

# 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	Thomas Jolyffe Primary School
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	38.3% (144)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-24 (Most actions will remain in place beyond this, but may change slightly depending on future funding)
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Philippa Liversidge
Pupil premium lead	Philippa Liversidge
Governor / Trustee lead	Kathy Copley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£119,617.50</b>
School-led tutoring funding April 2023- April 24	£7678.14 (to be clawed back as not continuing tuition this year)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£207,295.64</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

Our Pupil Premium numbers have risen significantly since Autumn 2020 to Autumn 2023 from 98 to 144. Many families' circumstances have continued to be affected by the pandemic and this has potentially had a lasting impact on their children.

We strive to ensure that all our pupils have good levels of English and Mathematics and the ability to apply their skills in a range of situations. Ultimately, we want pupils to see themselves as learners, understanding that mistakes lead to progress and feeling confident that they can succeed. We recognise that for many of our disadvantaged pupils this is particularly challenging, with emotional well-being, being a considerable barrier to their learning and their outlook on life.

Our strategy therefore aims to support pupils both academically and socially/emotionally throughout their time at school in order that they develop fluency in core subjects, but also that they see value in this and have high aspirations for their future.

We believe that quality first teaching is the most important factor in ensuring that pupils make good progress. This is where new concepts are introduced, practised and reinforced, and where misconceptions can be addressed. Here, pupils do not learn in isolation, gaining guidance not only from skilled professionals but also from peers which for many pupils is a very supportive experience. We have provided opportunities for staff to share aspects of good practice and have identified some key priorities for whole school professional development. Through providing staff with the opportunity to refresh and develop skills, we aim to ensure that pupils also receive consistent high quality input.

We also recognise that there is a place for specific targeted intervention for pupils who require some intensive support, particularly where pupils have missed key concepts, or have other barriers to learning such as language barriers. This year, we are continuing to target support predominately, although not exclusively, for Y2 and Y3. These year groups have been the most adversely affected by two long periods of lockdown meaning that they missed significant amounts of in school learning. We know also, that for many pupils across the school accessing online learning was not always easy and therefore this will have contributed to further gaps developing in knowledge and skills. We recognise, that for many pupils, they will need additional support year on year to enable them to make progress, addressing gaps in skills and knowledge created not only by lockdown, but by other barriers to learning.

Finally, our strategy focuses on pupils' social and emotional well-being. For many of our disadvantaged pupils, emotional stability is a significant challenge and as a result, many struggle to access learning consistently. As a school, all staff receive CPD in supporting pupils'

well-being in the classroom and for many this is effective. However, there are pupils who require more intensive and specialised support. The school's pastoral team provide a wide range of support for pupils including breakfast club, self-esteem group, friendship group, lunchtime nurture, 1:1 mentoring, and full nurture provision. We have extended the role of our pastoral lead to offer support to families whose circumstances may be negatively impacting on children's ability to settle in school and access learning.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils are making less progress than other non-disadvantaged pupils in reading across the school. Whilst many pupils have made good or better progress during 2022-23, some gaps in knowledge and skills remain meaning that there is still a difference in the attainment of disadvantaged and non-disadvantaged pupils.
2	Disadvantaged pupils are making less progress than other non-disadvantaged pupils in writing across the school. Whilst many disadvantaged pupils made good or better progress during 2022-23, gaps in knowledge and skills remain.
3	Disadvantaged pupils are making less progress than other non-disadvantaged pupils in maths across the school. Some pupils have made little or no progress during two significant lockdowns. Whilst some disadvantaged pupils made good progress during 2022-23, gaps in knowledge and skills remain and the attainment gap between them and other pupils has widened.
4	PSED skills when children enter reception are lower for pupils eligible for PP than for other pupils. As a result, this slows pupils' ability to access the learning opportunities both in reception and in subsequent years. Two significant lockdowns has also meant that children across the school have missed out on vital interaction with others and they have therefore been unable to develop important skills that would support future learning.
5	Language skills when children enter reception are lower for pupils eligible for PP than for other pupils. This has been exacerbated by two significant lockdowns as pupils have missed many opportunities to develop language skills over a sustained period. PP pupils in Y1/Y2/Y3 also have language skills below the standard expected for their age and compared to other pupils as they have also missed vital opportunities to develop these skills. As a result, pupils are less able to communicate effectively in both academic and social situations which slows their learning in reception and in subsequent years.
6.	Some pupils have considerable social and emotional needs which require support from outside agencies as well as from the School's own nurture provision. The impact of lockdown has been long lasting and particularly challenging for some families and this has impacted long term on pupils' stamina, resilience and ability to focus on learning. The numbers of pupils who have become eligible for the PP during 2022-23

	has risen significantly and the change in some families' personal circumstances has impacted negatively on children.
7.	Attendance rates for pupils eligible for PP are lower than other non-PP pupils which negatively impacts on pupils' ability to access learning opportunities.

## 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
Disadvantaged pupils' progress in reading continues to accelerate and the attainment gap between them and other non-disadvantaged pupils is reduced. We recognise that within one academic year, this gap will not be closed for some pupils, and many of our strategies will be implemented over a longer-term period.	Pupils eligible for PP across the school make at least as much progress in reading as Non- PP pupils during the academic year. Measured throughout KS1and KS2 at assessment points and through successful internal moderation, across the phase and at cluster level. Pupils with identified other significant needs make good progress from their starting points which will be measured at assessment points throughout the year and at SEN reviews.
Disadvantaged pupils' progress in writing continues to accelerate and the attainment gap between them and other non-disadvantaged pupils is reduced. We recognise that within one academic year, this gap will not be closed for some pupils, and many of our strategies will be implemented over a longer-term period.	Pupils eligible for PP across the school make at least as much progress in writing as Non- PP pupils during the academic year. Measured throughout KS1and KS2 at assessment points and through successful internal moderation, across the phase and at cluster level. Pupils with identified other significant needs make good progress from their starting points which will be measured at assessment points throughout the year and at SEN reviews.
Disadvantaged pupils' progress in maths begins to accelerate and the attainment gap between them and other non-disadvantaged pupils is reduced. We recognise that within one academic year, this gap will not be closed for some pupils, and many of our strategies will be implemented over a longer-term period.	Pupils eligible for PP across the school make at least as much progress in maths as Non- PP pupils during the academic year. Measured throughout KS1and KS2 at assessment points and through successful internal moderation, across the phase and at cluster level. Pupils with identified other significant needs make good progress from their starting points which will be measured at assessment points throughout the year and at SEN reviews.
Develop pupils' personal and social skills in EYFS and KS1 so that they access all learning opportunities and made good progress from their starting points. Continue to support pupils personal, social and communication skills in KS2 enabling them to	All PP children achieve the expected standard in PSE, in EYFS. Pupils make good progress from their starting points in reading, writing and number. All PP pupils across the school make good progress in core subjects.

further access the curriculum and become more resilient, confident learners	
Develop pupils' communication and language skills in EYFS and across both key stages.	All PP pupils achieve at least the expected standard in Communication and Language (ELGs). Pupils make good progress from their starting points in reading and writing.
Support identified PP pupils to be comfortable in coming into school and accessing learning enabling them to make good progress from their starting points.	Identified PP pupils are able to come into school and settle, accessing learning. Identified PP pupils make good progress from their starting points.
Rates of attendance for PP pupils improves and are at least in line with other non-PP pupils across the school.	Measured by attendance figures and compared to previous years. Rates of attendance are also compared to that of non-PP pupils at key assessment points throughout the year.

## 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: £17,200 (*Some costs for staffing may vary slightly*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to focus on elements of quality first teaching, supported by LIO (Jenny Roberts). Focus on Cognitive Load and Metacognition. Follow up monitoring activities.</p>	<p>EEF Guide to Pupil Premium states that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'</p> <p>EEF research states that pupils understanding about how they learn and being able to select the most effective ways can accelerate pupils' progress by up to 7 months</p>	<p>1,2,3,4,5.</p>
<p>CPD and ongoing sharing of good practice focused on quality feedback to impact on pupil progress. Providing release time for teaching staff to observe and share good practice.</p>	<p>EEF shows that effective quality feedback can accelerate pupils' progress by up to 6 months.</p>	<p>1,2,3,4,5.</p>
<p>Purchase of 'Teaching Rebooted' by Jon Tait for all teaching staff. Additional copies for new teaching staff.</p>	<p>Focus on aspects of quality first teaching which has significant impact on pupil progress. The book contains a range of research evidence and provides practical strategies to support development of teachers' practice.</p>	<p>1,2,3,4,5,</p>
<p>Provide phonics training throughout the year, for all teachers and teaching assistants as well as SLT staff at school to ensure that those children who have significant gaps in knowledge are supported to make progress and become proficient readers.</p>	<p>Government document, 'The Reading Framework', lists a range of evidence stating the importance of phonics in children learning to read, enjoying reading and ultimately being able to access further learning across the curriculum independently.</p>	<p>1,2</p>
<p>Continue to provide CPD to support the development of Oracy across the school. Subscription to Voice 21 and time to release 'Oracy Champions' to undertake further training and to provide support to others.</p>	<p>EEF research states the importance of developing oracy skills across the school. 'oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.' (EEF).</p> <p>EEF state that pupils progress can be accelerated on average 6 months through effective use of language.</p>	<p>1,2,3,4,5.</p>

Release and CPD for Ben Phipps (English Lead) to support development of Oracy, whole class teaching and Jane Considine 'The Write Stuff' approach across the school.	DfE 'New Reading Framework' highlights the importance of spoken language. As children develop the skills of an articulate and competent speaker, this will support them in becoming competent readers and writers.	
Provide CPD and identified appropriate resources to support EAL disadvantaged learners. Employ a TA to support the development of spoken English for pupils with EAL.	EEF research states the importance of developing oracy skills across the school. 'oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.' (EEF). EEF state that pupils progress can be accelerated on average 6 months through effective use of language. DfE 'New Reading Framework' highlights the importance of spoken language. As children develop the skills of an articulate and competent speaker, this will support them in becoming competent readers and writers	1,2,3,4,5

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

Budgeted cost: £50,700 (Some costs with regards to staffing may vary slightly)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to carry out Precision Intervention, focusing on pupils who need recent learning re-enforcement or providing pre-tutoring. These are always directed by the class teacher. These are always short sessions, approximately 10-15mins so that pupils do not miss teaching input.	EEF research states that support from TA's can accelerate pupil progress by 4 months on average, providing they are effectively deployed by class teachers. Class teachers are responsible for identifying which pupils need further support following a lesson and ensuring that TA's understand the concepts being reviewed.	1,2,3,
Additional teacher to support maths pupils' progress in Y6.	EEF research on small group tuition states that pupils progress can accelerate on average by 5 months.	3
Class teachers in specific year groups, starting with Y6 to provide additional	EEF research on small group tuition states that pupils progress can accelerate on average by 5 months.	3

targeted interventions for pupils in maths before school.		
Implementation of the 'Relax Kids' programme in Reception initially. Look to revisit with Y1/Y2 pupils throughout the year.	Relax Kids supports the Department of Health National Guidance for Mental Health in schools. It is a research based mindfulness and relaxation techniques programmed for children.	4,6.
Employ a trained Forest School Teacher to support Forest sessions for Y3. The outdoor learning environment will support their social and emotional development, enhance language skills and build resilience. These children were the most significantly impacted by lockdown and need continued intervention throughout their primary schooling.	There is extensive research to show that a Forest School programme supports, well-being, confidence, problem-solving skills and resilience. These include, the University of Exeter (2019), Natural England (2016), The Forestry Commission (2008)	3,4,5,6.
Purchase further resources for the Project X reading scheme to support children in KS2 who continue to need further support to develop fluency and comprehension in reading.	EEF states that effective teaching of reading comprehension strategies can accelerate pupils' progress by approximately 6 months. Scheme purchased will be research backed.	1,4,5.
Teaching Assistants to hear PP pupils read regularly, and at least 2 additional times from the class teacher.	EEF states that Teaching Assistant intervention can accelerate pupils' progress by approximately 4 months. Teaching Assistants are supported to hear pupils read, by having targeted questions.	1
Subscribe to Times Table Rockstars to support pupils' times table knowledge from Y2.  Subscribe to EdShed to support pupils' spelling application and knowledge from Y1.	Pupils can access this at school and at home, both individually or with an adult support.  EEF evidence for parental support states that parental support, when given can accelerate pupil progress by 4 months. Some pupils will not receive this support and so will also be able to access this programme in school.	3

Subscribe to 'My Maths' online support intervention. This can be used in school or given as homework.	When given has homework, pupils can access this individually or with an adult support. EEF evidence for parental support states that parental support, when given can accelerate pupil progress by 4 months. Some pupils will not receive this support and so will also be able to access this programme in school.	3
Purchase additional workbooks for core subjects to supplement learning for all PP pupils, starting with those in Y6 and Y2.		
Promote reading for enjoyment. PP pupils to choose books for the library and also one for themselves. This will be achieved through author visits and visits to Waterstones.	There are many benefits associated with reading for pleasure. The Reading Agency say, ' <i>Reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life (The Reading Agency 2015).</i>  Also, ' <i>Students who read for pleasure make significantly more progress in vocabulary, spelling and maths than children who read very little (Sullivan and Brown 2013).</i>	

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

Budgeted cost: £ 131,717.50 (Some costs for staffing and the library to be confirmed)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team to support the social and emotional needs of identified pupils. This ranges from full nurture provision (4 afternoons per week), to 1:1 mentoring, breakfast club, self-esteem groups and lunchtime club.	Maslow's hierarchical table of needs clearly shows that if pupils basic needs, including emotional needs are not met, they will not be able to access learning and other needs higher up the table. EEF states that social and emotional learning can add up to 4 months to a pupil's academic progress. It also acknowledges that there are considerable benefits to pupils in terms of well-being, where pupils learn to manage emotions successfully, and are therefore being more able to access learning.	6,7

Additional hours for a member of Pastoral Team to run Nurture Breakfast club	Maslow's hierarchical table of needs clearly shows that if pupils basic needs, including emotional needs are not met, they will not be able to access learning and other needs higher up the table.	6,7
Purchase certificates to reward good attendance each term.	It is clear that pupils who are attending school regularly make better progress that pupils who do not.	7
Thrive training for SLT and pastoral team to support social and emotional needs of identified pupils, particularly those who exhibit more challenging behaviours.	<ul style="list-style-type: none"> <li>• Thrive helps to develop resilience in young people (Hart and Heaver 2015)</li> <li>• Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children (Office for Public Management 2013)</li> <li>• Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance (McGuire-Snieckus et al 2015).</li> </ul>	6,7
Subscription to Warwickshire Attendance Service to support families whose children have low attendance.	It is clear that pupils who are attending school regularly make better progress that pupils who do not. Those with poor or sporadic attendance develop large gaps in knowledge and skills and become less motivated to access learning in school.	7
Ensure that the learning environments throughout the school support and promote learning, including book areas, ensuring displays are language rich	A study by Salford University (2015) found that a well-designed learning environment promotes children's motivation and engagement in learning.	1,2,3,4,5,6
Additional support staff employed to support individual pupils with significant social and emotional needs, including where these needs affect behaviour.	1:1 Nurture support in place 4 afternoons per week to support children with SEMH needs in school and work on small step targets for success.	
Subscription the PSHE association	Following the proposed curriculum plan and using many of the resources supports the well-being of all pupils.	6
Establish a library area for EYFS and KS1 to enable pupils to choose from a wider range of books and encourage reading for pleasure and	There are many benefits associated with reading for pleasure. The Reading Agency say, ' <i>Reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life (The Reading Agency 2015).</i>	

<p>selection of books to promote well-being across school in central areas.</p>	<p><i>Also, 'Students who read for pleasure make significantly more progress in vocabulary, spelling and maths than children who read very little (Sullivan and Brown 2013).</i></p>	
<p>Opportunities planned for pupils to meet with a range of professionals to raise aspirations for future employment. Possible university visit (Covid permitting) to raise aspirations for future education.</p>	<p>Evidence that work on raising aspirations is very limited. The EEF state that many PP pupils have high aspirations. Our aim is to try and show pupils a range of possibilities and for them to understand the commitment and academic qualifications needed to achieve their goals.</p>	<p>6,7</p>

**Total budgeted cost: £199,617.50 (as of September 2023)**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes for disadvantaged children

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2023 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. Our end of KS2 outcomes are shown below:

	Year 6 Reading outcomes - % pupils meeting ARE	Year 6 Writing outcomes - % pupils meeting ARE	Year 6 Maths outcomes - % pupils meeting ARE	Year 6 Reading, Writing and Maths overall outcomes - % pupils meeting ARE
Disadvantaged pupils	60% (National 60%)	44% (National 58%)	36% (National 59%)	24% (National 44%)
All pupils	78% (National 73%)	71% (National 72%)	62% (National 73%)	57% (National 60%)

Absence among disadvantaged pupils was 8.9%, 4.8% higher than their peers (4.1%) in 2022/23 and persistent absence 26.1%, 20% higher than their peers (6.1%). We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that challenges in relation to well-being and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.