



# John Emerson 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	179
Proportion (%) of pupil premium eligible pupils	29.6% as of 9/10/24
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2026
Date this statement was published	14/10/24
Date on which it will be reviewed	October 2025
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 2024-2025	£79,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£79,410</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>	

## 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: £0

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

Budgeted cost: £ 70,199

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide 10 sessions of tutoring a week for 30 PPG children through the employment of an additional teacher to work in 1 day a week for 22 weeks.</p> <p>Cost PP £5460</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. Through arrangements with local agencies, we will be able to deploy a consistent member of the teaching profession and close monitoring by the leadership team will ensure this provision is of a high standard.</p>	<p>1, 2, 3, 4,</p>
<p>To employ teaching assistant support in KS1 and KS2 (77.5 Hours) to provide: 1:1 and/or small group literacy and mathematic interventions catered for individual needs Support PPG during lessons to provide immediate feedback, clarify understanding and correct misconceptions. Provide additional TA led reading sessions. Cost PP £63,547</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 through providing TA led reading intervention sessions in KS1 and on a weekly basis to those PP eligible pupils that warrant such support.</p> <p>Cost PP £1,192</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 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.</p>	<p>1, 2, 3, 4</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9,211

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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'</p> <p>Cost £2,991</p>	<p>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.</p>	<p>3, 5</p>
<p>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.</p> <p>Cost £0 (included in other TA support Calculations)</p>	<p>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.</p>	<p>2, 3, 6</p>
<p>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.</p> <p>Cost £3000</p> <p>Note: Over 30% of Y6 pupils visiting residential in 2025 are in the PPG</p>	<p>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.</p>	<p>5</p>

<p>To support the provision of digital learning devices to children eligible to PP in Y4 to enable them to access learning applications both in and out of school. A large proportion of Y4 are eligible for PP in 2024/5.</p> <p>Cost PP = 2500</p>	<p>Parents of children eligible for PP are less able to provide digital devices which can be used in and out of school. We have many years of experience of witnessing the benefits of having digital resources to hand for pupils at all times. We feel that this cohort particularly will need support to ensure that they can benefit from that which has been available to other groups of children.</p>	<p>2, 3, 4, 5</p>
<p>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.</p> <p>Cost £720</p>	<p>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.</p>	<p>6</p>

**Total budgeted cost: £79,410**

## **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 2023 to 2024 academic year.

In 2024 there were 10 children eligible for PP in our Y6 cohort. In Reading (R), Writing (W) and Grammar Punctuation and Spelling (GPS) at the expected level, our Pupil Premium Group (PPG) achieved better than the national PP children (reading +17% writing +2%, GPS +11%) However in Mathematics (M) the schools PPG achieved below the national PPG (M – 19%). From the start of the delivery of this PP Strategy (Since Sept 2023), in all areas apart from reading, the gap between our PPG and the National None PP Group has been closed (Gap closed by: GPS +13%, Mathematics 11%, Writing 16% and RWM Combined +15%). In reading the gap has broadly remained the same (-2%) however the JEB PPG achieved above the national PPG cohort. In Reading, and GPS the children in school have over the past three years achieved on average better than the National PPG (R +12%, GPS +9%) while in writing the children have achieved inline with the National PPG (Writing -2%) In mathematics, over the past three years on average the JEB PPG have achieved below the national PPG (-14%) The mathematics outcomes for this group need to improve.

On average the PPG in 2023-2024 in all KS1 and KS2 classes made slightly better progress during the year than would be expected (+3.05 points progress / Expected is 3.0 points progress) as measured by internal teacher assessment. In Reading they made +3.0 points. In writing they made +2.9 points and in Mathematics they made +3.23 points.

PP provision in 2023-2024 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 both in literacy, mathematics and the wider curriculum. 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.

### 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.*

Programme	Provider
None	