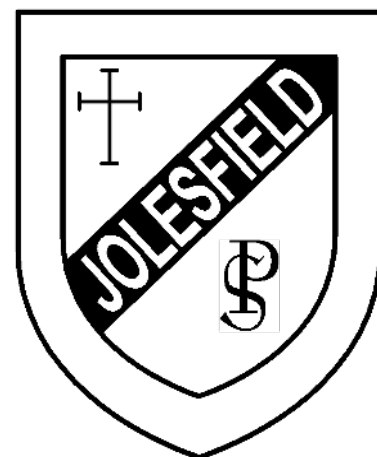


Pupil Premium Strategy Statement

Jolesfield Church of England Primary School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	9.09%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	22/12/23
Date on which it will be reviewed	22/12/23
Statement authorised by	Full Governing Body
Pupil premium lead	Ms Vicky Price
Governor Trustee lead	Mrs Liz Carey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,066
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 500
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Part A: Pupil premium strategy plan

Statement of intent

- To ensure that all children receipt of Pupil Premium make accelerated progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress throughout the year so that the gap is closing.
- To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.
- To have no recognisable gap between the attainment of pupils in receipt of PP and non-pupil premium groups.
- To have no recognisable difference in the attendance of pupils in receipt of PP and non-pupil premium groups.
- To ensure that standards of attainment and progress for PP children meet national expectations and that children achieve their full potential

We prioritise the use of the Pupil Premium as follows:

Pupil Premium pupils who are underachieving.

Pupil Premium pupils who are achieving well and deserve to be extended and challenged to reach their true potential.

In making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive free school meals via PP will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions and enhancement activities that are being delivered through Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1	Reading Comprehension and Writing Composition Lack of vocabulary to draw on which impacts on emotional literacy, communication, reading comprehension and writing. An awareness of vocabulary for precision and grammatical structures gained from reading is not being transferred into writing. This issue is exacerbated for pupils for whom English is an additional language.

2	<p>Transcription Skills</p> <p>Correct letter formation, orientation and positioning is weak leading to a handwriting style which is difficult to read. This means pupils can struggle to proofread and edit their own writing and a lack of fluency slows down production.</p>
3	<p>Spelling</p> <p>There is not a significant gap between pupil premium and non-pupil premium children passing phonics screening at the end of Year 1. However, the ability to memorise spelling patterns and words, which are not spelt in phonetically plausible ways is a challenge.</p>
4	<p>Maths Fluency</p> <p>Fluency and recall of basic skills – those children furthest behind struggle to recall addition facts, times tables, basic number bonds and find retaining taught calculation strategies difficult</p>
5	<p>Personal Development</p> <p>Levels of resilience and independence for some pupils are not as strong as they could be; this can lead to an over reliance on adults and a detrimental effect on academic progress, particularly in Maths (both with basic arithmetic and reasoning/problem solving). Learning behaviours, particularly listening and attention, need strengthening due to long periods of self-isolation and disrupted learning during the pandemic. Some of our pupils struggle to work cooperatively with others.</p>
6	<p>Mental Health and Wellbeing</p> <p>Less developed social and emotional intelligence in some PP children (low self-esteem, anxiety, anger management issues). Some individuals are not in a position to make accelerated progress without additional nurturing support and the intervention of external agencies.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Priority 1: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through quality first teaching and closely monitored intervention groups. Better teaching and directed support ensures disadvantaged children keep up with their peers. Pupils keep up, not catch up.</p>	<ul style="list-style-type: none"> • For pupils without additional factors such as SEN and/or EAL, the attainment gap between disadvantaged and non-disadvantaged pupils has closed or significantly narrowed • For pupils, where there are additional factors, data shows individual PP pupils have accelerated their rate of progress in Reading Writing and Maths • Class teachers demonstrate a high level of knowledge of pupils' individual needs at pupil progress meetings • Reading for pleasure has increased amongst PP pupils • The provision map reflects that learning barriers identified in PP pupils are being prioritised

	<ul style="list-style-type: none"> ● QFT is consistently observed through monitoring ● The SENDCO works with teachers to improve their capacity to support SEND and lower ability children, including strategies and resources relating to understanding barriers and addressing needs ● Targeted, impact measured interventions for RWM 1:1; small group tuition, booster activities improve attainment ● SODA activities, including handwriting, spelling and maths fluency activities are responsive to the needs of the class and focus on embedding the basics through a mastery approach ● High quality CPD ensures teaching staff are well-trained in effective pedagogy, which has been proven to progress attainment such as retrieval practice and AfL strategies.
<p>Priority 2: For all pupils to have improved levels of resilience, independence, teamwork and aspiration within an ambitious curriculum that will impact positively on learning behaviours and individual outcomes</p>	<ul style="list-style-type: none"> ● All pupils have a residential experience once in key stage 2 ● All pupils have at least two separate occasions to experience and participate in outdoor adventurous activities in key stage 2 ● All pupils in EYFS, Year 1, Year 2 and Year 3 have the opportunity to participate in at least 4 forest school sessions an academic year ● Majority of pupil premium children participate in an after-school club or have the opportunity to represent the school at an enrichment or sporting activity at least once an academic year ● Our rich and exciting inter-connected curriculum is embedded to ensure that lessons coherently promote our school vision and values ● All pupil premium children have an enhanced opportunity to represent the school through participation in one of our pupil-led groups ● Greater levels of engagement and independence are visible, for example, pupils actively checking, correcting and improving their work ● Monitoring identifies positive, appropriate learning behaviours consistently across classes in all lessons
<p>Priority 3: To address the social, emotional and mental health needs of our pupils and families who are most at risk of underachieving</p>	<ul style="list-style-type: none"> ● Attendance of PP children is at least in-line with their non-disadvantaged peers ● All staff are trained in Zones of Regulation and the approach is fully embedded across the school so pupils can articulate and use their own toolkit to support self-regulation ● A free place is provided at Early Start Club for any PP child, who is struggling to attend ● Self-esteem is boosted through improved levels of self-efficacy

	<ul style="list-style-type: none"> • Parents read the school’s newsletter and all families are actively engaged in the life of the school • The SENDCOs proactively engages with outside agencies to provide additional support and advice where appropriate re: mental health and well-being • CPOMS is used to effectively ensure there a robust and coherent approach is taken to there is a full understanding of a family’s needs and effective action taken • The learning mentor prioritises PP children for support • Sensory circuits, Thera-play and elements of therapeutic thinking are used, where appropriate, by all teaching staff
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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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One teacher and one teaching assistant deliver a highly structured, responsive and focussed starter of the day activity, in every class for 40 minutes, based upon repeated practice leading to improving handwriting spelling and maths fluency	Sutton Trust found that, 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium). Evidence to support the impact of quality first teaching. The EEF notes that feedback appease to have a greater effect on primary pupils (+7 months): Teacher Feedback to Improve Pupil Learning EEF	2, 3, 4

	(educationendowmentfoundation.org.uk)	
Embed the use of standardised diagnostic assessments for reading and maths.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of a class in order to help ensure they receive the correct feedback (EEF Teaching and Learning Toolkit +6 months) and/or individualised instruction (EEF Teaching and Learning Toolkit +4 months). In addition, the analysis of these across the school allows subject leaders to identify collective areas of weakness and take proactive steps.	1,4
Develop a professional development program, aligned with the school's needs but personalised for individual teachers based around mechanisms split into the following groups: build knowledge; motivate teachers; develop teaching techniques and embed practice	Effective PD is closely aligned to the motivation and retention of good teachers: EEF Effective Professional Development Guidance. The DfE's 'Reducing School Workload Collection' aligns reducing workload with positive wellbeing and therefore retention of staff.	1-6
Purchase a subscription to 'Fluent in Five' in order to build maths fluency. Years 1-6 complete daily.	Barak Rosenshine's Principles of Instruction Daniel Willingham's Model of Memory High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium)	4

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver a number of additional provisions which address the specific needs of each child, to ensure that support and provision is personalised to overcome the barriers	Evidence to support the impact of quality first teaching and targeted support can be found in the following: The EEF Guide to the Pupil Premium Evidence to support closing the gap: Mark Rowland – Addressing Educational Disadvantage EEF The Attainment Gap	1, 2, 3, 4

to learning or accelerate learning for each child.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2, 566

Activity	Evidence that supports this approach	Challenge number(s) addressed
To build in to the weekly curriculum for identified classes a taught session on learning behaviours, underpinned by Zones of Regulation	EEF Teaching and Learning ToolKit - Metacognition and Self-Regulation +7 months; Social and Emotional Learning Toolkit +4	5, 6
To offer a place at Early Start Club in order to alleviate any anxiety at coming into school and help ensure a positive start to the school day To promote the importance of punctuality and attendance	EEF Teaching and Learning ToolKit - Metacognition and Self-Regulation +7 months; Social and Emotional Learning Toolkit +4	5, 6
To train all staff in Zones of Regulation and develop understanding across pupils	EEF Teaching and Learning ToolKit - Metacognition and Self-Regulation +7 months; Social and Emotional Learning Toolkit +4	5, 6
To remove the financial barrier to accessing the full curriculum entitlement for PP families, by ensuring all pupils in years 5 and 6 access a residential experience, based around outdoor adventurous activities.	DfE Charging for School Activities Guide Outdoor adventurous activities also build resilience and self-esteem through promoting self-efficacy	5,6

Total budgeted cost: £ 18,566

