

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

September 2021 – September 2022

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 640 pupils at present. We serve an area of significant deprivation and our pupils come from a wide range of ethnic minority backgrounds (23 ethnic groups). The majority of our pupils are Asian (41.4%) of which 31.2% 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 24% (Autumn census 2020), 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 2021 – September 2022

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 and SPaG 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**

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| Total Pupils on roll from EYFS – Year 6: 600 | Total Pupils on roll in Nursery: 40 |
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| | 2021-22 | 2020-21 | 2019-20 |
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| Number of pupils eligible for Pupil Premium (From Yr1 to Yr6) | Yr 1-6 152/600 (25%) Whole school 152/640 (24%) | 147/650 (25%) | 126/669 (19%) |
| Number of pupils eligible for Early Years Pupil Premium | Rec 4/77 (0.05%) Whole school 4/640 (0.006%) | 14/650 (2.5%) | 12/669 (1.8%) |
| Number of Looked After children pupils eligible for Pupil Premium / or children from Armed Forces families | Whole school 3/640 (0.004%) | 3/650 (0.004%) | 3/669 (0.004%) |

Action Plan for use of Pupil Premium 2021 - 2022

| 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) |
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| Identified Staff for Specific Interventions | | | | | | | |
| Staff A | | £36,300 | | | Additional UPS Teacher in Lower KS2 boosting Year 3-4 Reading, Writing and SPaG. Working in small groups, with 28 children being targeted per week (11 PP). The children were 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. | SMT, SLT | |
| Staff B | | £16, 200 | | | Additional UPS Teacher in Upper KS2 boosting Year 5 Reading, Writing and SPaG. Working in small groups, with 18 children being targeted per week (8 PP). The children were 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. | SMT, SLT | |
| Staff C | | £30, 500 | | | Additional member of staff to support identified, disadvantaged pupils across school, who are disengaged from learning through a variety of contributing factors. | SLT | |
| Staff D | | £18,900 | | | Pastoral and Mental Health Lead, works with children and families (inc. CLA) requiring social and emotional support. The staff member 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. | SMT, SLT | |
| Staff E | | £20, 400 | | | Utilisation of non-qualified teacher in Lower 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. | SMT, SLT | |
| Staff F | | £13, 300 | | | Staff assigned to work with extremely vulnerable pupils, helping them to access the curriculum, both inside and outside the classroom. | SLT | |

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| | Staff G | £13, 500 | | Additional support in class 5 days a week for a vulnerable child, promoting positivity and ensuring behaviour choices do not adversely affect learning. | SLT | | |
| | Staff H | £11, 500 | | Working with PP children across year 3 and 4 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 | | |
| Whole school strategy for all pupils | | | | | | | |
| A | Attendance support for pupils & families – led by Attendance and Admissions Manager, Inclusion Manager, Learning Mentors. | £31,100 | Continued | All FAMILIIES Approx. 18 vulnerable families (44 children) (27 are PP with persistently poor attendance/poor punctuality). | Improved levels of attendance, punctuality, and a decrease in numbers of Persistent Absentees | E.A.S, SLT | 2 |
| | Funded Breakfast Club places | £2,000 | | PP children | Funded breakfast club places (to ensure early attendance at school), | | |
| Targeted strategies for underperforming pupils and other pupils | | | | | | | |
| G | School have purchased 'Language Angels', a software program to support MFL and EAL children. | £1000 | New this year | 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 | A smooth integration into school life, and a support mechanism for all children, regardless of age or ability, communicate effectively. | SLT | 3 |
| C D E | Purchase of Homework books for all children | £1000 | New | All children | Many parents have said that their children found homework tasks confusing, and that there were different ways that teachers set homework. | SLT | 3 |
| | Additional reading books purchased | £2000 | New | | These homework books are universal in their structure, and are age appropriate. | | |

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| G | TA class-based interventions to support NtE/new arrivals | £15, 000 | Continued | Supporting approx.10 NtE children from Years 1-6 | Small group teaching for NtE/New Arrivals to ensure effective induction into school and accelerate acquisition of English. | SLT | 3 |
| B | Pastoral support working across school | £14, 000 | Continued | Supporting children in and out of classroom – targeted 20 vulnerable families (all are PP) | Raised self-esteem, promoting confidence and increased motivation. | SLT | 2 |
| Targeted strategies for Pupil Premium pupils | | | | | | | |
| B | FSM Eligibility Checking | £2000 | New | All families can access the tool | Some of our families who may be eligible for FSM are unaware and do not claim. This service allows school to identify eligibility through NI numbers, meaning no child misses out | SLT | 2 |
| B | Counselling support for individual children / The Rainbow programme | £1000 | 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 | Subsidised residential trip in year 6 (COVID dependent) to develop independence, self-confidence and resilience. | £5000 | Re-introduced (post Covid) | All PP children will be targeted | Increased self-confidence and self-belief | SLT | 3 |
| | Subsidised educational visits –as per residential visit. | £5000 | Continued | | 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 | | |

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| <p>Total Spend - £239, 700 Rolled forward - £3,630 Pupil Premium Budget - £235,000</p> |
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Review of spending 2020-21

| 1. Review of expenditure | | | | |
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| Previous Academic Year – 2020/21 | | | | |
| 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 |
| Whole school development quality first teaching (School Improvement Plan) | Quality of teaching is improved, leading to better opportunities for all children | Lesson observations support decision to undertake the program, as higher percentage of teaching deemed good or above. | School's two-year program has now come to an end. The staff have adopted the approaches taught, and teaching performance is improved | £10,000 |
| Additional teacher in LKS2 boosting Year 3-4 reading, writing and maths | Accelerated learning for targeted children throughout the year to narrow the | Impact is difficult to measure with school closure, although | The children (albeit for a shorter time due to lockdown), reacted positively to small group, | £36,300 |

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| | gap between PP pupils and Other Pupils | improvements shown within groups. | targeted input. It is something that school are actively looking to continue next year. | |
| Additional TA support in Year 1 working across the curriculum | Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Other Pupils | The addition of a 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. | The extra group will continue this year, with the continued presence of an internal Phonics Lead to micromanage the area. The support will remain in place this year. | £21,500 |
| UPS3 teacher in EYFS to boost phonics | 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 | £30,000 |
| ii. Targeted support | | | | |
| 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 |

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| 1 x teacher supply | Support for disadvantaged children taken from across all age groups | 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 provision has been moved to a larger room to accommodate more children, and continue its success. | £30,000 |
| Additional teacher in Upper KS2 boosting Year 5-6 Reading and Writing | Children keep up with the demands of the curriculum and are able to access learning in class with increased confidence | The children reacted well and showed improvements. The progress made would have been more, if not for the disruption caused by the epidemic. | Reading is still an area with room for improvement, and the provision will continue this year – with increased capacity, allowing more children to access the extra, focused approach. | £16,000 |
| Additional Teacher to support New to English/New arrivals one morning per week. | 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. | £14,300 |
| iii. Other approaches | | | | |
| 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 |

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| Pastoral Support for children and families led by the pastoral team | 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 through the lockdown periods, where the help and support from school proved invaluable to our families. | £18,900 |
| Attendance Support | Improved attendance and punctuality for pupils and families – led by attendance and admissions manager | PP attendance has improved. The gap between PP and non-PP children has closed and work is ongoing. 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. Although PP children were targeted to attend school provision during lockdown, attendance was not as expected. | £31,100 |
| TA's assigned to work with children (no EHCP) in class, to support academically and emotionally | Support children with emotional needs to access the curriculum in class and out | Children were given appropriate support to enable them to manage their emotions and access the lessons. | Support will continue with targeted children as they progress through school. | £11,200 |
| Subsidised educational visits | Provide disadvantaged children and | All PP children in school were funded 100% for their trip | School will continue to fund PP children on all trips this year. | £2000 |

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| | families with an equal opportunity. | | | |
| SLT support for disadvantaged pupils throughout lockdown | To ensure that identified children and families were appropriately supported pastorally and educationally | Children and families received the support they needed to manage a variety of situations during lockdown | The support given to families by SLT helped families to feel valued and cared for. Hopefully this support will not be required in future, but will be available in the event of another lockdown. | £10,100 |