

Jotmans Hall Primary School

Pupil premium Report

Pupil premium spending for 2020-21

SUMMARY INFORMATION			
Date of most recent pupil premium review:	Summer 2021	Date of next pupil premium review:	September 2021
Total number of pupils:	314	Total pupil premium budget:	£63,345
Number of pupils eligible for pupil premium:	45	Amount of pupil premium received per child:	£1345
Number of Service Children	2	Amount of service premium received per child:	£310
Number of Post LAC	1	Amount of Post LAC premium received per child:	£2345

STRATEGY STATEMENT

The Government believes that the Pupil Premium which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that the fund to tackle disadvantage reaches the pupils who need it most.

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.

Research shows that:

- The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven;
- The gap widens further during secondary education and persists into higher education;

- The likelihood of a pupil eligible for Free School Meals achieving five or more GCSEs at 1*-C including English and Mathematics is less than one third of a non-Free School Meals pupil;
- A pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peer.

The document below details Jotmans Hall Primary School’s Pupil Premium allocation for the following academic year.

The Pupil Premium Allocation is currently calculated on the number of pupils on roll in receipt of Scheme of Aid children and from 2012-13 the government also included the funding for any child attending who had ever been on the Scheme of Aid (Ever 6), Looked after Children and Service children on the date of the School Census.

The aim of the Pupil Premium is to enable the School to target pupil attainment and ensure that they achieve their maximum potential. In order to ensure that the additional monies have the maximum impact on the targeted pupils, thorough analysis is carried out of the children’s academic progress against other pupil groupings in school and national data.

The funding is not spent on one particular item, but is used as part of our budget and used to support a number of areas in school. This list is not exhaustive but gives an outline of the main areas on which monies will be spent.

Monitoring of pupil progress and the impact of expenditure takes place every half term. Needs are reviewed and next steps identified in parent, teacher and support staff meetings and based on children’s needs so that we can “prepare our children for a happy future”.

The impact of the expenditure is evaluated in July 2021 using end of year data.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	The absence rate for Pupil Premium children is higher than the remainder of the school.
B	The nature of Special Educational Needs has become more complex in the last three years. In addition, the school has noticed an increase in the number of children presenting with mental health issues.
C	Pupils not being “ready to learn” in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organization, commitment and resilience.

ADDITIONAL BARRIERS

External barriers

D	Pupils start Reception with low language levels and/or are not prepared for school, for example not toilet trained.
E	The home learning environment is not always conducive for effective learning for some pupil premium children and there are a lack of regular routines including home reading, homework, spellings and having correct equipment in school such as PE kit.
F	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
G	Parental engagement with school and perceptions of education.
H	Poor attendance
I	There has been an increase in the past few years in the number of referrals made to the Children’s Services following disclosures by pupils.
J	Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.

INTENDED OUTCOMES/OBJECTIVES

In line with our school ethos, we expect all pupils to reach their potential, regardless of any perceived or actual disadvantage.

Jotmans Hall Primary School supports the Government belief that the Pupil Premium, as an additional sum to main school funding, is the best way to address the current underlying inequalities between pupils eligible for FSM and their wealthier peers.

In order to assess the relative impact of deprivation more closely, we conduct analysis of both Disadvantaged and actual FSM performance. We also monitor those pupils who are adopted or are looked after.

Pupil Premium funding enables us to target resources even more effectively to ensure that disadvantaged pupils (as identified as those entitled to and receiving FSM or who have ever in the last 6 years received FSM) have the same academic, social and cultural opportunities as any other child.

We regularly conduct surveys of pupils and parents capturing perceptions of potential barriers to learning and participation in school life and adapt our provision accordingly.

Finally, as a school we strive to maintain our closing of the gaps between all groups of pupils such as those on FSM, to ensure all pupils are prepared to proceed to secondary school and to secure better outcomes for their future.

Specifically the Pupil Premium Grant allows us to:-

1. Ensure pupils who have historically underachieved or are currently underachieving in the critical subjects of Maths and English catch up as rapidly as is possible with their peers.
2. Ensure pupils who lack confidence or self-esteem have a variety of support in place to build up emotional resilience, thereby improving their access to high quality learning.
3. Enable pupils to have access to a broadened offer of enriching and academic opportunities ensuring they develop their aspirations and aim high at all times.
4. Ensure pupils who may find it difficult to complete homework independently at home receive support and resources at school before, during or after the school day.
5. Ensure pupils who may have gaps in their learning in all subjects, in addition to the core, catch up with their peers and make good to outstanding progress.
6. Ensure vulnerable pupils have good attendance and punctuality so that any gaps in progress are not widened.
7. Ensure parents/carers, some of whose circumstances may have made accessing education challenging, feel confident about working with the school to support their child to have the best possible life chances.

Planned expenditure for current academic year

(i) Quality of teaching for all				
Desired Outcome	Chosen action/approach	What's the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review this?
All PP pupils achieve expected progress and attainment	Ensure each class has access to at least one learning support assistant in order to provide targeted support and interventions in English and maths	This approach has allowed teachers and other staff to focus on specific groups and provide appropriate support and interventions to smaller groups of targeted pupils	Careful monitoring of data and timetables. Discussion at pupil progress meetings	When results are available – late Summer term
Higher number of PP pupils achieving greater depth in end of key stage assessments	Ensure each class has access to intervention sessions provided by Learning Support Assistants with specific training	Targeted teaching by either the class teacher or experienced LSA to meet needs and accelerate learning	Careful monitoring of data and timetables. Discussion at pupil progress meetings	When results are available – late Summer term
Rapid and sustained progress made in reading, writing and maths	Purchase, provide training for and purchase/use specific resources to support teaching i.e. moderation meetings undertaken between local schools. Investment in resources (Bug Club/phonics books/Times Table Rockstars)	A number of PP children have SEN needs also. Trained adult support with targeted programmes is needed to ensure regular reading activities take place to accelerate progress	Careful monitoring of data and timetables. Discussion at pupil progress meetings	When results are available – late Summer term

Desired Outcome	Chosen action/approach	What's the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review this?
Close attendance tracking of PP pupils to identify poor attendance/ persistent lateness or absenteeism	Attendance is in line or above the national average for all vulnerable groups and there is a reduction in persistent absenteeism	Pupils who do not regularly attend school are disadvantaged as they will continue to have gaps in their learning which will make it more challenging for them to close the gap between them and their peers	Daily monitoring/extraction, analysis, attendance meetings with parents/carers	Daily monitoring. Termly attendance reports provided to SLT and Governing Body.
Ensure continued employment of SENCo	Allow appropriate high quality provision, assessment and intervention for PP pupils who have SEN needs	SEN initiatives have proven to be effective leading to positive progress and attainment for these pupils	Careful monitoring of data and timetables. Discussion at pupil progress meetings	When results are available – late Summer term
Total Budgeted Cost				£42,140

(ii) Targeted Support				
Desired Outcome	Chosen action/approach	What's the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review this?
Rapid and sustained progress made in reading	Individual tutoring with extra reading activities/strategies on inclusion grids.	Focused and targeted support on a regular basis provides a sustainable intervention to accelerate progress and attainment	Careful monitoring of data and timetables.	When results are available – late Summer term
Higher number of pupils passing Phonics Test in Key Stage 1	Recruitment of dedicated LSA for specific intervention groups.	Focused and targeted support on a regular basis provides a sustainable intervention to accelerate progress and attainment	Termly assessment cycles to identify those on track and pupil progress meetings	When results are available – late Summer term
Total Budgeted Cost				£16,149
(iii) Enrichment and Experiences				
Desired Outcome	Chosen action/approach	What's the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review this?
Pupils to have access to subsidized sessions in the before, after-school club and holiday club	<ul style="list-style-type: none"> Improved attendance Pupils have access to a variety of experiences in a warm, friendly environment. 	To ensure a calm early start for pupils and ensure pupils are in school ready to learn. To provide pupils with social play opportunities and to help build relationships and positive experiences.	Families are monitored and needs are assessed on an individual basis.	Termly

Desired Outcome	Chosen action/approach	What's the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review this?
<p>Pupils will be provided with opportunities to take part in a wide range of social/cultural and sporting activities to enable them to develop social skills and give self-confidence and have experiences that will promote high aspirations eg: Theatre and museums</p>	<ul style="list-style-type: none"> • Pupils to have access to a wide and varied range of experiences which enables them to expand their knowledge and views of the world and develop as well rounded adults • Children develop their self-esteem, enjoyment, speaking and listening and well-being 	<p>Pupils will have improved basic skills, self-esteem, confidence, engagement with enrichment activities, resilience and social interaction which leaves to better learning behavior</p>	<p>Interventions are tracked through provision mapping and families are given financial support to ensure equal access to these opportunities.</p>	<p>Termly</p>
<p>To maintain the positive behaviours on the playground. More opportunities for pupils to be involved in sport and inter-school sports. Targeted support will have a positive impact on self-esteem, participation levels and attendance.</p>	<ul style="list-style-type: none"> • Improved outcomes in behaviour in the classroom. Afternoon behavior issues are dealt with quickly. • More opportunities for pupils to be involved in sport and inter-school sports. • Evidence of support having a positive impact on self-esteem, participation levels and attendance. 	<p>There is recent evidence from the UK that sports participation can have a more dramatic effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to 10 months' additional progress).</p>	<p>Careful monitoring of data and timetables.</p>	<p>Termly</p>

<p>Pupils will be provided with counselling sessions to provide emotional and social support and promote wellbeing and</p>	<ul style="list-style-type: none"> Improved outcomes in behaviour in the classroom. Evidence of support having a positive impact on self-esteem, participation levels and attendance. 	<p>The EEF has found that <u>SEL interventions</u> have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. A four-month gain in attainment is critical for pupils who have fallen behind during the pandemic.</p>		
<p>Transport to ensure children arrive at school on time and ready to learn</p>	<ul style="list-style-type: none"> Attendance is in line or above the national average for all vulnerable groups and there is a reduction in persistent absenteeism 	<p>Pupils who do not regularly attend school are disadvantaged as they will continue to have gaps in their learning which will make it more challenging for them to close the gap between them and their peers</p>	<p>Daily monitoring/extraction, analysis, attendance meetings with parents/carers</p>	<p>Daily monitoring. Termly attendance reports provided to SLT and Governing Body.</p>
<p>Total Budgeted Cost</p>				<p>£5160</p>

Review of expenditure (to be completed in Autumn 2021)

The evaluation of impact of the Pupil Premium Funding has been disrupted due to COVID-19. The school closure and COVID-19 Lockdown resulted in all existing initiatives being suspended. The priorities of the school changed dramatically as did the needs of our pupil premium families.

We were able to continue to provide support for our pupil premium families in many ways. These included:

- Weekly phone calls from our Pastoral Manager and school counsellor where appropriate. These were additional to the phone calls made to all children by the SLT and Class Teachers.
- A dedicated Wellbeing email address for the whole school, monitored by the Pastoral Manager and school counsellor. This allowed the school to monitor not only the existing pupil premium families, but those whose situation had changed due to the COVID-19 lockdown measures.
- In the initial stages, food parcels were offered to all pupil premium families, for collection from the school. These were replaced with the free school meal voucher scheme.
- Weekly food boxes were delivered for those families who were particularly struggling.
- Basic stationery was provided for some pupil premium families.
- Individual work books, generally sold to the whole school, were provided as part of their pupil premium entitlement to some pupil premium families.
- Additional work was provided and delivered (if necessary), to accommodate children unable to access on-line learning.
- As part of the vulnerable group, pupil premium children were invited into the key worker provision.
- One family had a taxi funded for them to enable the children to attend the key worker provision.

Schools reopened to all pupils from 12th April 2021. The government have acknowledged the impact of this closure on the children:

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Coronavirus (COVID-19) catch-up premium - GOV.UK

The allocation of Pupil Premium funding will remain a high priority for Jotmans Hall, and many of the existing initiatives will continue alongside new ones in order to close the gap and help support the wellbeing and mental health of children moving forward.

It is also recognised, that due to COVID-19, the gap between pupil premium children and their peers may have widened and a greater number of our families may now face financial hardship.

The expectation is that we teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.

Guidance for full opening – schools – GOV.UK

The attainment gap between disadvantaged children and their better-off peers could widen by as much as 75 per cent because of the coronavirus outbreak, a senior Department for Education official has warned.

Vicki Stewart, the deputy director of the DfE's pupil premium and school food division, told a Westminster Education Forum event on Wednesday that the pandemic and the resulting partial school closures would "almost certainly" have "a very significant impact" on the attainment gap.

Schools Week – Freddie Whittaker, Samantha Booth