

## Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Jotmans Hall primary
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	18.47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	26.09.2022
Date on which it will be reviewed	September 2023
Statement authorised by	Board of Trustees
Pupil premium lead	Sarah Warnes
Governor / Trustee lead	Lisa Allen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,708
Recovery premium funding allocation this academic year	£7,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,289
School-Led Tutoring Grant	£6,966
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,068

## Part A: Pupil premium strategy plan

### Statement of intent

The aim of the funding is to target the attainment gap between pupils from deprived backgrounds and their most affluent peers. This gap persists through all stages of education, including entry into higher education. Our intent is to use the pupil premium to improve the attainment of our disadvantaged pupils. The disproportionately high impact of COVID-19 on the education of disadvantaged pupils makes this more important than ever.

#### **How we identify the specific challenges faced by our disadvantaged and vulnerable pupils:**

We continually assess the children, through a variety of methods, to understand the specific elements of their education that pupils are finding challenging. We also develop an understanding of any non-academic challenges that pupils are facing that are negatively affecting their education and impact their access to teaching.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	attainment is below national average in reading &/or phonics
2	attendance and levels of persistent absence
3	behaviour incidences and exclusions data
4	wellbeing, mental health and safeguarding concerns
5	access to technology and educational materials
6	high mobility

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve children's metacognition and self-regulation	Staff are able to teach metacognition skills and children are observed using them.
Rapid and sustained progress is made in reading and phonics for all pupils.	School data is inline or above National Average. Groups of children not at expected level in Reading and phonics are quickly identified and

	intervention strategies implemented in order to close the gap.
A robust pastoral system is place including a consistent Behaviour management approach.	Levels of disruptive behaviour and fixed term exclusions are kept at a minimum.
Individual challenges are targeted to improve equity for disadvantaged children.	All children are able to access extracurricular activities. Barriers to learning are removed where possible. (Additional IT, food, uniform provided for families)

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £8,000 for 2022-23 and 2023-24 (£4,000 to be carried forward for 2023-24)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on metacognition strategies	EEF Toolkit – Metacognition & Self-regulation – Closing the disadvantage gap.	1, 2 & 4

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £ 57,924 (£1,372 to be carried forward for further purchase of CGP Books in 2023-24)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading & Phonics intervention strategies for Year 1 and children not achieving age expectation	EEF Toolkit – Phonics– Closing the disadvantage gap.	1
Additional LSA support to deliver a timetable of intervention strategies.	EEF Toolkit – Phonics– Closing the disadvantage gap. EEF Toolkit – One to One Tuition and Small Group Tuition– Closing the disadvantage gap	1 & 4

Tutoring for Years 2, 3, 4 & 5: Individual and small group sessions. Within the school day. Small groups sessions before and after school	EEF Toolkit – One to One Tuition and Small Group Tuition– Closing the disadvantage gap	1
Training for intervention strategies	EEF Toolkit – One to One Tuition and Small Group Tuition– Closing the disadvantage gap	1
Purchase of CGP workbooks to aid with homework and filling the gaps left due to COVID lockdowns (2 x orders).	EEF Toolkit – Phonics– Closing the disadvantage gap.	1
Purchase of Rhino Readers Reading Books	EEF Toolkit – Phonics– Closing the disadvantage gap.	1

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £ 29,408**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance consultants to help monitor attendance and persistent absence	EEF Toolkit – Behaviour Interventions– Closing the disadvantage gap.	2
Individual enrichment strategies to help close the disadvantage gap.	DfE pupil premium guidance: September 2021 – Wider Strategies	1, 2, 3, 4 & 5
SEMH support for pupils struggling to access the classroom, delivered by SENCO (5 hours per week x 38 weeks)	EEF Toolkit – Behaviour Interventions– Closing the disadvantage gap.	4
Counselling Sessions to promote wellbeing	EEF Toolkit – Behaviour Interventions– Closing the disadvantage gap.	4
Resources for School Behaviour System (ERIC)	EEF Toolkit – Behaviour Interventions– Closing the disadvantage gap.	4

**Total budgeted cost: £95,332**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity has had on pupils will be assessed in July 2023.

#### Impact Tracking

##### Year 1 - Phonics Screening - Summer 2023

Phonics Screening Test	Whole cohort pupils	Pupil Premium Pupils
45 pupils in Year 1 2022-23 (of which 9 were disadvantaged and one child was Disapplied)	71% passed the screening test (within the range of the 2022 National Average - 75%)	56% passed the screening test (6 out of 9 pupils) (within the range of the 2022 National Average - 62%)

*(No comparative National Data for 2023 available until Nov 2023)*

Strategies were put in place to try to ensure that the Pupil Premium Group attained the same success rate in the Phonics screening test as the rest of the cohort. 56% passed the test; of the other 44%, one has High Needs (EHCP) and two also have extra support (ASi)

##### Year 2 - Phonics Screening - Summer 2023

Phonics Screening Test	Whole cohort pupils	Pupil Premium Pupils
46 pupils in Year 2 2022-23 (of which 5 were disadvantaged)	91% passed the screening test (above the 2022 National Average – 87%)	100% passed the screening test (Above the 2022 National Average – 62%)

*(No comparative National Data for 2023 available until Nov 2023)*

##### Attainment End of KS1 tests (Year 2) - Summer 2023

Cohort of 46 pupils – KS1		Reading %	Writing %	Mathematics %
Pupil Premium (5 pupils)	TA - Working at expected outcome and above expected outcomes.	60 (3 out of 5)	60 (3 out of 5)	60 (3 out of 5)
	TA - Outcomes – working at greater depth	0	0	20
	Test – attained a scaled score above 100	60		20
Non – FSM (41 pupils)	TA - Working at expected outcome and above expected outcomes.	76 (32 out of 41)	71 (30 out of 41)	64 (27 out of 41)
	TA - Outcomes – working at greater depth	27	7	12
	Test – attained a scaled score above 100	68		62

*(Compared to National Data for 2023 released September 2023.)*

Attainment: The attainment of Pupil Premium pupils was below the rest of the cohort in all three areas. However, it is in line with National Data, which is also lying at 60% for Reading, 58% for Writing and 59% for Maths.

**Attainment End of KS2 tests (Year 6) - Summer 2023**

Cohort of 44 pupils – KS2		Reading %	Writing %	SPAG %	Mathematics %
Pupil Premium (12 pupils)	TA - Working at expected outcome and above expected outcomes.	50	58		58
	TA - Outcomes – working at greater depth	25	0		17
	Test – attained a scaled score above 100	50		83	58
Non – FSM (32 pupils)	TA - Working at expected outcome and above expected outcomes.	72	76		81
	TA - Outcomes – working at greater depth	28	9		31
	Test – attained a scaled score above 100	72		81	81

*(Compared to National Data for 2023 released July 2023.)*

The above results show that Pupil Premium pupils were working below the level of the rest of the year group. No data has been received from the DfE with regard to progress measures at this time.

1:1 tuition was offered to all Pupil Premium pupils in Year 6 and this has resulted in accelerated progress across this period. Reading groups and small group work were put in place to ensure that as many of these pupils as possible made at least expected progress by the end of Key Stage 2.

The higher ability pupils had literacy and maths challenges to ensure their progress was also boosted in recognition of their higher ability needs. Support given to Pupil Premium pupils was tracked by the Pastoral Leader and was reported to Trustees.

It should be noted that 4 of these children were receiving additional support (ASI) and one has an EHCP. Another child had an attendance of 40% for the year. In addition, although attainment for the Pupil Premium pupils is not as good as last year, progress for these children was above the expected 6 steps from July 2022 to July 2023.

## Further information

We support the children's wellbeing by providing a school counselling service to help address barriers to learning, such as anxiety.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Home to School Work Programme	CGP workbooks
Reading Programme	Bug Club on-line reading resources
Learning Programme	Nessy