# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Jotmans Hall primary |
| Number of pupils in school  | 313 |
| Proportion (%) of pupil premium eligible pupils | 16.29% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 14.12.21 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Board of Trustees |
| Pupil premium lead | Sarah Warnes |
| Governor / Trustee lead | Lisa Allen |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £66,677 |
| Recovery premium funding allocation this academic year | £6,706.25 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £2,795 |
| National Tutoring Programme Funding  | £6,682.50 |
| Catch-up Funding Carry Forward from 2020-21 | £5,318 |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £88,178.75  |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.

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| 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.

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| 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: £*5,290 for 2021-22 (£12,000 over two years)***

|  |  |  |
| --- | --- | --- |
| 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 |
| Whole Staff training for behaviour management strategies  | EEF Toolkit – Behaviour Interventions– Closing the disadvantage gap. | 2, 3 & 4 |

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

**Budgeted cost: £ *54,734.83***

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| 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. | EEF Toolkit – Phonics– Closing the disadvantage gap. | 1 |
| Purchase of Bug Club Online Reading Resources | EEF Toolkit – Reading – Closing the disadvantage gap | 1 |
| Subscription to Online Curriculum Programmes  | EEF Toolkit – Reading – Closing the disadvantage gap | 1 |

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

**Budgeted cost: £ *28,085.45***

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| 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 (5hours per week x 38weeks) | EEF Toolkit – Behaviour Interventions– Closing the disadvantage gap. | 4 |
| Counselling Sessions to promote wellbeing |  | 4 |

**Total budgeted cost: £88,110.28**

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

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

**Impact Tracking**

**Year 1 - Phonics Screening - Summer 2022**

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| **Phonics Screening Test** | **Whole cohort pupils** | **Pupil Premium Pupils** |
| 45 pupils in Year 1 2021-22(of which 4 were disadvantaged) | 78%  passed the screening test(within the range of the 2019 National Average) | 50% passed the screening test (2 out of 4 pupils)(Below 2019 National Average) |

*(No comparative National Data for 2022 available until Nov 2022)*

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.  50% passed the test; of the other 50% one has High Needs (EHCP) and the other also has extra support (ASI)

**Year 2 - Phonics Screening - Summer 2022**

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| --- | --- | --- |
| **Phonics Screening Test** | **Whole cohort pupils** | **Pupil Premium Pupils** |
| 44 pupils in Year 2 2021-22(of which 3 were disadvantaged) | 89%  passed the screening test(above the 2019 National Average for Y1) | 100% passed the screening test (Above the 2019 National Average for Y1) |

*(No comparative National Data for 2022 available until Nov 2022)*

**Attainment End of KS1 tests (Year 2) - Summer 2022**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Cohort of 44 pupils – KS1 |   | Reading % | Writing % | Mathematics % |
| Pupil Premium (3 pupils) | TA - Working at expected outcome and above expected outcomes. | 100(3 out of 3) | 100(3 out of 3) | 100(3 out of 3) |
| TA - Outcomes – working at greater depth | 66 | 0 | 66 |
| Test – attained a scaled score above 100 | 100 |   | 100 |
| Non – FSM (41 pupils) | TA - Working at expected outcome and above expected outcomes. | 76(31 out of 41) | 66(27 out of 41) | 76(31 out of 41) |
| TA - Outcomes – working at greater depth | 24 | - | 24 |
| Test – attained a scaled score above 100 | 76 |   | 76 |

*(No comparative National Data for 2022 available until November 2022)*

Attainment: The attainment of Pupil Premium pupils was greater than rest of the cohort in all three areas.

**Attainment End of KS2 tests (Year 6) - Summer 2022**

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| --- | --- | --- | --- | --- | --- |
| Cohort of 45 pupils – KS2 |   | Reading % | Writing % | SPAG % | Mathematics % |
| Pupil Premium (6 pupils) | TA - Working at expected outcome and above expected outcomes. | 83 | 83 | 83 | 83 |
| TA - Outcomes – working at greater depth | 0 | 0 |   | 0 |
| Test – attained a scaled score above 100 | 83 |   | 83 | 83 |
| Non – FSM (39 pupils) | TA - Working at expected outcome and above expected outcomes. | 69 | 54 | 62 | 64 |
| TA - Outcomes – working at greater depth | 26 | 3 |  | 26 |
| Test – attained a scaled score above 100 | 69 |  | 62 | 64 |

*(Compared to National Data for 2022 released July 2022.)*

The above results show that Pupil Premium pupils did exceptionally well. This is due to all the initiatives which have been in place for several years now and have ensured that the gap between financially disadvantaged pupils and the rest of the cohort has been reduced to almost nil.  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, small group work + parent helper reading support was put in place to ensure that these pupils made at least expected progress by the end of Key Stage 2. The higher ability pupils had literacy and maths challenges to ensure that 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 Governors.

## 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*

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| Programme | Provider |
| Home to School Work Programme | CGP workbooks |
| Reading Programme | Bug Club on-line reading resources |
| Learning Programme | Nessy |

# Further information

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