

Pupil premium strategy statement 2021 - 2024

This statement details our school's use of pupil 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 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	641
Proportion (%) of pupil premium eligible pupils	31.3%
Academic year/years that our current pupil premium strategy plan covers –	Year 3 of 3 years, 2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governing Board, Resources Committee
Pupil premium lead	Emily Benstead
Headteacher	Norma Marshall
Governor / Trustee lead	Andrew Georgiou

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 293,910
Recovery premium funding allocation this academic year	£ 29 290
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	£ 323 200

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	Attendance and punctuality: Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. For Persistent absence to be reduced to below 1% and for attendance to be in line with 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	Pupils have emotional and social needs including low self-esteem. They have low aspirations and confidence which impact their learning.
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
For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check	100% of disadvantaged pupils who do not have a cognitive SEND need will reach age related expectations in R,W,M and Phonics. Those that have a SEND need will make more than expected progress from their individual starting points.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance <ul style="list-style-type: none"> the overall attendance of disadvantaged is at least 94% 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.
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

Specific areas of focus 2023-24

- Trips and experiences, vulnerable families
- Revisit mentoring and impact
- Curriculum plans, impact on outcomes
- ARP pupils, access clubs, support, barriers
- Preparation for whole class reading session to maximise impact.
- Attendance persistent absentees and those at risk of persistent absenteeism

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)

3 HLTAs (1 per phase) £71,149 (equivalent 0.5 FTE) to coordinate and lead on interventions support and family engagement

- Phonics training and resources £10,100
- Maths hub training/Fluency in number from whole school CPD budget £ 7 000
- Zones of regulation training and resources, training from SEND budget, resources:

£3,000

Budgeted cost: £ 91,249

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics: RWI phonics training for those staff new to school/new to phase RESOURCES	The Rose Report. DFE reading framework. Phonics toolkit EEF + 5months	1,3,6

<p>Phonics leader to evaluate effectiveness of phonics teaching in each class N-Y2, and KS2, to plan appropriate remedial actions, monitor impact. (see phonics action plan for more details)</p>	<p>Phonics strategies, EEF T&L toolkit</p>	
<p>Maths: No Nonsense Number implement Year 1 -Y6 programme- training for all TAs</p> <p>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</p>	<p>TAs to engage with the most up to date thinking from the Maths hub, utilising the inhouse expertise of Maths hub lead and EY/KS1 lead.</p> <ul style="list-style-type: none"> • EEF T& L toolkit, teacher subject knowledge • EEF T &L toolkit, mastery teaching <p>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.</p>	<p>1,3,6</p>
<p>Communication and language support for the youngest pupils, continuation of additional TAs to lead on the NELI programme, as well as other communication-based interventions, eg bucket time, box clever</p>	<p>EEF + 4 months EEF communication and language programmes +6months Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such</p>	<p>1,3,5,6</p>

	approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	
Self-regulation and zones of regulation, teacher training and implementation, staff training and resources.	<p>Social and emotional learning, EEF +4 months</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	

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

Learning mentor £11,854 (represents 0.3 FTE)

Vocabulary & Oracy Programme £5371

- SLCN TA x 5 (Reception and Year 1, 22.5 hours) £66,936

LEXIA intervention (Y2) £1000

Ipads x30 £10 000

Budgeted cost: £95,161

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Vulnerable Children (VC) meetings – AHTs will be accountable for input from HLTAs – impact measures will drive provision.</p> <p>AHTs will be accountable for outcomes and provision, through agreed</p>	<p>Teacher efficacy. Hattie Visible learning</p> <ul style="list-style-type: none"> • Feedback EEF T&L toolkit • Closing the reading gap - Quigley 	

<p>timetables of support for disadvantaged pupils</p> <p>Specific focus on gaps in writing and phonics, individual feedback and tilt strategies</p> <p>Pre-teaching of vocabulary linked to core text</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"> • Extra group work with teachers or TAs. Further develop and run Early Years interventions • Oral language interventions to run in EYFS • Daily Reading for KS1 & KS2 • Additional adults support in year 6 • Reading intervention groups to be run for any pupils who are falling behind • Extra small group support will be provided to all Rec and Year 1 pupils in phonics • Additional catch up sessions for targeted pupils • Investment in Lexia intervention for pupils in Year 2 	<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 (educationendowmentfoundation.org.uk)</p> <p>EEF Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers.</p>	<p>1, 3, 4</p>
<p>Whole school focus on Tier 2 and 3 vocabulary development and further intervention for those who need to catch-up.</p>	<p>Research from EEF, T & L toolkit</p> <p>Closing the gap, Andrews, Robinson and Hutchinson</p>	
<p>Disadvantaged and cognitive SEND</p> <p>Disadvantaged/SEND pupils will make more than expected progress as a</p>	<p>PHE, link between wellbeing and attainment</p>	

<p>result of targeted provision (individual provision maps)</p> <p>Individual provision maps and SEND action plans shared and reviewed with all staff responsible for pupil learning, to ensure a collective understanding of needs, responsibility and every learning opportunity maximise</p>	<p>Trauma informed schools, Beacon house Centre for education neuro science</p>	
<p>SALT intervention for identified pupils delivered by the TAs and therapists. Therapist quality assure the programme and support planning.</p>	<p>10% of children are affected by SLCN regardless of race, religion, gender</p> <p>7% of children aged 5 have SLCN</p> <p>An additional 1.8% of children have SLCN as part of a larger difficulty, e.g. Autism, Learning Difficulties</p> <p>More than 50% of children that live in socially deprived areas have SLCN</p> <p>Learning Difficulties:</p> <p>1.5 million people in the UK have a learning disability</p> <p>50-90% of people with learning disabilities have SLCN</p>	
<p>Forest School leader to continue with a bespoke Forest School programme focus on strengthening social and emotional skills</p>	<p>Nurture UK EEF T&L toolkit (social and emotional learning)</p>	

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

Budgeted cost: £ 136 790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance so that PA is below 1% and overall attendance is inline with all pupils.</p> <p>Specific target on 10 pupils identified as persistent absentees 22-23 + a further 17 identified at risk (<94)</p> <p>Teachers to review attendance / punctuality (at least weekly) of vulnerable pupils and flag concerns to Attendance Lead</p> <p>Teachers to proactively engage with</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>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>parents / carers re attendance / punctuality both formally and informally</p> <p>Teachers to devise strategies to overcome related issues</p> <p>LM to see these pupils more regularly to create a relationship where pupils want to come to school</p> <p>Attendance team to be tenacious in the tracking and following up of non-attendance. Follow up with attendance team, meeting with parents for all PP pupils who drop below 95%.</p> <p>Half-termly tracking of all PP (SEND and CP/CIN) pupils.</p> <p>Raise the profile of this group through communication with teachers, leaders and governors.</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"> • Specialist teaching in KS1 and KS2 • Professional development for staff – in house, THEP, external agencies • Engagement in arts projects to enrich experience • Engagement in a variety of whole school events including careers' fair, charity work <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>
<p>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</p> <p>Positive and supportive relationships with vulnerable families</p> <p>Regular contact</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>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):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationonendowmentfoundation.org.uk)</p>	<p>4, 5, 6</p>

<p>Working with external agencies to support families</p> <p>Increased opportunities for parents/carers to engage with their child's learning and wider life of the school community, including; Stay and play; stay and read events, maths workshops, wellbeing workshops about supporting pupils with anxiety.</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"> • Pastoral support around behaviour and social/emotional support from Inclusion Team • Sports Provision • One to one work with learning mentor • Social and Emotional intervention groups • Lunchtime support provided by learning mentor for vulnerable pupils who need support. • Free breakfast club for Year 6 leading up to SATs 	<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>	
<p>Music Therapy 1 day a week group and individual sessions</p>	<p>National Clearinghouse report on Autism Evidence and Practice lists Music Therapy as evidence-based practice for children under music mediated interventions.</p> <p>The findings of the Cochrane Database of Systems Reviews provides evidence that music therapy can help children with ASD to improve their skills in primary outcome areas that constitute the core of the condition, including social interaction, verbal communication, initiating behaviour, and social emotional reciprocity.</p>	
<p>Breakfast provided for all pupils daily by Magic Breakfast</p>	<p>EEF Trial of Magic Breakfast in 106 schools found that providing a universal free breakfast</p>	

	<p>had an impact of 2 additional months progress on children's outcomes at KS 1 & 2.</p> <p>Children are more likely to learn effectively when they have had a healthy breakfast.</p>	
HAF club events for PP pupils during the school holidays		

Total budgeted cost: £ 323 200

Part B: Review of the previous academic year

In the academic year 2022-23, Ben Jonson Primary School steadfastly maintained its commitment to addressing the diverse educational needs of our pupils. This report delineates the strategic initiatives undertaken and their impact during this reporting period, with a specific focus on pupils eligible for Pupil Premium funding and SEND.

Targeted Interventions:

A range of enhanced and personalised learning experiences and interventions were planned and delivered to support pupils eligible for Pupil Premium, addressing individual learning requirements. These included speech and language support, social and emotional groups, bucket time, storytelling, multifamily groups, catch-up wave 2 for English and Maths, high frequency word groups, extra phonics sessions and No Nonsense maths intervention.

Enrichment Activities:

Pupil Premium funds were invested in a diverse range of extracurricular activities, enhancing the holistic educational experience and fostering comprehensive development among eligible pupils. These included trips to the theatre, pantomime, adventure parks, kidzania, making pizza at pizza express and a range of after school clubs.

Professional Development:

Staff received training sessions to elevate their proficiency in addressing the distinctive challenges faced by Pupil Premium-eligible and SEND pupils, ensuring a more personalised and effective pedagogical approach. The CPD sessions included:

- developing vocabulary led by the S&L therapists;
- strategies to use when working with pupils with ASD led by the Outreach team;
- Signalong;
- modelling and coaching of the planning and delivery of speech and language interventions.
- Oracy
- Adaptive teaching

Resources and Equipment:

The school invested in updated learning resources and equipment to create an inclusive and stimulating learning environment, with particular emphasis on pupils eligible for Pupil Premium. This included decodable books; range of reading for pleasure books; concrete maths resources; diverse literature; additional teachers and support staff to ensure the delivery of the sessions.

Impact and Outcomes:

The school is pleased to report that Pupil Premium pupils, through the implemented strategies, exhibited commendable progress in all year groups.

Data below is reported in percentages and () shows GD

Year groups	Reading	Writing	Maths
1	100 (38)	95 (24)	76 (24)
2	82 (26)	86 (19)	85 (11)
3	92 (12)	84 (8)	92 (16)
4	95 (13)	100 (18)	92 (13)
5	85 (9)	92 (4)	88 (3)
6	85 (32)	95 (24)	92 (24)

The school remains vigilant in monitoring the progress of Pupil Premium pupils, ensuring that their provision facilitates sustained progress towards individual targets. Comprehensive tracking of pupil progress across the curriculum, along with ongoing assessment of the impact of Educational Health and Care Plans (EHCP) and targets, is an integral aspect of our commitment to continuous improvement.

We are resolute in our pursuit of narrowing the performance gap between Pupil Premium and non-Pupil Premium pupils. Our ongoing commitment to excellence ensures that all pupils receive an equitable and enriching educational experience, irrespective of their socio-economic background.