

# Pupil premium strategy statement 2021 - 2022

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	Ben Jonson Primary School
Number of pupils in school	592
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers – the new headteacher will set out a plan for the next 3 years	2021-22
Date this statement was published	December 21
Date on which it will be reviewed	March 22
Statement authorised by	Norma Marshall
Pupil premium lead	Ben Stone
Governor / Trustee lead	Andrew Georgiou

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 273,035
Recovery premium funding allocation this academic year	£ 29,435
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	£ 302,470

## Part A: Pupil premium strategy plan

### Statement of Intent

#### *What are your ultimate objectives for your disadvantaged pupils?*

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.

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 integral to wider school plans for education recovery. We have also targeted support through the school led tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts Enable pupils to look after their social and emotional wellbeing and to develop resilience. Access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

## Challenges

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

Challenge number	Detail of challenge
1	Significant knowledge gaps leading to pupils falling further behind age-related expectations, in reading, writing and maths.
2	Improve attendance rate for PP pupils so it is in line with national average for all pupils.
3	Below typical language and communication skills on entry to school inhibit the progress of a large number of pupil premium eligible pupils in all areas of the curriculum.
4	Lack of technology at home limits access to wi-fi. Limited numbers of devices in the household. – leading to limitations in remote learning and homework, poor technical knowledge means that some parents unable to keep children safe while they are online
5	Parent engagement and lack of financial resource to provide children with broad opportunity and life experiences. Lacking cultural capital and low aspirations for future destinations.
6	Pupils unable to self-regulate and manage emotions in an age appropriate way.

## 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
Improved reading, writing and maths attainment among disadvantaged pupils.	Achieve outcomes in line with or above national average.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance</p> <ul style="list-style-type: none"> <li>the overall attendance of disadvantaged is at least 96%</li> <li>the percentage of all pupils who are persistently absent being below 85% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessment for Learning and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

To engage in opportunities for enrichment and experiences	Children are exposed to similar experiences of that of non-disadvantaged children and have a good understanding of the world they live in.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing Confident, independent learners who show a resilient attitude to all aspects of school life. Children who are able to self-manage behaviour and ask for help when support is needed

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: £ 148,467

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure quality first teaching to diminish the difference through development for teachers through strategic senior leadership support. <ul style="list-style-type: none"> <li>Appointment of two Teach First teachers to allow senior leaders to target teaching support across their phase to develop the quality of teaching</li> </ul>	DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress	1,3,6
Continue to develop the following teaching strategies in all classes within school: Feedback - to ensure that the feedback provided to all pupils is instant and effective. Continue to develop independence in learning	Feedback (+8 months – EEF Toolkit) EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.	1,3,6

<p>To raise attainment through providing enriching experiences across the curriculum through:</p> <ul style="list-style-type: none"> <li>• Specialist Art /Music teachers to develop pupils’ skills in art, dance and music</li> <li>• Ensure pupil receive high quality dance and art provision</li> <li>• Promotion of The Arts within school</li> <li>• Subsiding of trips including residential for PP</li> </ul>	<p>Arts participation (+3 months – EEF Toolkit)</p> <p>Sports participation (+3 months – EEF Toolkit)</p>	<p>1,3,5,6</p>
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**Targeted academic support (for example, tutoring one-to-one support structured interventions)**

Budgeted cost: £ 31,123

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.</p>	<p>One to one tuition +5 months (EEF Toolkit)</p> <p>Small group tuition +4 months (EEF Toolkit)</p>	
<p>PP pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:</p> <ul style="list-style-type: none"> <li>• Extra group work with teachers or TAs Further develop and run Early Years interventions</li> <li>• Oral language interventions to run in EYFS</li> <li>• Daily Reading for Y6</li> <li>• Additional adult support in year 6</li> <li>• Reading intervention groups to be run for any pupils who are falling behind</li> <li>• Extra small group support will be provided to all Rec and Year 1 pupils in phonics</li> <li>• Additional catch up sessions for targeted pupils</li> </ul>	<p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils</p> <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 3, 4</p>

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

Budgeted cost: £ 122,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Secure and sustain good attendance for all identified families, following lockdown and periods of isolation.</p> <ul style="list-style-type: none"> <li>• Attendance to be on the agenda at Parents’ Evenings</li> <li>• Same day calling to follow up absences, particularly linked with Covid</li> <li>• Attendance contributing to underachievement identified and followed up through pupil progress etc</li> <li>• Effective partnership working with LBTH: Attendance and Welfare Service and CME</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</p>	<p>2, 5</p>
<p>Sustain and develop a broad and creative curriculum to enrich experience in all areas, with high expectations and good progress</p> <ul style="list-style-type: none"> <li>• Specialist teaching in KS1 and KS2</li> <li>• Professional development for staff – in house, THEP, external agencies</li> <li>• Engagement in arts projects to enrich experience</li> </ul> <p>Where possible ensure visits / trips for all pupils</p>	<p>The Sutton Trust recommends that schools’ pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)</p>	<p>1, 2, 3, 4, 5, 6</p>
<ul style="list-style-type: none"> <li>• Provide support for the wellbeing of vulnerable pupils and families to ensure access to learning, engagement in school community and encourage lifelong habits of learning</li> <li>• Family workers as part of Inclusion Team</li> <li>• Positive and supportive relationships with vulnerable families</li> <li>• Regular contact</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationonendowmentfoundation.org.uk)</p>	<p>4, 5, 6</p>

<p>Inclusion Team – regular meetings / comprehensive systems ensure ‘no child gets left behind’</p> <p>‘Family service’ for children in EYFS at lunchtime</p> <p>Provide safeguarding and early intervention</p> <p>Working with external agencies to support families</p> <p>Foodbank run from school</p>		
<p>Pupils with specific behavioural and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given:</p> <ul style="list-style-type: none"> <li>• Pastoral support around behaviour and social/emotional support from Inclusion Team</li> <li>• Sports Provision</li> <li>• Behaviour treat/reward</li> <li>• One to one work with Inclusion Specialist</li> <li>• Social and Emotional intervention groups</li> <li>• Lunchtime support to be provided by learning mentor for vulnerable pupils who need support.</li> <li>• Free breakfast club for Year 6 leading up to SATs</li> <li>• Sports Provision</li> </ul>	<p>Social and Emotional learning +4 months (EEF Toolkit)</p> <p>Behaviour interventions +3 months (EEF Toolkit)</p> <p>Sports Participation +2 months (EEF Toolkit)</p>	

**Total budgeted cost: £ 302,470**

## 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.

Due to the pandemic there is no national data for July 2020 and July 2021. Internal data for July 2021 shows that;

- the attainment of Pupil Premium children when compared with children who are not Pupil Premium and compared with all children is cohort dependent as there are no specific trends
- Generally, the gap in attainment for Pupil Premium children is narrow in Years 3, 5 and 6 in each subject and in all 3 subjects; The gap is much wider in Year 2 and Year 4.
- The gap in attainment for Pupil Premium children working at greater depth is consistently wider in KS2.
- More Pupil Premium children make expected progress than their peers and at greater depth

### 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

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	



### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*