



# John Emmerson Batty Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	26.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	
Date on which it will be reviewed	September 2024
Statement authorised by	Local School Board
Pupil premium lead	Martin Kitchen
Governor / Trustee lead	Lesley Webster

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,345
Recovery premium funding allocation this academic year	£6,815
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£76,160

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

All members of staff and the governing body accept responsibility for disadvantaged pupils at our school and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We work to ensure every child achieves their potential, through believing in themselves and embracing challenges that help them to grow as individuals. Our aim is that every child develops a love for learning and acquires knowledge, skills and abilities, which enable them to have happy successful adult lives.

Our specific objectives for disadvantaged pupils are that:

- They progress and achieve as well as non-disadvantaged pupils;
- They develop a love of learning which impacts on them throughout their life;
- They acquire knowledge and skill which give them the cultural capital to be successful in future life.
- They have a strong sense of self-belief and personal wellbeing, which enables them to engage with confidence and resilience when faced with new challenges.

Our current pupil premium strategy plan works towards achieving these objects by:

- Reducing the staff to pupil ratio to enable more effective adult to pupil interaction and feedback on learning.
- Targeted intervention in literacy and mathematics learning to support disadvantaged pupils to make rapid progress.
- Providing staffing capacity to enable pupils eligible for pupil premium to engage in enrichment activities that provide experiences which add to their cultural capital.
- Providing positive literacy experiences which some children will not systematically get at home.
- Providing small group and where appropriate one to one tutoring sessions where staff can interact and respond to individuals at the point where children acquire new learning.
- Ensuring that staff delivering one to one and small group intervention are experienced and skilled in this work.
- Provide emotional support for disadvantage pupils that have mental and emotional needs that impact on their ability to learn.

The key principles of our strategy are that:

- Quality first teaching is essential for all pupils but particularly for disadvantaged pupils.
- Children need to have excellent self-esteem and a belief in themselves if they are to grow and reach their full potential.
- Increased levels of interaction with adults that provide timely guidance challenge and specific feedback is highly effective in helping pupils progress in their learning and foster self-belief.
- Staff delivering additional support need to have the appropriate experience and skills to ensure this is effective.
- Where disadvantaged children miss positive learning experiences which normally would be provided in the household, or they suffer emotional distress or poor mental health, school has a responsibility to actively seek to compensate for this through its provision.

## Challenges

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

Challenge number	Detail of challenge
1	Lost learning due to the COVID pandemic is more prevalent for pupils eligible for PP.
2	Historic poor attainment of PP pupils in KS2 compared to national other pupils. Increased progress required to bring attainment closer.
3	A larger proportion of PP children than none PP children in school exhibit low self-esteem and confidence which impacts on progress.
4	A larger proportion of pupil eligible for PP than none PP pupils do not have regular positive literacy experiences at home in KS1.
5	Children eligible for PP are less likely to experience of taking part in enrichment activities outside of school and have reduced opportunities to have experiences that add to their cultural capital.
6	A high proportion of children eligible for PP funding are also classed as vulnerable and have home issues that affect their ability to learn, e.g. support with homework

## 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
<ul style="list-style-type: none"> <li>To enable pupils eligible for PP to make rapid progress in mathematics and literacy to ensure that they exhibit better than expected progress during the three year term of this plan.</li> </ul>	<ul style="list-style-type: none"> <li>Internal and national assessment data indicates by 2025-2026 that PP children make better progress than the 'national other' children's progress in reading, writing and mathematics.</li> </ul>
<ul style="list-style-type: none"> <li>A greater proportion of children feel confident in their own ability and belief that they can engage meaningfully in school with the curriculum and can make progress in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Children eligible for PP each academic year demonstrate increased self-belief, confidence and engagement with the curriculum in and out of school time as evidenced by observation, surveys and discussions with pupils.</li> </ul>
<ul style="list-style-type: none"> <li>To improve frequency in which pupils eligible for PP have positive mathematics and literacy experiences</li> </ul>	<ul style="list-style-type: none"> <li>Each academic year children eligible for PP to have had through the year access to regular additional core subject experiences which impact positively on their progress in mathematics and literacy. (Progress evidenced by internal and end of phase assessments.)</li> </ul>
<ul style="list-style-type: none"> <li>To ensure all pupils eligible for PP in KS2 are regularly consolidating their learning through homework activities by providing a suitable environment for them to complete it in with adult support.</li> </ul>	<ul style="list-style-type: none"> <li>Each academic year the vast majority of children eligible for PP in KS2 regularly completing their homework to a satisfactory standard as evidenced by feedback from teachers.</li> </ul>

<ul style="list-style-type: none"> <li>To ensure that PP children gain a lifelong love for reading and make improved progress in their reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>By 2025-2026 internal and national assessment data to indicate that PP children make better than average progress in their reading development.</li> <li>Each academic year increased numbers of PP children are showing positive attitudes towards reading for pleasure as evidenced by observations, surveys and discussions with pupils.</li> </ul>
<ul style="list-style-type: none"> <li>PP pupils to have real life experiences in order to add to their cultural capital.</li> </ul>	<ul style="list-style-type: none"> <li>Each academic year children eligible for PP are able to attend a wider array of visits and experiences throughout the year.</li> </ul>
<ul style="list-style-type: none"> <li>To ensure that the most basic needs of the most vulnerable pupils (of which a high proportion are in the PPG) are fully met to ensure they can concentrate on learning.</li> </ul>	<ul style="list-style-type: none"> <li>Each academic year all children eligible for PP to have their basic needs met at home and school through consistent action by safeguarding leads to ensure this.</li> </ul>

### 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: £7,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To employ a 0.4FTE teacher to work in Y3 for 15 weeks to reduce class sizes to under 15. This will allow small pupil /teacher ratios which will enable improved oral and written feedback to pupils which will support the pupils' understanding of their next steps for learning. Our approach will be to ensure that small pupil ratios results in improved feedback to pupils.</p> <p>Cost £7,650</p>	<p>The EEF toolkit suggests that reducing class sizes has moderate impact on progress with this being maximised when teacher pupil ratios are reduced to or below 15 to 1 (as in this case). It is this working in conjunction with the expectation in our programme for much improved feedback to pupils (which shows high impact) that we feel has the potential to make most impact. Here as per EEF evidence, we are continuing with a mixed ability approach to the teaching of literacy.</p> <p>Our personal experience leads us to believe that where children receive greater attention from their teacher and are provided with tasks well matched to their next steps for learning (allowing success) that pupils grow in their self-belief and confidence. Such improvements in self-belief can lead to greater pupil engagement and improved progress.</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £ 62,461

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>To provide 10 sessions of tutoring a week for 30 pupils through the employment of an additional teacher to work in 2 days a week in school for 11 sessions. This to focus on development of literacy and mathematic knowledge and skills in pupils identified as requiring most support to close the gaps in their learning in these subjects.</p> <p>Cost PP £2805</p> <p>(NTP will pay for 50%) of the remainder of the cost.</p>	<p>The EEF indicates that small group tutoring offers moderate impact for low cost based on moderate evidence. It suggests this can be more cost effective than one to one tuition. We will be able to deploy a known member of the teaching profession to this activity to ensure this provision is of a high standard.</p>	<p>1, 2, 3, 4,</p>
<p>To employ teaching assistant support in KS2 (73.5 Hours) to provide:</p> <p>1:1 and/or small group literacy and mathematic interventions catered for individual needs</p> <p>Support PPG during lessons to provide immediate feedback, clarify understanding and correct misconceptions.</p> <p>Provide additional TA led reading sessions.</p> <p>Cost PP £57,656</p>	<p>The EEF states that research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Our intention is to ensure that TAs have clear instructions from class teachers on how they are to engage and support individuals and groups of pupils. Being in a position to provide immediate feedback for pupils. Our experience is that this can have a positive impact on rates of progress and pupil attitudes towards learning.</p> <p>It is also our intention for these additional TAs to support the provision of enrichment activities related to the sports partnership and other outside of the classroom activities that have benefits for the PPG group in terms of enhancing their cultural capital This would not be possible to run with this additional adult support.</p>	<p>1,2,3,4,5</p>
<p>To improve frequency in which pupils eligible for PP have positive literacy experiences though providing TA led reading intervention sessions in KS1 and on a weekly basis to those PP eligible pupils that warrant such support.</p>	<p>The EEF toolkit suggests that small group and one to one support can have moderate impact. It is widely understood that regular access to engagement in reading improves pupils' attainment and enjoyment of literacy. Here we intend to provide such experiences and opportunities for learning which some of our pupils eligible to PP do not get on a regular basis. Without this additional</p>	<p>1, 2, 3, 4</p>

Cost PP £2,000	intervention these pupils would not be given the time and space to orchestrate the reading skills they get during the school day and as such would be further disadvantaged compared to the none PP group.	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide opportunity for children eligible to PP to engage in a musical experience where they play as part of a large group by involving them in KS2 in the musical 'Wider Opportunities'  Cost £2,592	Our experience shows us that children eligible for PP funding are less likely to have opportunity to engage in learning instruments and experience playing as part of a larger group. This experience will provide those pupils with a chance to learn and play a musical instrument within a large group and broaden pupils' outlook towards the benefits of learning an instrument.	3, 5
To ensure all KS2 pupils eligible for PP can complete their homework in a suitable environment with suitable support by providing a Study Support Club staffed by TAs.  Cost £1154	The EEF toolkit indicates that those schools that set regular homework that is completed are more successful than those that do not. There is also some evidence that when homework is set (as opposed to not) this can have direct impact on learning. Here we feel it is important that where homework is set (as it is in our school) that pupils eligible for PP are not disadvantaged in their opportunity to complete such homework successfully.	2, 3, 6
To enable an increased number of children eligible for PPG to access school visits and visitors through increased school funding for these events and subsidies for PPG children.  Cost £1603	Children eligible for PPG are often disadvantaged in relation to their acquisition of cultural capital through limited home experiences of the real world. We have personal experience of the benefits on pupils' motivation, self-belief and progress of children having wider experiences of the world through visits and visitors. This action will ensure that PPG are more able to access valuable experiences which will contribute to their cultural capital.	5
To implement the use of consistent high quality communication and record keeping for vulnerable pupils to ensure that their basic needs are fully met and able to focus on learning and not other environmental factors.	It is a well-documented that children cannot learn if their basic needs are not being met appropriately. Through consistent and robust record keeping and communication using the CPOMs system we will be better placed to ensure on PPG children have their basic needs met.	6

Cost £700		
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**Total budgeted cost: £ 76,160**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

#### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In 2023 there were 7 children eligible for PP in our Y6 cohort. This low cohort size resulted in analysis showing that there was no statistically significant difference between the schools outcomes and the national outcomes. Here however the gap between the PPG and the None PPG was in reading -5.9%, in writing -34.4%, in mathematics -48.7% and in RWM combined -32.5%. Note each child represents 14.2% due to the low cohort size. The 2 year average for disadvantaged pupils is not significantly different from the 2022 national averages for disadvantaged pupils (2023 data not yet available), although writing is below the national. Here however low pupil numbers make the confidence in the comparison with national data too low to constitute it being classed as being statistically valid.

In 2022 our end of school KS2 results indicated that although in relation to all subjects the children eligible for PP achieved in line with the national picture for PP children, in Maths the cohort achieved 11% above the national average for the pupil premium Group (PPG) and in reading, this was 5% above the national average for the PPG. In writing, our PPG achieved 5 % below the national average. Here again it is important to note that due to the small number of pupils this relates to this was in line with the national picture.

PP provision in 2022-2023 enabled additional small group reading sessions to be provided and PPG children receiving increased adult interaction and improved immediate feedback on their responses to learning activities. Further, the additional TA staff supported the wider enrichment activities that we were able to provide to pupils. This contributed positively to the children's acquisition of cultural capital. This included additional reading sessions for PP children that had fallen behind where they should have been. This had a positive impact on reading confidence and attainment in these pupils.

Internal data indicates that in summer 2023, 59.6% of PPG are on target or above to achieve the expected standard (combined). This compares with 78.1% of the 'other' children being on target currently this year. This gives a current in school gap of 18.5%. This gap grew as a result of the COVID pandemic and school is still experiencing the impact of this difficult period of time in terms of pupil outcomes.

NTP Partner and School Lead Tutoring was provided to 45 pupil for 910 hours in total during 2022-2023. This was predominantly provided to pupils in the PPG and those with SEND.

#### **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
None	