

John Clare Primary School - Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Clare Primary School
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	9.0%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Nicolson, Headteacher
Pupil premium leads	Sarah Nicolson, Headteacher Hannah Breslin, RSL/DHT
Governor / Trustee lead	Rosey Shackell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,435
Recovery premium funding allocation this academic year	£2000
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	£16,435

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to be in line or exceed nationally expected progress.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision we make for this group includes:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children effective.
- Providing high quality catch-up, for small groups, enabling gaps in learning to be filled.
- 1-1 support
- Pupil Premium resources to be used to target able children on FSM to achieve age-related expectations.
- The use of PiXL to support a school-wide ethos of clear assessment to find learning gaps and address the gaps identified.

Challenges

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

Challenge number	Detail of challenge
1	Children entering school over the past 2 years have poor fine motor skills, which impacts on the development of writing. Developing the EYFS/Year 1 provision along with allocation of re-sources and time will be needed to support this.
2	Assessments, observations, and discussions with pupils indicate underdeveloped writing skills and vocabulary gaps among disadvantaged pupils.
3	Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils for Expected Standard is below that of non-disadvantaged pupils.
4	Internal and external (where available) assessments indicate that mathematics attainment among disadvantaged pupils for Greater Depth Standard is below that of non-disadvantaged pupils.
5	Catch-up and accelerated progress for children post-pandemic still remains an area of challenge. The impact of this is higher in our disadvantaged children who have fallen further behind their peers.
6	Our assessments (including Stirling wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
7	We have a number of disadvantaged children who have not been in a school setting full-time, prior to joining our school, for a whole variety of reasons. We therefore need to continue to provide pastoral opportunities to support these children's wellbeing, social, emotional and mental health needs along with opportunities to develop positive relationships with their peers.

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
1 - Fine motor skills development	<ul style="list-style-type: none"> • Ensure provision in EYFS and Year 1 support development of fine motor skills • Consistently apply the handwriting approach in school, which includes re-search-based strategies to develop fine motor coordination
2 – Develop writing skills and vocabulary	<ul style="list-style-type: none"> • Ensure that pupils continue to be provided with speech and language opportunities throughout the curriculum by learning tier 2 and 3 vocabulary related to their learning. • Teach golden sentences and sentences stems to help children develop their writing and vocabulary.
3 – Improve reading attainment	<ul style="list-style-type: none"> • Continue with use of high-quality class texts to support teaching of English. • Children to have own copies of class-based texts to promote a love of reading.

	<ul style="list-style-type: none"> • Reading to continue to have a high profile within school through use of reading recording systems, reading cafes, access to computerised library. • Use of Rapid Reading to support identified individuals • Termly and annual progress data shows progress at least in line with other children.
4 – Improve higher standard attainment in mathematics	<ul style="list-style-type: none"> • Continue use of Power Maths to support high-quality mathematics teaching. • Continue to develop teachers’ knowledge in how to use the Bar Model to support mathematical reasoning across school. • Embed Teaching for Mastery approach within school through Maths Hub participation.
5 – Address gaps in pupils’ learning (catch up)	<p>Sustain the current approach by:</p> <ul style="list-style-type: none"> • Providing quality first teaching to all groups of pupils, using evidence-based teaching • Use of PiXL and other school-based assessments to identify gaps and next steps. • Providing additional catch-up sessions before school for children in year 6 to address gaps before transition to secondary school. • Providing focused interventions to address gaps in learning.
6 – SEMH	<p>Sustain the current approach by:</p> <ul style="list-style-type: none"> • Continuing to embed the STEPS therapeutic approach to behaviour. • Maintaining a culture of inclusivity which is evident at all parts of the school day, including playtimes and lunchtimes • Responding to individual needs as they arise. • Ensuring PP children engage with the wider life of the School, including participation in extra-curricular clubs.

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: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued purchase of standardised diagnostic assessments (PiXL).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Training for staff to ensure that QLAs and assessment information is utilised fully to pinpoint gaps in learning to be addressed.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	<p>2, 3, 4, 5</p>
<p>Enhancement of our writing and reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access support from our own AST (English) and other outstanding English Subject Leads from within the Trust and LA.</p>	<p>The EEF guidance is based on a range of the best available evidence: EEF - Improving Writing Quality</p>	<p>1, 2, 3, 5</p>
<p>Enhancement of our mathematics teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub CPD training.</p> <p>Participation of Reception, Year 1 and Year 2 teachers in Mastery in Number Programme to develop early number fluency.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>4, 5</p>

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

Budgeted cost: **£7,835**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Progress meetings looking at internal progress data</p> <p>Monitoring of Pupil Premium class lists</p> <p>Filling of gaps in learning, highlighted by PiXL tests and school-based assessments.</p>	<p>When class teachers are aware which children, including pupil premium children, are in their classes did not make good progress last academic year, they can identify these children as ‘target’ children.</p> <p>Raising Standards Lead/HT to actively involve teachers in clear targeting of pertinent learning gaps.</p> <p>Teachers and TAs to lead high quality small group interventions to plug gaps in learning – evidenced through provision mapping.</p>	<p>1, 2, 3, 4, 5</p>
<p>School led tutoring:</p> <p>Teachers/TAs to take on further responsibility leading catch-up tutoring.</p>	<p>2 CT and 2 TAs leading in school tutoring across different year groups. Our own highly-skilled staff know our children well and can provide timely and effective interventions.</p> <p>Targeted support following in school assessments and prior attainment, including 1:1 sessions and small groups.</p> <p>Staff feel skilled and confident leading interventions, ensuring clear communication with teaching staff each in turn seeing better progress from these children.</p> <p>EEF Pupil Premium Guidance</p> <p>EEF Teaching and Learning Toolkit</p>	<p>2, 3, 4, 5</p>
<p>Additional TA support for Key Stage 2</p>	<p>EEF Teaching and Learning Toolkit</p> <p>EEF Pupil Premium Guidance</p>	<p>2,3,4,5</p>

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

Budgeted cost: **£3,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5, 6
Additional lunchtime support for children at risk of exclusion	Children sometimes require additional support to integrate pro-socially with their peers. These pupils do not always qualify for funding for their needs and this is met by the school. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6,7
Additional coach resource used to provide nurture and physical wellbeing activities, through Positive Play and group sessions	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income EEF Social and Emotional Learning	6,7
TA support to deliver Energise sessions 4 mornings per week	EEF Physical development approaches	1, 6, 7
Engaging with families	Using Parent Mail, Google Classroom, SeeSaw, Twitter to share communication, targets and achievements thus supporting the involvement of parents in their children's academic learning. Providing financial contributions to school trips for those families facing deprivation. EEF outdoor adventure learning	6,7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £7,960

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.

Our internal assessments during 2022/23 showed that our pupil premium strategy positively benefited all learners last year. Our disadvantaged pupils made expected progress in reading and mathematics, whilst writing was slightly below and remains an area of focus.

Funding of additional adult support for sensory circuits and positive pay interventions have ensured that children enter class ready to learn and are then consequently successful throughout the day. Funding was also provided to support our year 6 children before the school day to address gaps in mathematical understanding and build confidence – this proved to be a very successful intervention and will continue into 2023-24.

Recovery premium was used to provide Continuing Professional Development for teachers and teaching assistant in implementing the Mastery for Number approach in EYFS and KS1: the positive impact of this can be seen in summative assessments throughout the year.

Externally provided programmes

Programme	Provider
Mastery in Number	Cambridge Mathematics Hub

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We identified gaps in service children's education caused by moving between schools which we addressed with targeted support. We provided opportunities for service children to attend extracurricular clubs to assist with their social and emotional wellbeing.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

