

Pupil premium strategy statement



Jeavons Wood
Primary School

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	Jeavons Wood Primary
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 22 nd 2021
Date on which it will be reviewed	July 13 th 2021
Statement authorised by	Full Governors
Pupil premium lead	S Wright J Conway/S King support teachers
Governor / Trustee lead	Ruth Poulton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,390
Recovery premium funding allocation this academic year	£ 9280
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	£92,670

Part A: Pupil premium strategy plan

Statement of intent

We want all children to achieve and fulfil their potential. Children can face barriers to learning. Children from disadvantaged backgrounds can face barriers due to poverty which can affect their ability to thrive in education.

We provide support to match the needs of the children to ensure they make the best academic and social progress they can. The support ranges from targeted support in class, extra tuition to emotional support. We ensure that lack of money is not a barrier to a full curriculum offer and subsidise costs of trips and experiences so access is available to all children.

Challenges

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

Challenge number	Detail of challenge
1	High number of SEND needs
2	High proportion of Early help/CP needs
3	Lack of support with home learning due to parental needs, many siblings etc
4	Lack of suitable housing/overcrowding issues
5	Lack of money for basic needs, transport and extras such as clubs

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
All disadvantaged children are challenged and supported with academic learning, making good progress in all areas.	<ul style="list-style-type: none">• Extra support in place as required• Progress is good• Gap is closing with peers in attainment

<p>All SEND needs are supported in school and disadvantaged children with SEND make good progress from their starting points.</p>	<ul style="list-style-type: none"> • Disadvantaged children with SEND make good progress
<p>Children and families feel supported.</p>	<ul style="list-style-type: none"> • Strong Communication • Pupil and Parent voice is positive
<p>All emotional support is in place for every child who needs it at the level they need it.</p>	<ul style="list-style-type: none"> • Children feel needs are being met • Parents are positive about the support in place
<p>All children access enrichment such as visits, visitors and clubs. Lack of funds is not a barrier.</p>	<ul style="list-style-type: none"> • Access to all on trips • Access to all with 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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra teacher in Year 5 in the mornings	First quality teaching is a major way we improve outcomes for disadvantaged children. Three teachers means groups can be smaller in the morning, meaning children benefit from more feedback and targeted in class support.	60
Extra teacher in Year 6 in the afternoons	Pre-teach, Catch up and small group support can fill gaps in learning. The teacher is an experienced Yr5/6 teacher who can meet these needs.	60
Phonics updated CPD for all teachers/Learning assistants in KS1 and Year 3. More phonic readers purchase to increase range of books with the same phoneme being taught.	CPD for all staff that teach phonics is proven to raise attainment for all children but especially disadvantaged children who benefit from consistency in approach, clear, direct teaching and reinforcing.	180 +
Maths Mastery of Number CPD for all KS1, maths leader and head. New programme in KS1 from Autumn half-term.	A daily session of key number knowledge, includes all children and develops mastery in maths. This has been successful in KS2 and is now being added to KS1 in addition to daily maths lessons.	180
Nuffield Early Language Programme in Reception. CPD for staff, screeners used to identify the children for the programme and	Children are increasingly entering school with delayed language skills. Increasing the vocabulary they use affects oracy skills but also reading and writing. It gives them confidence.	60

programme starts in the Spring term.	It has been noted that disadvantaged children have a lower vocabulary than non-disadvantaged children of the same age. Closing the vocabulary gap is vital and the younger we can do this, the better outcomes for the child. Research has shown the gap continues to grow as children age.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring for all disadvantaged children.	A teacher who knows the children will ensure all extra is in place and monitor impact/adjust as needed. One teacher per year group.	60
Tutoring for disadvantaged children.	Trained teachers known to the children will tutor weekly to ensure gaps are filled and new concepts reinforced. Tutoring has been found to have more impact when the teacher liaises with the class teacher to ensure the best provision is given.	30

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time family and inclusion worker working with children in school individually, in nurture groups etc and with families.	When children feel safe and happy they learn. When parents feel supported they can help their children learn. Our FIW is highly regarded in the school community by children, staff and parents.	60
A play therapist works with children.	All children who access play therapy have improved an area of	8 children a week

Employed two days a week.	need and some have improved many areas.	
All trips are funded at half-cost for disadvantaged children.	All children are entitled to a full curriculum and enrichment improves well-being.	61

Total budgeted cost: £103,000 (Extra Money from school budget)

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 2020 to 2021 academic year.

Last year, we used some funding to support phonics so we could target gaps in learning, especially with the pandemic. Our results were 98% on the test and children made good progress, despite lockdown. Phonic programmes supported parents in lockdown alongside the children who were taught in school (all disadvantaged children offered a place) and home learning.

An experienced teacher worked with Year 6 who were taught in three smaller classes. Data from FFT and teacher assessments shows excellent progress for all children from starting points and high attainment in Reading and Maths. This enabled these children to have more targeted support in lockdown and in school.

Wider strategies had a positive impact on well-being and parental feedback was strong as to the support they received throughout the pandemic and in school. Inclusion work, play therapy etc all continued in lockdown virtually.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Powerful Words Programme	Morris Trust