

# **The Pupil Premium: Using it to diminish the difference at Jesson's CE Primary School**

**September 2022 – September 2023**

## **What is the Pupil Premium?**

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives a monetary amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

## **Context**

Jesson's CE Primary is a large 3-form entry school with approximately 660 pupils at present. We serve an area of significant deprivation and our pupils come from a wide range of ethnic minority backgrounds (24 ethnic groups). The majority of our pupils are Asian (41.6%) of which 31% are Pakistani. We also have an increasing number of pupils from Eastern European and African countries arriving in school with little or no English, and no previous schooling. There is a significant language barrier in school with a large number of pupils enter school with delayed language and reading skills. Currently, the percentage of pupils eligible for Pupil Premium funding is 23%, this figure is relatively low for the area of deprivation we are. We believe among other factors, this is because many of our families are new to the country and therefore unentitled to Free School Meals and other benefits, and also it has become increasingly difficult for families to claim eligibility for Free School Meals under new benefits criteria.

## **Rationale**

Jesson's CE Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

## Strategy

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on all pupils
- focussed support to target under-performing pupils
- specific support targeting pupil premium pupils

Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium, the Deputy Head teacher, and an Assistant Head teacher responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Deputy Headteacher and Assistant Headteachers regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

### **Action Plan for Pupil Premium provision September 2022 – September 2023**

Main internal and external barriers:

- Low Attendance and high Persistent Absentees
- Vulnerable families and pupils with emotional and social needs
- School readiness (low academic baselines on entry, socially and emotionally ready)
- Delayed language and vocabulary skills (speaking & reading skills)
- Desired outcomes to diminish the difference between Pupil Premium funded pupils and other pupils

A. Pupils with low attendance/ high Persistence Absentee levels are supported and challenged

B. Continued support for families and pupils with social, emotional and health needs

C. Additional focus on reading in KS2

D. Continue to develop reading, phonics, vocabulary, and Speech and Language in EYFS & KS1

E. Continue to boost pupils who are at risk of falling behind in Reading, Writing and Maths in KS2

G. Continued support for pupils and families who are new to English/ no previous schooling

**\*Please see the Action Plan below for more detail around the above desired outcomes**

<b>Total Pupils on roll from EYFS – Year 6: 662</b>	<b>Total Pupils on roll in Nursery: 46</b>
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	2022-23	2021-22	2020-21
Number of pupils eligible for Pupil Premium (From Yr1 to Yr6)	Yr 1-6 161/533 (30%) Whole School 161/661 (24%)	Yr 1-6 152/523 (29%) Whole school 152/600 (25%)	147/650 (25%)
Number of pupils eligible for Early Years Pupil Premium	EYFS 12/148 (8%)	Rec 4/77 (0.05%)	14/650 (2.5%)
Number of Looked After children pupils eligible for Pupil Premium / or children from Armed Forces families	Whole school 3/662 (0.45%)	Whole school 1/600 (0.2%)	3/650 (0.5%)

### Action Plan for use of Pupil Premium 2022 - 2023

Desired Outcome	Action: Pupil Premium used for...	Amount allocated (£)	New / Continued action	Targeted Group(s)	Intended Outcomes How the actions impact on achievement?	Monitored by	Impact 1 – 5 (1 being the most)
<b>Identified Staff for Specific Interventions</b>							
	<b>Staff member 1</b>	£21,000			Additional UPS Teacher in Lower KS2 boosting Year 3-4 Reading, Writing and SPaG. Working in small groups, with 32 children being targeted per week (14 PP). The children are identified through baseline assessments, and targeted from the lower 20% of attainers in the year groups. Children will receive additional support to enable them to catch up/keep up with the demands of the curriculum and are able to access learning in class with increased confidence.	SS, SLT	
	<b>Staff member 2</b>	£41,200			Additional member of staff to support identified, disadvantaged pupils in EYFS, who are disengaged from learning through a variety of contributing factors.	SLT	
	<b>Staff member 3</b>	£22,900			Pastoral and Mental Health Lead, works with children and families (inc. CLA) requiring social and emotional support. DDF has established strong and trusting relationships with children and parents, allowing her to safely signpost parents to further help. It also allows her to support children to develop their mental health and resilience both in school and out.	DDF, SLT	
	<b>Staff member 4</b>	£23,200			Fully qualified teacher to be used in KS1 to work under direction from our Phonics lead to deliver targeted phonics interventions in small groups, and support in class to ensure phonic gaps are bridged.	SJ, SLT	
	<b>Staff member 5</b>	£18,600			Staff assigned to work with extremely vulnerable pupils, helping them to access the curriculum, both inside and outside the classroom.	SLT	
	<b>Staff member 6</b>	£14,200			Additional support in TLC each morning to support our most vulnerable pupils. Supports the Nurture group in the afternoons, to provide social and emotional support for children in a small group.	SLT	
	<b>Staff member 7</b>	£15,000			Working with PP children across year 5 and 6 to support in class. Targeted children and small groups to ensure children 'keep up' with learning, before the need to 'catch up' with learning.	SLT	
	<b>Staff member 8</b>	£4,900			Additional afternoon support in Pastoral Team to work with small groups to improve self-esteem and confidence with some of our most vulnerable children.	SLT	

Whole school strategy for all pupils							
A	<p><b>Attendance support for pupils &amp; families – led by Attendance and Admissions Manager, Inclusion Manager.</b></p> <p><b>Funded Breakfast Club places</b></p>	<p>£34,200</p> <p>£2,000</p>	<p>Continued</p>	<p>All FAMILIIES</p> <p>Approx. 22 vulnerable families (38 children) (19 are PP) with</p> <p>Priority for PP children</p>	<p>Improved levels of attendance, punctuality, and a decrease in numbers of Persistent Absentees</p> <p>Funded breakfast club places (to ensure early attendance at school),</p>	E.A.S, SLT	2
Targeted strategies for underperforming pupils and other pupils							
G	<p><b>School are subscribed to 'Language Angels', a software program to support MFL and EAL children.</b></p>	£1000	Continued	<p>The program will offer support when teaching MFL, and also provide an invaluable help with communication for the EAL children with little or no English upon arrival</p>	<p>A smooth integration into school life, and a support mechanism for all children, regardless of age or ability, communicate effectively.</p>	SLT	3
C D E	<p><b>Purchase of Homework books for all children</b></p> <p><b>Additional reading books purchased</b></p>	<p>£1000</p> <p>£2000</p>	<p>Continued</p> <p>Continued</p>	<p>All children</p>	<p>Many parents have said that their children found homework tasks confusing, and that there were different ways that teachers set homework.</p> <p>These homework books are universal in their structure, and are age appropriate.</p>	SLT	3
G	<p><b>TA class-based interventions to support NtE/new arrivals</b></p>	£16, 500	Continued	<p>Supporting approx. 10 NtE children from Years 1-6</p>	<p>Small group teaching for NtE/New Arrivals to ensure effective induction into school and accelerate acquisition of English.</p>	SLT	3
B	<p><b>Pastoral support working across school</b></p>	£15, 400	Continued	<p>Supporting children in and out of classroom – targeted 35</p>	<p>Raised self-esteem, promoting confidence and increased motivation.</p>	SLT	2

				vulnerable families (all are PP)			
<b>Targeted strategies for Pupil Premium pupils</b>							
<b>B E</b>	<b>Maths on the move. English on the move.</b>	£7000	New this year	PP children targeted for intervention work in maths and English.	A revolutionary maths and English catch-up intervention, which comprises active bodies and active minds. Children who struggle to focus are given opportunities to learn/catch up in a unique way.	SLT	2
<b>B</b>	<b>Counselling support for individual children</b>	£1500	Continued	PP children will be targeted	Opportunities for children with social, emotional and mental health needs to have expert support	All staff DHT Pastoral/ SEN	2
<b>B</b>	<b>Subsidised residential trips to develop independence, self-confidence and resilience.</b>  <b>Subsidised educational visits –as per residential visit.</b>	£3000  £3000	Continued  Continued	All PP children will be targeted	Increased self-confidence and self-belief  Many of our pupils have never been away from home without parents. The residential will begin to develop their independence and self-belief that they can achieve success by themselves and that they are not reliant on someone else to do it for them	SLT	3
<b>Total Spend - £247,600</b> <b>Pupil Premium Grant - £222,985</b> <b>Recovery Premium - £23, 345</b> <b>Total Budget - £246,330</b>							

## Review of spending 2021-22

1. Review of expenditure				
Previous Academic Year – 2021/22				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Additional support 2 days a week in Year 6 for Reading, Writing and SPaG (making all groups smaller)	Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Other Pupils	Success criteria. were broadly met by the children accessing the support.	Data shows that pupils accessing the support made good progress. Attainment results support the progress made throughout the year.  We will continue the support in Years 5 and 6 this year.	£16,200
Additional support 5 days a week in Year 3 and 4 for Reading, Writing and SPaG.	Accelerated learning for targeted children throughout the year to narrow the gap between PP	Target children (all groups) showed progress. Closing the PP v NPP gap remains a priority.	Small group interventions are invaluable for our children, they provide focussed teaching, direct learning, and help with the self-esteem issues affecting some.	£36,300

	pupils and Other Pupils		Staffing has been changed, but the support will remain.	
Additional support in Year 1 in Phonics, Writing 5 days a week  Additional TA for targeted interventions in KS2	Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Other Pupils	The continued CPD opportunities provided by our Phonics Lead in KS1, alongside the targeted groups has made a positive difference.  Data shows the pupils receiving these interventions made good progress in the specifically targeted areas.	Support will continue this year, in conjunction with the Phonics lead and head of English.  The support will remain in place this year.	£20,400  £11,500
Booster phonics groups	Small groups having extra tuition after school in order to achieve age related expectations	Targeted children showed progress, data to support.	The booster groups will continue under the guidance of the Phonics lead  The intervention will continue	£21,850  £10,200
Fischer Family Trust Reading Programme  Booster Reading at Primary Programme	Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Other Pupils	Success was achieved for the pupils targeted by this intervention. Data shows good to outstanding reading progress was made by all pupils PP and non-PP	This highly successful intervention will continue again this year.	£11,500  £2,000



<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
3 x TA support to manage the nurture provision for some of our more challenging EHCP children	Ensure the emotional and social needs are met for some of our most vulnerable families.	The provision was a great success, and will continue on a larger scale this year. Children made progress in an alternative environment to their year group classroom.	The room has been upgraded, with equipment bought to aid the success of its growing number of children.  The provision will continue this year.	£33,700
Additional Teacher to support New to English/New arrivals	Small group teaching for New to English/New Arrivals to ensure effective induction into school and accelerate acquisition of English.	Excellent progress made by the new arrivals. Many pupils arriving with 'survival English' benefitted greatly from the programme.	The support worked well and will be increased to 3 mornings per week this year.  With more children arriving into school with no English at all, school will be purchasing an online support program.	£4,800

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Pastoral Support Ed Psych Learning Support Service The Rainbow Programme	Targeted support to raise self-esteem	Pupils reacted positively to all support programmes given. The improvement in the children's perceptions of themselves, their self-confidence and self-esteem were all notable.	The interventions and support will be in place and continuing again this year.  The support worked particularly well with our new families, and those open to Children's Services	£13,100  £10,974  £35,831  £7,400
Attendance Support	Improved attendance and punctuality	The gap between PP and non-PP children has closed, but, as always, more work is needed on both groups.  Funded breakfast club places (to ensure early attendance at school) have made a difference to PP children	Improvements have been made, but with earlier interventions (including letters and meetings) results could be even better.	£945  £2,300

