

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	John Blandy Primary School
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	1 st September 2022
Date on which it will be reviewed	31 st July 2023
Statement authorised by	Suzanne Elliott
Pupil premium lead	Suzanne Elliott
Governor / Trustee lead	David Hancox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 44750
Recovery premium funding allocation this academic year	£3915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 48665

Part A: Pupil premium strategy plan

Statement of intent

At John Blandy, the Headteacher, staff and Governors are committed to ensuring that our Pupil Premium children receive a high-quality education, where gaps in learning are addressed and every pupil makes at least expected progress.

We are aware that the disruptions caused by Covid have meant that the gap has widened for our Pupil Premium children and that this needs to be addressed. We recognise that during online learning some of our pupils were unable to access the curriculum that was offered and therefore are in need of greater support on their return. This has impacted on the progress of pupils in the 3 core subjects: Reading, Writing and Maths. We recognise though that whilst putting into place interventions and support for our Pupil Premium children this academic year, in order for it be a long-term gain for these pupils, this support will be needed longer term.

Aspects of the curriculum such as writing have highlighted that pupils' stamina has decreased as this was a subject pupils found difficult to write extensively at home, without the support of the class teacher. Some of our Pupil Premium pupils also missed their daily phonics and daily 1:1 reading with an adult. Conversations around texts have led to a reduction in comprehension skills. Within maths, themes within the subject have been missed due to lack of participation during online learning. These need to be addressed by our teachers daily.

Some of our youngest pupils are coming to school having missed out on social activities for the past two years and their parents have missed out on external support as newer parents. Some of our pupils are arriving with an increased need based around communication and language.

Two Lockdowns over two years has also elevated worry and anxiety for some of our pupils who are left worried that this may happen again. It has caused an increase in need for emotional support for some of our pupils. We are therefore looking to increase our Pastoral/ELSA support within school for these pupils.

We have therefore identified that our Pupil Premium children need additional support within the classroom to address gaps, through the use of TA support to allow for increased 1:1 and small group work. In addition, we will increase the number of hours of our pastoral TA. Tutor teachers will also enable rapid and sustained progress for year groups most in need. We will also focus on increasing the resources for our PP children including manipulatives, comprehension activities and communication and language interventions.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lockdown has meant that children are in need of additional support in reading, writing (stamina, spelling) and maths.
2	Phonics was not accessed by all of our PP children during Lockdown (including children within KS2 in need of phonics support) and additional support is required to help address gaps in phonic and make rapid and sustained progress.
3	Stress, anxiety, mental health concerns and lack of physical activity all due to lockdowns.
4	Early years pupils having not attended pre-school's fully for 2 consecutive years resulting in social and emotional difficulties and behind in their communication and language
5	Attendance of our Pupil Premium Children both during Lockdown and within a non-disrupted academic year
6	Parental engagement – low attendance rates, supporting with homework, development of language at home.

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.

Intended outcome	Success criteria
To close the increasing gap between our PP children and our non-PP children in reading, writing and maths.	An increase in % of PP children achieving expected and greater depth in Reading, writing and maths. PP children to make rapid and sustained progress.
An increase in % of PP children passing their phonics check in Year 1 and those not passing to pass by the end of Year 2. For PP children to read with fluency and understanding.	An increase in PP children passing their phonics check in both Year 1 and Year 2. An increase in % of PP children achieving expected and Greater depth in reading and writing
Pupil premium children feel well supported around mental health and well-being	Improved attendance amongst our PP children
PP children to have a good level of vocabulary as they leave the Early Years.	Increase in % of children achieving their C&L ELG Increase in % of PP children achieving their GLD

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: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for staff</i>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1635355217</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1669324861</p> <p>Including staff training and cover– DFE National Professional Qualifications for staff including Lead teacher, English Lead, Writing moderator training, Writing CPD and staff moderation training, coaching, CPD for TAs – academy, EYFS training, Equaliteach training for all staff.</p> <p>Mental Health Lead training – DFE Government Grant</p> <p>Early Years apprenticeship training</p> <p>£7500</p>	<p>1.Lockdown has meant that children are in need of additional support in reading, writing and maths.</p> <p>3. Stress, anxiety, mental health concerns and lack of physical activity all due to lockdowns.</p>

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

Budgeted cost: £35,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group and 1:1 coaching in RWI phonics to boost children</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>A TA will deliver 1:1 and small group coaching in phonics. This will enable aspects of phonics pupils need additional support with eg: digraphs/special friends. A consistent TA delivering this daily will enable good progress to be made.</p> <p>One hour per day from TA delivering this support - £2200</p>	<p>2.Phonics was not accessed by all of our PP children during Lockdown (including children within KS2 in need of phonics support) and additional support is required to help address gaps in phonic and make rapid and sustained progress.</p>

<p><i>TAs delivering Freshstart Phonics to support children who have fallen behind in Yrs 5 and 6</i></p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>A TA will deliver 1:1 and small group coaching in phonics. This will enable aspects of phonics pupils need additional support with eg: digraphs/special friends. A consistent TA delivering this daily will enable good progress to be made.</p> <p>one hour per day from TA delivering this support - £2200</p>	<p>2. Phonics was not accessed by all of our PP children during Lockdown (including children within KS2 in need of phonics support) and additional support is required to help address gaps in phonic and make rapid and sustained progress.</p> <p>1. Lockdown has meant that children are in need of additional support in reading, writing (stamina, spelling) and maths.</p>
<p><i>TAs to deliver Oral Language Intervention NELI</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>Two TAs will deliver this intervention post training to pupils in our Reception class and Reception/Yr 1 class.</p> <p>NELI supports Early Language and vocabulary and this intervention will support pupils in their communication and Language ELG, reading, writing and PSED. It could in turn also support and bring about positive behaviour and relationships with both children and adults.</p> <p>Two TAs delivering support one hour across two classes - £4400</p>	<p>4. Early years pupils having not attended pre-school's fully for 2 consecutive years resulting in social and emotional difficulties and behind in their communication and language</p>
<p><i>Breakfast Booster groups for children after school</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>£265</p> <p><i>Enabling pupils to start the day well having had breakfast, ensuring children are ready to learn and enabling them to access their learning in small, supportive booster groups.</i></p>	<p>1. Lockdown has meant that children are in need of additional support in reading, writing (stamina, spelling) and maths.</p> <p>5. Attendance of our Pupil Premium Children both during Lockdown and within a non-disrupted academic year</p>

<p><i>Increase TA support within Year 2/3 and Reception/Yr 1 to address gaps and support learning and deliver specific interventions such as breaking barriers, 1:1 reading, additional phonics coaching</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>We have identified Year groups in need of additional support. Through an additional TA supporting these Year groups, pupils will receive focused learning in both class and through the delivery of specific interventions for pupils in both of these year groups.</p> <p>£23,000</p>	<p>1.Lockdown has meant that children are in need of additional support in reading, writing (stamina, spelling) and maths.</p> <p>2.Phonics was not accessed by all of our PP children during Lockdown (including children within KS2 in need of phonics support) and additional support is required to help address gaps in phonic and make rapid and sustained progress.</p> <p>4.Early years pupils having not attended pre-school's fully for 2 consecutive years resulting in social and emotional difficulties and behind in their communication and language</p> <p>5. Attendance of our Pupil Premium Children both during Lockdown and within a non-disrupted academic year</p>
<p><i>Screening and Intervention of speech and language programme</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=speech%20and%20language</p> <p>Since Lockdown we have noticed that there has been an increase in delay in speech and language. The screening and intervention programme will enable staff to identify gaps and support children's speech and language. This can also be used for children in other years groups where we have noticed additional intervention is needed for speech and language.</p> <p>£1000 for the screening tool and intervention £2200 for TA to deliver intervention.</p>	<p>4.Early years pupils having not attended pre-school's fully for 2 consecutive years resulting in social and emotional difficulties and behind in their communication and language</p> <p>6. Parental engagement – low attendance rates, supporting with homework, development of language at home.</p>
<p><i>Material to support teaching Purchasing in of reading material to support reading comprehension</i></p> <p><i>Literacy Shed to improve Spellings across KS2</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>We have identified that pupils need additional support in comprehension skills. Whilst they are able to decode, pupils need additional support in comprehension skills. Purchasing in of Cracking Comprehensions will support pupils through the interactive teaching style that this programme supports, enabling pupils to identify words and phrases to support answers.</p> <p>We have identified that spelling is an area in need of attention, to continue on from RWI phonics programme. Children need a programme of study to help support spelling patterns, which in turn will help improve standard of writing</p> <p>£280+£220</p>	<p>1.Lockdown has meant that children are in need of additional support in reading, writing and maths.</p>

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

Budgeted cost: £ 5400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral TA to work with and improve the well-being of our pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning TA to support pupils in need of additional pastoral support improving both well-being and attendance £4000	3. Stress, anxiety, mental health concerns and lack of physical activity all due to lockdowns. 5. Attendance of our Pupil Premium Children both during Lockdown and within a non-disrupted academic year
<i>Trips and experiences to engage pupils and encourage attendance</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning We are wanting to enhance our Curriculum as part of our SDP this year. In doing so, we would like to take the children on trips, residential and experiences to bring the curriculum to life. We are also wanting to increase the number of ASC on offer. We appreciate that this comes with a cost and therefore to ensure our PP children receive the benefits of this, we have increased the funding put aside to help support families, experiencing financial difficulties, especially after Covid. £400 towards swimming lessons and school trips	3. Stress, anxiety, mental health concerns and lack of physical activity all due to lockdowns. 5. Attendance of our Pupil Premium Children both during Lockdown and within a non-disrupted academic year 6. Parental engagement – low attendance rates, supporting with homework, development of language at home.
<i>Counselling</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Pupils to access counselling – for those children who are struggling with their emotions. This gives the opportunity for children to have a greater understanding of their emotions and develop some strategies to help regulate emotions and build self-esteem. £1000	3. Stress, anxiety, mental health concerns and lack of physical activity all due to lockdowns. 5. Attendance of our Pupil Premium Children both during Lockdown and within a non-disrupted academic year

Total budgeted cost: £ 48,665

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 2022 to 2023 academic year.

	Reading		Writing		Maths	
	At least ARE or higher	Progress On track or above	At least ARE or higher	Progress On track or above	At least ARE or higher	Progress On track or above
Rec	43%	100% (29%>progress)	71%	100% (57% > progress)	71%	100% (57%>progress)
Yr 1	80%	100%	60%	100%	80%	100% (20%> progress)
Yr 2	17%	100%	17%	100%	17%	100%
Yr 3	50%	100% (25%> progress)	13%	100%	13%	63%
Yr 4	0%	0%	0%	100%	0%	100%
Yr 5	25%	100%	25%	75%	50%	100%
Yr 6	57%	86% (14% > progress)	29%	86% (14% >progress)	29%	75% (43%> progress)

Progress is calculated against Key Stage Assessment point.

Year 2	Exp+	GD	Year 6	Exp+	GD
Reading	71%	24%	Reading	81%	32%
Writing	69%	16%	Writing	65%	23%
Maths	80%	20%	Maths	74%	29%

43% of our PP children made a GLD in Early years.

100% of PP children passed their phonics screening.

67% of our PP children in Yr 2 have now passed their phonics screening check in Year 2.

Impact of Tutor-Led Funding - 100% of PP children receiving tutor-led funding achieved Exp+ in maths.

100% of pp children who received tutor-led funding achieved expected+ in reading.

70% of pupils in receipt of tutor-led funding achieved expected+ in maths.

29% of pupils in receipt of tutor-led funding achieved expected+ in writing.

Cracking comprehension – 48% of PP children achieved expected+ in reading

Freshstart – 100% of pupils made progress. 75% of pupils in receipt of Freshstart have made progress enabling them to join Whole Class Reading September 2023

Phonics coaching – 100% of PP pupils in receipt of phonics coaching passed their Yr 1 phonics check.
NELI – 50% of PP children who undertook NELI intervention, by the end of Reception had no concerns with their language post intervention.

Our PP children were financially this year, enabling them to attend school trips, residential and swimming lessons. 18% of our PP children have received ELSA support/Counselling. This has had a noticeable impact on improved regulation in class and improved behaviours at playtimes and lunchtimes.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	TA support Support for school trips Phonics 1:1 coaching Cracking Comprehension ELSA support/Friday fun club
What was the impact of that spending on service pupil premium eligible pupils?	100% of our Forces children made at least expected progress in reading, writing and maths 20% of our Forces made greater than expected progress in reading 20% of our Forces children made greater than expected progress in maths. Reception 100% of service children achieved their GLD

Further information

We are aware that we have a number of families who would qualify for Pupil Premium, yet, have not applied to be in support of FSM. With the increase in the cost of living, we are also expecting an increase in the number of children who will be in support of FSM over the next academic year. Our strategy incorporates these families also, recognising the need to support children within the context of John Blandy Primary.