		Expected+	
All pupils	86	100%	32	37%	54	63%	18	21%
PPG eligible pupils	14	16%	7	50%	7	50%	1	7%
Non-PPG eligible pupils	72	84%	25	35%	47	65%	17	24%
PPG eligible pupils who are not SEND	12	14%	6	50%	6	50%	1	8%
Mathematics	No. of pupils		Below		Expected		Expected+	
All pupils	86	100%	29	34%	57	66%	11	13%
PPG eligible pupils	14	16%	7	50%	7	50%	0	0%
Non-PPG eligible pupils	72	84%	22	31%	50	69%	11	15%
PPG eligible pupils who are not SEND	12	14%	5	42%	7	58%	0	0%

(Key: PPG = Pupil Premium Grant; SEND = Special Education Needs & Disability)

Pupil Premium Strategy Statement Review

Supporting Data

Appendix E - Year 2 Attainment

Reading	No. of pupils		Below		Expected		Expected+	
All pupils	75	100%	16	21%	59	79%	16	21%
PPG eligible pupils	12	16%	3	25%	9	75%	2	17%
Non-PPG eligible pupils	63	84%	13	21%	50	79%	14	22%
PPG eligible pupils who are not SEND	8	11%	0	0%	8	100%	2	25%
Writing	No. of pupils		Below		Expected		Expected+	
All pupils	75	100%	25	33%	50	67%	13	17%
PPG eligible pupils	12	16%	6	50%	6	50%	0	0%
Non-PPG eligible pupils	63	84%	19	30%	44	70%	13	21%
PPG eligible pupils who are not SEND	8	11%	3	38%	5	63%	0	0%
Mathematics	No. of pupils		Below		Expected		Expected+	
All pupils	75	100%	18	24%	57	76%	14	19%
PPG eligible pupils	12	16%	6	50%	6	50%	1	8%
Non-PPG eligible pupils	63	84%	12	19%	51	81%	13	21%
PPG eligible pupils who are not SEND	8	11%	3	38%	5	63%	0	0%

(Key: PPG = Pupil Premium Grant; SEND = Special Education Needs & Disability)

Pupil Premium Strategy Statement Review

Supporting Data

Appendix F- Year 1 Attainment

Reading	No. of pupils		Below		Expected		Expected+	
	No.	%	No.	%	No.	%	No.	%
All pupils	82	100%	20	24%	62	76%	14	17%
PPG eligible pupils	6	7%	2	33%	4	67%	0	0%
Non-PPG eligible pupils	76	93%	18	24%	58	76%	14	18%
PPG eligible pupils who are not SEND	4	5%	0	0%	4	100%	0	0%
Writing	No. of pupils		Below		Expected		Expected+	
	No.	%	No.	%	No.	%	No.	%
All pupils	82	100%	30	37%	52	63%	8	10%
PPG eligible pupils	6	7%	3	50%	3	50%	0	0%
Non-PPG eligible pupils	76	93%	27	36%	49	64%	8	11%
PPG eligible pupils who are not SEND	4	5%	1	25%	3	75%	0	0%
Mathematics	No. of pupils		Below		Expected		Expected+	
	No.	%	No.	%	No.	%	No.	%
All pupils	82	100%	28	34%	54	66%	3	4%
PPG eligible pupils	6	7%	2	33%	4	67%	0	0%
Non-PPG eligible pupils	76	93%	26	34%	50	66%	3	4%
PPG eligible pupils who are not SEND	4	5%	0	0%	4	100%	0	0%

(Key: PPG = Pupil Premium Grant; SEND = Special Education Needs & Disability)

Pupil Premium Strategy Statement Review

Supporting Data

Appendix G - Year R Attainment

Reading	No. of pupils		Below		Expected		Expected+	
All pupils	85	100%	17	20%	68	80%	26	31%
PPG eligible pupils	16	19%	7	44%	9	56%	1	6%
Non-PPG eligible pupils	69	81%	10	14%	59	86%	25	36%
PPG eligible pupils who are not SEND	12	14%	4	33%	8	67%	0	0%
Writing	No. of pupils		Below		Expected		Expected+	
All pupils	85	100%	24	28%	61	72%	17	20%
PPG eligible pupils	16	19%	9	56%	7	44%	1	6%
Non-PPG eligible pupils	69	81%	15	22%	54	78%	16	23%
PPG eligible pupils who are not SEND	12	14%	6	50%	6	50%	0	0%
Mathematics Number	No. of pupils		Below		Expected		Expected+	
All pupils	85	100%	18	21%	67	79%	23	27%
PPG eligible pupils	16	19%	6	38%	10	63%	1	6%
Non-PPG eligible pupils	69	81%	12	17%	57	83%	22	32%
PPG eligible pupils who are not SEND	12	14%	5	42%	7	58%	0	0%
Mathematics SSM	No. of pupils		Below		Expected		Expected+	
All pupils	85	100%	12	14%	83	98%	26	31%
PPG eligible pupils	16	19%	4	25%	12	75%	0	0%
Non-PPG eligible pupils	69	81%	8	12%	61	88%	26	38%
PPG eligible pupils who are not SEND	12	14%	2	17%	10	83%	0	0%

(Key: PPG = Pupil Premium Grant; SEND = Special Education Needs & Disability)

Pupil Premium Strategy Statement Review

Appendix G – Attendance – PPG eligible pupils

Attendance – PPG eligible pupils

The table show the % differences in attendance between academic year 2015/16 and academic year 2016/17 for those PPG eligible pupils who had less than 90% attendance in 16/17

It is for those PPG eligible pupils who had less than 90% attendance in 15/16 was below 90% but, with the support of the wellbeing team, attendance has improved in 16/17 to over 90%.

PPG Child	Key Stage	% Present 2016/17	% Present 2015/16	% Difference +/-	Comments/actions taken
1	2	93.42	89.4	+4.02	Generally unwell
2	R	79.19			Special Circumstances, SS Involvement
3	R	80.81			SRP Child
4	2	80.79	78.26	+2.53	SRP Child
5	2	89.47	84.51	+4.96	Weak Constitution
6	R	87.84			
7	1	96.58	88.32	+6.36	Poor health, 2 approved holidays, Hospital appointments.
8	2		84.51		SRP Child – Left School
9	1	92.11	89.4	+2.71	Holiday, Medical appointments
10	2		84.78		Left School
11	1	88.68			SRP Child
12	R	69.8			Traveller Child, CME, left School now at Canterbury Primary School
13	2	92.63	84.24	+8.39	Traveller Child, Illness
14			86.14		SRP Child
15	2	82.89	89.13	-6.24	Emotional wellbeing and health issues. Referred to CAMHS but not accepted.
16	R	74.59			
17	2	94.47	88.86	+5.61	Anxiety related illness.
18	2		89.95		Left 2016
19	2	96.84	79.31	+17.53	Started mid-term, part time timetable
20		88.95	76.36	+12.59	SRP Child, Exclusions, Behaviour, Part time timetable, Operation
21	1	76.73			Traveller Child, CME, left School now at Canterbury Primary
22	2	86.84	73.91	+12.93	Mum has anxiety issues and struggles to leave the house. Offered EH but mum was concerned about SS involvement.
23	2	96.05	82.57	+13.48	SRP Child, Medical appointments
24			89.4		SRP Child Left 2016
25	2		87.77		Left 2016
26	2		84.24		Left 2016
27	1	89.33			LAC Child
28	2	85.26	88.86	-0.47	School refuser, Illness
29	2	86.58			
30	2	87.11			Left 2017
31	1	88.83	86.96	+1.87	Holiday, generally unwell, left School to be home educated

32	R	83.78			
33	2	80.26	73.91	+6.35	Mum prefers to have him at home, makes excuses for illness.
34	2	83.16	85.6	-2.44	Mums' anxiety, illness
35	R	82.43			
36	1	62.15	53.5	+8.65	Traveller Child, Started when she was 5, often went out for the day with Mum and Dad
37	1	88.35			Traveller Child
38	R	88.38			
39	1	70.54			
40	2	69.89	66.3	+3.59	Traveller Child, Started mid-term, often went out for the day with Mum and Dad.
41		94.74	89.67	+5.07	Mum works nights, prefers to have Ellie at home.
42	1	81.05	81.01	+0.04	Medical issues, low immunity.
43	2	89.74			
44	2	81.05	89.4	-8.35	Severe anxiety
45	2	92.11	81.52	+10.59	Unauthorised holiday and odd days off
46	1	87.84			
47	2	68.16			SRP Child, Part-time
48	2	81.05	83.15	-2.1	SRP child, has anger issues, sometimes refuses to get into the Taxi
49	2	89.74			
50	R	78.65			
51	2	88.42	89.13	-0.71	SRP child, when ill off longer than needed
52	2	74.21			SRP Child – Left School
53	2	89.47			

30 OCT 2017

Ms D Hines
Headteacher
Joy Lane Primary School
Joy Lane
Whitstable
CT5 4LT



**Directorate of Children, Young People
and Education**
Sessions House
County Hall
Maidstone
ME14 1XQ

Phone: 03000 416384
Ask for: Patrick Leeson
Email: patrick.leeson@kent.gov.uk

Date: 24 October 2017

Dear Deb

I would like to offer our congratulations on your school's achievement outcomes in 2017.

It is very positive to see that the school has attained well above average results at Key Stage 2, with 67.2% of pupils achieving the expected standard in reading, writing and mathematics combined. I would also like to highlight your success in the attainment of free school meals pupils, 57.9% of whom reached the combined expected standard.

It is also good to see strong value added scores in reading, writing and mathematics.

I am pleased that the proportion of pupils reaching the expected standard at the end of Key Stage 1 was above the emerging national average across all subjects. Pupils also achieved well in the Year 1 Phonics check (85.1%) and at the end of the Early Years Foundation Stage (70.0%).

We appreciate that these improvements are due to strong leadership and a sustained effort to remain focused on school improvement. Well done to your staff and pupils.

My team and I look forward to working with you, your staff and governing body to ensure excellent results are sustained during 2018 and beyond.

Yours sincerely

Patrick Leeson
Corporate Director
Children, Young People and Education