

# 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

Detail	Data
School name	John Blandy Primary School
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	1 <sup>st</sup> November 2021
Date on which it will be reviewed	1 <sup>st</sup> July 2021
Statement authorised by	Suzanne Elliott
Pupil premium lead	Suzanne Elliott
Governor / Trustee lead	Lucie Belcher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41795
Recovery premium funding allocation this academic year	£4060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 45855

# 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 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.
PP children to receive additional phonics and reading interventions to support phonics and reading	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
<i>Pupil premium children feel well supported around mental health and well-being</i>	<i>Improved attendance amongst our PP children</i>
PP children to receive additional Early Language support in 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: £ 1730

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to deliver interventions based on Early Language	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a> Our school have signed up to DFE funded NELI to improve language and vocabulary of pupils in Early Years. Training – 10 hours training per adult to deliver NELI £550	4. To develop children's language and vocabulary.
<i>Purchasing in of manipulatives to support maths teaching</i>	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/EEF_Maths_EY_KS1_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/EEF_Maths_EY_KS1_Guidance_Report.pdf</a> We have identified that in order for children to have a secure understanding in maths, there is an increased need in the use of manipulatives including Numicon. This in part, will also help support intervention programmes such as Breaking Barriers. £600	2. Support mathematical understanding, increasing the % of PP children achieving expected +
<i>Purchasing in of reading material to support reading comprehension</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> 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. £880	2. Support Comprehension skills, increasing the % of PP children achieving expected +

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

Budgeted cost: £35,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutor Teacher to support children within Year 6</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> An experienced Tutor teacher will work with small groups of children including our PP children, identifying gaps in their reading, writing and maths. This small group support will help pupils increase in	1. Increase the % of PP children achieving expected and GD in R,W and M.

	<p>confidence and gain greater knowledge and understanding of key areas they have missed/need additional support with.</p> <p>12 week intervention – £1705.73</p>	5. Improve attendance
<p><i>Small group and 1:1 coaching in RWI phonics to boost children</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></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. Address gaps in Phonics, Reading and writing</p> <p>5. Providing additional support to pupils who may not receive support within the home</p>
<p><i>TAs delivering Freshstart Phonics to support children who have fallen behind in Yrs 5 and 6</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a></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>	3. Address gaps in Phonics, Reading and writing
<p><i>TAs to deliver Oral Language Intervention NELI</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></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 two hours per day - £4500</p>	5. Providing interventions enabling pupils to develop their Early language, increasing their vocabulary.
<p><i>Breakfast Booster groups for children after school</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>£4000</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.Ensure that children are ready to learn each day. Booster groups for R,W and M</p> <p>3. Improve well-being and enable behaviour for learning</p> <p>4. Improvement in attendance</p>
<p><i>Increase TA support within Year 2 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></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>£20,000</p>	<p>1.Increase progress in reading, writing and maths.</p> <p>2. Increase in supporting phonics</p>

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

Budgeted cost: £ 9200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral TA to work with and improve the well-being of our pupils	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>TA to support pupils in need of additional pastoral support improving both well-being and attendance £4000</p>	3.Improving emotional well-being. 4.Improving attendance
<i>Lunchtime supervisor delivery play-based activities at lunchtimes for pupils eg: Daily mile activity</i>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>During Lockdown, we have noticed across the school that pupils were less active during Lockdown and have come back to school less will to participate in activity during PE lessons. Recognising that we need to provide a broad and balanced curriculum, we would like to enable pupils to partake in the daily mile at lunchtimes, run by a TA. This will not only improve behaviour at lunchtimes, but also improve health, fitness and well-being. £1200</p>	3. Increase physical activity at lunchtimes, improving behaviour
<i>Trips and experiences to engage pupils and encourage attendance</i>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p>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.</p> <p>£1,500 extra-curricular – allowance enabling pupils to attend extra-curricular activities and clubs on offer. £500 trips - £15 per child per year £2000 Residential – 13 pupils in need of support Trips - £150 support per pupil</p>	1.Engagement in learning 3.Increase well-being, confidence and self-esteem 4.Increase attendance

**Total budgeted cost: £ 46,230**

## 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.

	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
<b>Reception</b>	100%	100%	60%	100% (40% > progress)	80%	100%
<b>Year 1</b>	20%	100% (20%>Progress)	20%	100%	20%	100%
<b>Year 2</b>	13%	100%	0%	100%	38%	67%
<b>Year 3</b>	0%	100%	0%	100%	0%	100% (100%> progress)
<b>Year 4</b>	25%	66%	25%	66%	25%	100% (33% > progress)
<b>Year 5</b>	50%	80%	33%	100%	17%	80% (20% > progress)
<b>Year 6</b>	60%	100% (50% > progress)	40%	100%	40%	100% (25%> progress)

Year 2	Exp+	GD	Year 6	Exp+	GD
Reading	59%	20%	Reading	68%	25%
Writing	48%	14%	Writing	68%	21%
Maths	66%	25%	Maths	57%	18%

**Impact of Tutor-Led Funding** - 80% of PP children receiving tutor-led funding achieved Exp+ in reading and writing. 100% of pp children who received tutor-led funding achieved expected+

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

**Freshstart** – 100% of pupils in receipt of Freshstart have made progress enabling them to join Whole Class Reading September 2022

**Phonics coaching** – 100% of PP pupils in receipt of phonics coaching passed their Yr 2 phonics check.

100% of our PP children were supported through swimming activities, class trips and residential providing them with life skills, whilst also developing the whole pupil, gaining confidence, independence and developing the whole child.

## 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 NELI support Cracking Comprehension ELSA support/Friday fun club Daily Mile lunchtime club
What was the impact of that spending on service pupil premium eligible pupils?	<p><b>End of KS2 Data:</b>            Maths - 100% of service PP achieved Exp+            Reading – 100% of service PP achieved Exp+            Writing - 100% of service PP achieved Exp+</p> <p><b>Year 2 –</b>            100% of service children passed phonics check autumn 2022            Reading - 50% achieved exp+            Writing - 50% achieved exp+            Maths - 100% achieved exp+</p> <p><b>Reception</b>            100% of service children achieved their GLD</p> <p>100% of our Forces children remained on track for Reading, Writing and Maths</p>

## 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. Our strategy incorporates these families also, recognising the need to support children within the context of John Blandy Primary.*