# 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 | 15.65% |
| 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 | £62,447 |
| Recovery premium funding allocation this academic year | £6,525 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £2,795 |
| **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 | £71,767 |

# 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: £6,000

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| 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: £ *[insert amount]*

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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 |

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

Budgeted cost: £ *[insert amount]*

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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 |
| SEMH support for pupils struggling to access the classroom, delivered by SENCO | EEF Toolkit – Behaviour Interventions– Closing the disadvantage gap. | 4 |
| Individual strategies to help close the disadvantage gap. | DfE pupil premium guidance: September 2021 – Wider Strategies | 1, 2, 3, 4 & 5 |
| Counselling Sessions to promote wellbeing | EEF Toolkit – Behaviour Interventions– Closing the disadvantage gap. | 4 |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# 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 2020 to 2021 academic year.

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| Internal testing at the end of 2021-22 showed that children’s levels were behind where they would normally be for most pupils. However, progress rates was inline or above the expected level, indicating that intervention strategies were working but needed to continue.Pupil premium groups in all year groups follow this pattern, with the majority being in line with the non-pupil premium children for Reading, Writing and Maths. There are individual exceptions in some subjects in some year groups and they have been identified and further intervention will take place this year. (e.g. 2 PPG children did not make the same level of progress in Year 1 for writing) |

## 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 |
|  | CGP workbooks |
|  | Bug Club on-line reading resources |
|  | Nessie  |

# 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. |