



Pupil Premium Strategy Statement Review

Funding & provision for 2018/2019 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 2018 to 2019 is as follows:

Disadvantaged Pupils	PPG per Pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM disadvantaged	£1,320
Children in Care (CIC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
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	£2,300
Pupils in Year Groups Reception to Year 11 recorded as 'Ever 6 Service Child' or in receipt of a child pension from the Ministry of Defence.	£300

PPG for Joy Lane Primary School for Academic Year September 2017 to August 2018	
Total number of pupils on roll (September 2018)	554
Number of disadvantaged pupils on roll (September 2018)	108
Total Amount of PPG funding for financial year April 2018 to March 2019	95 x PP = £125,400 3 x LAC/CIC = £6900 10 x RGA = £23,000
Total Amount of Expected PPG funding	£155,300

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. 19.49% of our pupils are Disadvantaged Pupils; 9.57% of the Disadvantaged children are in Key Stage 2 which equates to 49% of the Disadvantaged Cohort.

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 (FLOs) 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.

Proposed Provision for 2018 to 2019

Objective	Provision
To provide specific and high-quality Teacher and TA led interventions for targeted PPG Pupils.	Targeted interventions as identified from data and pupil progress analysis. Each year group to have their own particular focus based on their team targets. Please see performance management team targets. JLPS whole school target is Writing. (Detailed plan available on request)
To provide targeted intervention groups across all Year Groups for identified PPG Pupils to accelerate progress and raise attainment following reviews at Pupil Progress Meetings.	Teachers and Teaching Assistants to provide focused interventions for PPG Pupils across all Classes as follows: Year R <ul style="list-style-type: none"> • Individual Language Screening • Individual Speech Screening • Speech and Language intervention following Speech Links Screening for all • Listening and Attention focus • Additional Phonics groups • Clever Hands and Clever Fingers to improve fine motor control • Lego Therapy to aid effective communication and promote language • Social Skills intervention • Fizzy to aid gross motor skills • Sensory Circuits for a select few to ensure they are ready to

learn when they begin the school day

- Managing Feelings Group to ensure children can focus on learning.

Year 1

- Speech and Language intervention following Speech Links screening for all
- Listening and Attention focus
- Additional Phonics groups
- Reinforcement of Phonics in preparation for Phonics Screening
- Clever Hands and Clever Fingers to improve fine motor control
- Lego Therapy to aid effective communication and promote language.
- Social Skills intervention
- Fizzy to aid gross motor skills
- Sensory Circuits for a select few to ensure they are ready to learn when they begin the school day
- Managing Feelings Group to ensure children can focus on learning
- 1:1 support to help children with specific difficulties
- Support from STLS
- Access to the Sensory Room for pupils who require a heightened sensory diet
- Work alongside external agencies and professionals to ensure children receive the support they require
- Well-Being Support for children and families

Year 2

- Focus on those PPG Pupils retaking Phonics Screening
- Preparation for SATs for PPG Pupils through Booster Groups
- Guided Reading Groups with a focus for PP Children
- PP Children selected for Better Reading Partnership
- 1:1 and small group Speech and Language intervention
- Clever Hands and Clever Fingers to improve fine motor control
- Lego Therapy to aid effective communication and promote language
- Social skills interventions including sanctuary play
- Fizzy to aid gross motor skills
- Sensory Circuits for a select few to ensure they are ready to learn when they begin the school day
- Managing feelings group to ensure children can focus on learning
- 1:1 support to help children with specific difficulties
- Well-being support for children and families

Year 3/4/5

- Targeted interventions as identified in Pupil Progress Meetings
- Guided Reading Groups with a focus for PP children

- PP children selected for Better Reading Partnership
- 1:1 and small group Speech and Language intervention
- Write from the Start Handwriting Programme to improve pencil control
- Lego Therapy to aid effective communication and promote language
- Social Skills interventions including Sanctuary Play
- Fizzy to aid gross motor skills
- Sensory Circuits for a select few to ensure they are ready to learn when they begin the school day
- Support from STLS
- The Nest to support children working towards the Year 1 Curriculum
- Access to the Sensory Room for pupils who require a heightened sensory diet
- Work alongside External Agencies and Professionals to ensure children receive the support they require
- Managing Feelings Group to ensure children can focus on learning
- 1:1 support to help children with specific difficulties.
- Well-Being support for children and families

Year 6

- Specific Mathematics Support for PPG Pupils
- Targeted Writing interventions
- Targeted Reading interventions
- Targeted interventions in support of SATs
- Teacher-led Booster Sessions
- Preparation for Transition to Secondary School
- Targeted interventions as identified in Pupil Progress Meetings
- Guided Reading Groups with a focus for PP children
- PP children selected for Better Reading Partnership
- 1:1 and small group Speech and Language intervention
- Write from the Start Handwriting Programme to improve pencil control
- Lego Therapy to aid effective communication and promote language
- Social Skills interventions including Sanctuary Play
- Fizzy to aid gross motor skills
- Sensory Circuits for a select few to ensure they are ready to learn when they begin the school day
- Support from STLS
- Managing Feelings Group to ensure children can focus on learning
- 1:1 support to help children with specific difficulties.
- Well-Being support for children and families

	Across relevant Year Groups: Targeted interventions as identified in Pupil Progress Meetings
To provide targeted Speech & Language Support for PPG Pupils	Trained Teaching Assistant to provide focused Speech & Language Support. The duration of each duration is dependent on the progress of children and their area of challenge. Each child will be assessed individually using the advice and guidance from Junior Links/ Universal SALT.
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 5 and Year 6 Residential Trips as identified by the FLO and SENCO.
To provide enhanced family pastoral support to improve attendance and provide emotional support	Three Family Liaison Officers 5 days a week [one full time and 2 part time = equivalent to 2 full time FLOs] to support PPG Children with attendance, social difficulties and emotional difficulties to promote engagement with their learning and thereby accelerate progress. (In the order of 21/106 children to be allocated to FLO are disadvantaged pupils)
To provide support with attendance of persistent absentees	Annual Purchase of 'Telephone Call' System to tackle persistent absenteeism.
To facilitate a smooth Transition process to Secondary Education for vulnerable PPG pupils	SENCO and FLO 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.
	Total expenditure £155,300*

***Please note that planned expenditure exceeds Pupil Premium funding received - the difference will be met from the School budget.**

Pupil Profile of PP Children In 2018 to 2019 (104/527 x100 = 20%/ Oysters 7/30 =23%)

Number of PP in the Year Group Oysters number in brackets	% PP Children out of the Year Group
Year R 14/(0)	22%
Year 1 19/(0)	24%
Year 2 17/(2)	20%
Year 3 7/(1)	9%

Year 4	17/(1)	22%
Year 5	14/(1)	16%
Year 6	16/(2)	31%

Projected costs of running interventions using the Pupil Premium Funding.

All costings are based on the following: TA = £15
 HLTA = £18
 Teacher = £43
 SEND teacher = £48

Intervention type	Projected cost
Language	£6,312.00
Speech	£4,212.00
Sensory Circuits	£5,557.50
Clever hands/fingers	£2,559.48
Serenity Group) 8:20 to 8:40 am Whole School Daily	£4,224.87
Lego intervention	£3,899.88
Phonics (KS2)	£4,875.00
Phonics (KS1)	£5,460.00
Synergy Group (Break and Lunch Groups)	£3,159.00
Sanctuary break (Indoor Well-Being Support)	£2,047.50
Sanctuary break (outdoor)	£5,005.00
Sanctuary lunch (outdoor)	£6,240.00
Well-being support	£8,084.00
Year R speech screenings	£2,340.00
The Nest English Support (Yr 1-6)	£12,187.50
The Nest Mathematics Support (Yr 1-6)	£12,285.00
Year 6 Booster groups	£21,937.50
Teacher led booster groups (yr6)	£25,155.00
Transition planning and preparation (Yr6)	£384.00
Attendance monitoring	£583.00
	£155.300

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2 November 2018

Debra Hines
Joy Lane Primary School
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Dear Ms Hines

Short inspection of Joy Lane Primary School

Following my visit to the school on 19 October 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in February 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You provide exceptional leadership for staff and pupils. You lead your school with commitment and good humour. You have established a team of effective leaders that shares your positive approach and your aspirations for all pupils. You and your senior leaders sustain a culture of high expectations for all pupils across the school. You expect every pupil to work hard and to do their very best.

The school's friendly, welcoming and hard-working environment makes a strong contribution to pupils' achievement and well-being. Pupils love school. Their enthusiasm for learning is clear in their positive attitudes to learning and in their excellent behaviour.

You and your team have fully addressed each of the key issues identified at the time of the previous inspection. Skilful teaching ensures that pupils make rapid progress in English, mathematics and a wide range of other subjects. Pupils' outcomes at the end of key stage 2 have increased every year since the previous inspection. In 2017, standards at the end of key stage 2 were above the national average in reading, writing and mathematics, with a further increase in 2018.

Effective support ensures that those pupils who attend the specialist resource provision make the same strong progress as other pupils in the school. They benefit from special needs expertise in the specialist resource provision, as well as learning well alongside their classmates in the mainstream classes. Your school recently achieved recognition as an 'Inclusion Quality Mark Flagship School', a fitting

testimony to your success in ensuring that all pupils achieve well and play an active part in school life.

Teaching assistants make a valuable contribution to pupils' learning. Good-quality training ensures that teaching assistants are knowledgeable about supporting pupils' personal and academic progress. They work confidently and successfully alongside teachers.

Parents' views of the school have improved substantially since the previous inspection. Parents are highly complementary about the school's work and are confident that their children are learning well.

Leaders have established clear and reliable communication routes since the previous inspection. As a result, parents are better informed about school life, and clearer about their children's progress, than was the case at the time of the previous inspection.

You and your leadership team have an accurate view of the school's strengths and development needs. For example, you have rightly identified small variations in pupils' progress in writing as they move up through the school. You have already put appropriate plans in place to address this aspect of the school's work, focusing on making sure that pupils complete consistently high-quality written work across the curriculum.

Safeguarding is effective.

You and your team give pupils' safety and well-being an appropriately high priority. You respond swiftly and robustly to any concerns about pupils' safety, liaising effectively with the local authority and with other agencies, including children's services. You and your team make sure that the school is tidy, attractive and well organised. As a result, pupils are able to work and play safely.

Caring and respectful relationships throughout the school ensure that pupils feel safe and valued. Pupils feel comfortable talking to their teachers about any concerns. They say that any problems are sorted out quickly. Parents are equally positive about their children's safety.

You ensure that safeguarding policies and procedures are clearly understood, fit for purpose and followed consistently. You provide good-quality training for staff and governors so that all are clear about their roles and responsibilities.

Inspection findings

- During this inspection, I focused particularly on: pupils' attendance; the quality of teaching during early years; **disadvantaged pupils' progress**; and the quality of teaching and learning across the curriculum.
- **Leaders have developed robust procedures for checking and supporting pupils' attendance. They keep a close eye on individual pupils' attendance as well as monitoring attendance across the school as a whole.** Leaders work closely and constructively with parents and agencies to encourage regular attendance.
- Leaders' continuous focus on ensuring that all pupils attend well has ensured steady improvement in pupils' attendance since the previous inspection. As a result, attendance rates in 2017 were much closer to the national average than in previous years, with further improvement in attendance rates in 2018. Leaders, however, are not complacent. They rightly recognise the importance of sustaining and building on the successes of recent years so that pupils achieve as well as they should throughout the school. **Leaders will not be satisfied until all pupils, including disadvantaged pupils, attend regularly.**
- Strong leadership and teaching during early years ensure that children make rapid progress and flourish, both personally and academically. As a result,

children are very well prepared for the next stage of their learning by the end of Reception Year.

- Early years leaders responded swiftly and effectively to a dip in outcomes at the end of Reception Year in 2017, when the proportion of children achieving a good level of development dipped to below the national average. As a result, outcomes recovered fully in 2018.
- Stimulating and engaging teaching during early years capitalises and builds on children's curiosity about the world. For example, during the inspection, children were engrossed in exploring a wide range of activities in the outdoor area. They shared ideas with each other about how to complete tricky tasks while mastering new skills. Children concentrated equally well in the classrooms. For example, they listened intently while their teachers read a story, and they contributed enthusiastically when their teachers asked questions about what might happen next in the story.
- **Leaders make good use of pupil premium funding to ensure that disadvantaged pupils learn well. For example, teaching assistants provide knowledgeable and perceptive support for pupils during lessons, so that pupils develop personal and learning skills. As a result, disadvantaged pupils make considerable gains in their learning, particularly in reading and mathematics. However, as with other groups, disadvantaged pupils' outcomes in writing are not as strong as outcomes in reading and mathematics.**
- The school's broad and rich curriculum gives pupils plenty of opportunities to develop personal interests and to excel in particular subjects. The school year is punctuated by numerous events, trips and visits which bring learning to life and make a strong contribution to pupils' enjoyment of school.
- Pupils learn well across a range of subjects, including history, geography, art and religious education. The school's well-established science curriculum ensures that pupils develop a good scientific knowledge and understanding. An increased focus on developing pupils' scientific skills during the past year has strengthened pupils' understanding of how to complete experiments, including predicting outcomes, developing hypotheses and using results to draw conclusions.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- **all groups of pupils, including disadvantaged pupils, make consistently strong progress in writing across all year groups.**

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Kent. This letter will be published on the Ofsted website.

Yours sincerely

Julie Sackett

Ofsted Inspector

Information about the inspection

I visited 19 lessons with your head of school and with other senior leaders during the inspection. I looked at pupils' books during my visits to the classrooms and spoke with them about their work. I also looked separately at a sample of pupils' workbooks.

I met with you and with other senior leaders. I also met with six governors, including the chair of governors, and spoke with a representative of the local authority. I talked with pupils in the playground and in the dining hall during the

lunchtime break.

I took account of 114 responses to Ofsted's online questionnaire, Parent View. I also considered 53 completed staff questionnaires and 124 pupil questionnaires. I reviewed the school's website and considered a range of documents, including your summary of the school's effectiveness and the school's improvement plan. I also looked at a range of safeguarding documents.

December 2018

Ms PB and the JLPS SLT

DRAFT