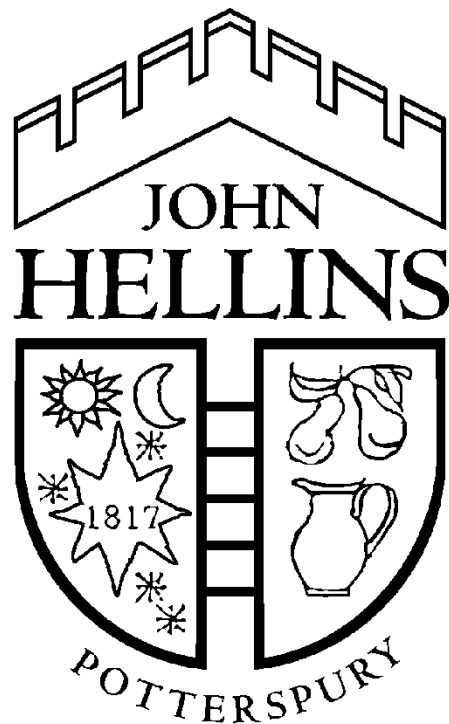


John Hellins Primary School



Pupil Premium Strategy 2021/22

Pupil Premium Strategy Statement

This Statement details John Hellins Primary 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	John Hellins Primary
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	8% (17/204)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2023/2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jodie Matthews
Pupil premium lead	Gill Wilcox
Governor / Trustee lead	Alan Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22865.00
Recovery premium funding allocation this academic year	£2465.00
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	£25330.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

At John Hellins Primary School, we embrace high aspirations and ambitions for ***all*** our children and our intention is that learners across the school, irrespective of their background, will be given the opportunities to maximise their progress. We aim for all our pupils to achieve or exceed the expected attainment, across all subject areas for their age group. The focus of our Pupil Premium is to support the disadvantaged children to achieve this goal.

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF is used to support our decisions around the use of different strategies. 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.

Overcoming barriers to learning is central to our Pupil Premium use. We identify challenges that need to be addressed and prepare and adjust provision as required. Central to the success of the Pupil Premium Strategy, is the high focus presented to quality first teaching where staff undertake responsibility for the ongoing progress of the vulnerable children in their class. 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. High quality teaching is essential for all. In addition to this, we deliver targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being, parental support and communication skills. Whilst recognising common challenges faced by our disadvantaged pupils, we also analyse and respond to the individual needs of our vulnerable children. The 'success for all' culture embedded at John Hellins, drives the whole school approach.

Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium.

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

Our key intentions are summarised as follows:

- narrow the attainment gap between non-disadvantaged and disadvantaged children
- act early to intervene at the point the need is identified

- support our children's health and wellbeing to enable them to access learning at all times
- ensure disadvantaged pupils are challenged in the work that they are set

Challenges

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

Challenge number	Detail of challenge
1 The vocabulary gap	<p>Research explains that in some cases, children who come from disadvantaged backgrounds are not exposed to the same volume of vocabulary that their peers will engage with at home. This vocabulary gap will impact on reading, writing, as well as mathematics reasoning and problem solving.</p> <p>Assessments, observations and discussions with children tell us that this is the case for our disadvantaged and vulnerable children in Reception up to year 6.</p>
2 Wellbeing recovery	<p>Research concludes that Covid-19 has had a substantial impact on wellbeing of all children especially on those who are disadvantaged.</p> <p>Assessments, observations of behaviours and discussions with children have demonstrated that whilst the increased attainment gap following partial school closures in 2021, has been reduced, the wellbeing impact on these children is taking longer to recover.</p> <p>Teacher and parental referrals for wellbeing support have markedly increased during the pandemic; 44% of children in receipt of the Pupil Premium funding, currently require additional support with social and emotional needs, 5% of non-disadvantaged children required support.</p>
3 Attainment gap	<p>Assessment demonstrates that children in receipt of Pupil Premium funding, progress well in all areas. However, attainment is much higher in phonics and reading than writing. When compared to the attainment of their peers, there is a gap in KS1 and 2 writing. There is also a narrow gap in KS2 reading. The reception baseline also demonstrates a gap on entry to school in early phonics skills.</p>
4 Limited experiences	<p>Observations and discussions with children inform us that disadvantaged pupils have limited experiences beyond their home life and immediate community. This negatively impacts how they access learning and social situations.</p> <p>This is shown through observations of limited participation in class discussion, lower reading comprehension assessments, lower KS2 writing outcomes and difficulties with social interactions.</p>

5 Absence	<p>A common challenge is low attendance and persistent absenteeism of some disadvantaged children particularly in regards to self-isolation.</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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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 oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. All pupils are exposed to carefully planned Tier 1, Tier 2 and Tier 3 vocabulary throughout all areas of the curriculum. Targeted pupils receive additional, high quality speech and language therapy and intervention. Parents are engaged in the development of their child's speech and language.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Support groups and 1-1 therapy will continue for Pupil Premium children. The outcome of these sessions will demonstrate raised self-esteem, confidence and emotional communication skills as observed in discussion with the children.</p> <p>Sustained high levels of wellbeing will be noted from 2024 This will be demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. There will also be a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	<p>KS1 writing outcomes in 2024 show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes in 2024 show that more than 75% of disadvantaged pupils met the expected standard.</p>

Maintain high attainment in the phonics screening check for all children.	PSC scores will continue to show that there is no gap between the attainment of disadvantaged children and their peers.
All pupils to be exposed to a breadth of experiences that enable them to contextualise their learning.	Children will have a wide range of visits, visitors, hook events and experiences to inspire and enhance learning. These visits will contribute to the enrichment of social, cultural and sporting experiences within and outside of the school day. Full participation in discussion is observed following these activities.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24, demonstrated by the overall absence rate for all pupils, being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.

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: £6429.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand EEF	1 3
Purchase of a DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	3

	Phonics Toolkit Strand Education Endowment Foundation EEF	
Extensive CPD for all staff in school – to create highly effective practitioners in all classrooms. Allocate time for the Pupil Premium lead to monitor teaching and lesson delivery in order to coach teachers and teaching assistants.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all”: EEF tiered approach - page 5 https://-EEF high-quality-teaching	1 3
Pupil Premium lead to organise drop in sessions for staff and pupils to share learning and provide feedback for pupils	There is extensive evidence to suggest that individualised feedback can have a significant impact on the progress of children’s learning, especially if the feedback provides specific information on how to improve: https://EEFfeedback	1
Improve the quality of social and emotional (SEL) learning. Weekly lessons focusing on social and emotional development through the use of the Jigsaw Programme.	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	2

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

Budgeted cost: £10,610.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 3

Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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)	1 3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 2 3 5

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

Budgeted cost: £8252.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocate an effective and skilled TA to support disadvantaged pupil's wellbeing needs. This involves 8 hours of emotional and social tuition a week. Pupil Premium lead to compile individualised plans to support this intervention. TA and Pupil Premium lead to undertake training on supporting the wellbeing of children.	Children settle into school life when they are feeling safe, listened to and confident. Mindset and emotional strength can impact on readiness to learn. Well considered individual or small group support can develop such a mindset: https://EEFone-to-one-tuition https://EEFmetacognition-and-self-regulation https://EEFbehaviour-interventions	2 3
Embedding principles of good practice set out in the	The DfE guidance has been informed by engagement with	4

DfE's Improving School Attendance advice. Pupil Premium lead to work with parents to improve the attendance of our vulnerable children.	schools that have significantly reduced levels of absence and persistent absence.	
Subsidised visits/ visitors, experiences and extra-curricular activities for Pupil Premium children, (where possible following Covid-19 guidance). Pupil Premium pupils trips and swimming costs are covered	Carefully chosen first hand experiences can promote vocabulary rich opportunities for children. Visitors to school can enhance a project and extend subject knowledge. Sporting opportunities are not only beneficial for physical development but also social interaction and personal development.	5

Total budgeted cost: £ £25,292.32

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.

Our internal assessments during 2020/21 evidenced that the progress of our Pupil Premium children matched that of their peers in EYFS, Year 1 PSC and KS1 reading, writing and maths. In our internal KS2 assessments, disadvantaged children made equal progress to their peers in reading and maths. Attainment demonstrated a slightly different picture as there is still a gap at KS2 between those children receiving Pupil Premium funding and those that do not. In 2019/2020 there was no attainment gap for disadvantaged children in KS2. The change in outcome is attributed to cohort variation as progress measures denote.

The strategy was adjusted to accommodate the partial school closure at the onset of 2021. At this time the children were unable to fully benefit from face to face targeted interventions and high quality interactive and responsive teaching. Instead, alternative opportunities were provided. These included online 1-1 tutoring, online live and recorded lessons, home visits weekly, phone calls weekly, food parcels delivered, reading books delivered and internet codes provided. Technology was also delivered to children immediately and individual feedback was recorded daily for all pupils. On return to school the gaps that this closure had created, were soon recognised and the timetables were adjusted to suit. Extra sessions and planned interventions were embedded and the children rapidly reached the expected progress points. We recognise that Covid19 provided challenges for children, especially our disadvantaged, but most Pupil Premium children made at least the expected progress from their individual starting points as a result of a carefully planned curriculum and extra interventions.

Although overall attendance in 2020/21 was 96%, children who come from disadvantaged backgrounds attended less. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. However, it is important to clarify that one child that qualifies for the Pupil Premium funding, also has a life-limiting condition that results in prolonged absence from school. This absence is essential for his safety. Removing him from the data results in disadvantaged children attending 3% lower than their peers.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to Covid19-related issues. The impact was particularly acute for disadvantaged pupils. We used Pupil Premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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?	The money contributed to wellbeing support.
What was the impact of that spending on Service Pupil Premium eligible pupils?	The two children had the time to share thoughts and feelings and this supported their social skills during learning times.