



Pupil premium strategy statement – Jericho Primary School

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	419
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	J Blackwell / G Gregg
Pupil premium lead	L Ball
Governor / Trustee lead	L Savage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56 785
Recovery premium funding allocation this academic year	£ 6, 235
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
Total budget for this academic year <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>	£63 020 School Contribution: £1677



Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential 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.

We will consider the challenges faced by vulnerable pupils, such as those who require external support from a range of agencies and professionals. The outline we have in this statement is also intended to support needs, regardless of disadvantaged or not.

High-quality teaching is at the center of our curriculum, 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 also integral to wider school plans for education recovery, notably in its targeted support and use of wider support.

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
act early to intervene at the point need is identified
- Use small steps in progress documents to ensure we can monitor progress made for those who are working towards their year group objectives or below.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve



Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils upon entry to the school. This is evident from Nursery through to KS2 and in general is more prevalent among our disadvantaged pupils than their peers.
2	Regular assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties acquiring the expected standard in phonics in comparison to peers. This negatively impacts their development of early reading.
3	Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies and current research.
4	Our assessments and observation indicates that school closures has impacted children in the current EYFS and KS1 classes most significantly. The data suggests that they required a rapid response in order to intervene with both phonics and maths to ensure they were ready to progress.
5	Our assessments show that children across school are struggling to retain knowledge as outlined in our curriculum end points.
6	Our assessments show that children are still behind in their writing. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in writing across the key stages.
7	Our assessments show that whilst we have made significant gains in children catching up in their mathematical knowledge, children still lag behind in reasoning and problem solving.
8	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to post pandemic issues, online safety and cyber bullying, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.



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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Improvement in language screening scores for nursery and reception children. Evident in the use of vocabulary across the curriculum subjects, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved early reading attainment among disadvantaged pupils.	KS1 phonics outcomes in 2022/23 show that more than 90% of disadvantaged pupils met the expected standard. Internal data will show rapid progress where intervention has taken place- regular monitoring will demonstrate this.
Improvement in percentage of ARE data for children in currently year 1 and 2 across core curriculum subjects.	A higher percentage of children are assessed by triangulated data to be working at ARE in maths, writing and reading.
To narrow gaps for all identified 'catch up' children across core curriculum subjects.	Those identified as having fallen behind catch up and data demonstrates that they are back on track with their progress.
To improve the ARE/ GD percentage in writing across the whole school.	There is a higher proportion of children assessed at ARE or GD by the end of the academic year.
To improve the teaching and therefore the outcomes of Reasoning and Problem Solving in the Mathematics Curriculum.	<p>Increased ability of pupils to use and apply number facts and calculations in problem solving and reason with understanding.</p> <p>Increased outcomes at the end of KS2 for all pupils in R and PS.</p> <p>Increased reasoning and problem solving scores in all summative assessments over time.</p>
To develop consistently highly effective retrieval practice throughout the curriculum	Pupil voice and assessments show that pupil are retaining in detail the key knowledge as outlined in the school's curriculum from a range of previously taught content. This is reflected in their work.



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: £ 28059.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3 and 4
<p>Scaffolding development and CPD for all staff to maximise independent learning for all pupils. Supporting staff to make best use of teaching assistants.</p>	<p>Supporting best use of teaching assistants by adopting the principles and recommendations made by the EEF</p> <p>EEF: Making the best use of Teaching Assistants Guidance Report.</p>	1,2,3 and 4
<p>An increase in staffing levels to ensure all classes in school have support from a teacher and a teaching assistant.</p>	<p>Supporting best use of teaching assistants by adopting the principles and recommendations made by the EEF</p>	1,2,3 and 4
<p>Undertake Whole School CPD on QFT using Wave 1 Strategies</p>	<p>EEF teaching and learning toolkit and ECF Framework both suggest a range of strategies with high impact on pupil progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	2,4,5,6,7
<p>Undertake Whole School CPD on Retrieval Practice and each Subject Leader adapt curriculum plans and strategies to weave in RP throughout the curriculum design.</p>	<p>Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. <i>Psychological Science in the Public Interest</i>, 14(1), 4–58.</p> <p>Higgins, S.E. (2018). <i>Improving Learning: Meta-analysis of Intervention Research in Education</i>. Cambridge: CUP.</p>	5
<p>Refine mathematics curriculum plans so that each year group has</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-</p>	7



clear guidance on Reasoning and Problem solving in mathematics. Undertake whole school CPD to increase subject knowledge of staff on effective R and PS practice.	reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=Mathematics	
Purchase new scheme of work and whole school CPD and subject release time to implement for Writing	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=liter	6



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

Budgeted cost: £ 31,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
Roll out of language screening in reception to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Language screener to identify children entering school with language skills lower than the expected standard. EKLAN language programme recommended by the DFE to improve early language https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219627/DFE-RR247-BCRP13.pdf	1
<i>All children who identified as PP or having fallen behind receive bespoke individualised intervention delivered by an experienced teacher. Utilising small steps for individual children in reading, writing and mathematics.</i>	The DFE recommend high quality input and intervention to enable rapid progress. A senior teacher delivering intervention bespoke to individuals in line with the research as carried out by the EEF. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	6
<i>1:1 RWI intervention to improve the development of early reading for disadvantaged pupils. Daily reading fluency practice.</i>	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	2
<i>Increase in staffing levels to ensure high quality targeted intervention can be delivered to support those identified as needing to 'catch up' or PP.</i>	The EEF research recommends developing effective strategies and diagnosing the challenges for children who are identified as pp or need to 'catch up'. Ensuring adequate staff to deliver focused intervention is a strategy to narrow gaps. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	



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

Budgeted cost: £ 4972

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 64,697



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. These included *standardised assessments were used as an end as well as using small step triangulation of the curriculum to measure the progress made by disadvantaged pupils.*

DfE has shared our school's 2022 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 2021/22 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. This was mainly due to inadequate staffing which was predominately due to covid-19 absences.

Our assessments showed the following Strength and Areas for Development:

	Strengths	Next Steps
EYFS	<ul style="list-style-type: none"> ✓ GLD for this cohort is inline with Cumbria average. ✓ All three Prime areas are a strength. ✓ Past and present, natural world strong within cohort – suggesting curriculum content is appropriate. 	<ul style="list-style-type: none"> ⇒ Disadvantaged outcomes in Word Reading and Writing need to be tightly focused in Year 1. Immediate 1:1 phonics intervention from Sept 2022. ⇒ Writing an issue for cohort, letter formation and pencil grip identified as issue. Consider how this can be tackled earlier in Reception year. ⇒ Increase the proportion of pupils in Year 1 meeting expectation in Writing to match reading.

	Strengths	Next Steps
Phonics	<ul style="list-style-type: none"> ✓ Year 1 Phonics check is above national and Cumbrian average. ✓ Increase in this cohort from Reception where only 64% achieved the reading goal at the end of Reception in 2021. ✓ % achieving Year 2 phonics remains high despite Covid interventions. 	<ul style="list-style-type: none"> ⇒ Despite phonics check internal data shows that Year 2 cohort (now Y3) still has a number of children who are not off the Phonics Programme. Despite daily intervention in Y2, these children still struggle with some Early Reading Skills. ⇒ % of PP and SEND lower than all other children. All these children received 1:1 intensive support ⇒ SEND – 3 children did not achieve. 1 was absent who should have passed, 1 has now left and 1 has become LAC and has now significant social and emotional issues added to complex needs. ⇒ PP – 1 child left (also SEND), 1 child absent (also SEND). One child poor attendance, is catching up but still behind peers.

	Strengths	Next Steps
Key Stage 1	<ul style="list-style-type: none"> ✓ Combined RWM is above national and Cumbrian. Combined for Jericho is lower than the school in previous years both at E+ and GD. ✓ Reading is inline with national and Cumbrian average. ✓ GD in Reding is a strength of the school – impact of reading curriculum changes shows that his is still impacting. ✓ Writing and Maths are broadly in line with national average and Cumbrian averages. ✓ PP children attained well in Mathematics, ✓ Progress of this cohort over time – Spring 2019 Reception data drop showed E+ at 59% for Reading, 57% at Writing and 43% at Maths. This cohort has sustained and improved on this attainment. 	<ul style="list-style-type: none"> ⇒ Improve both E+ and GDS in RWM. ⇒ Continue to strengthen teaching in KS1. ⇒ Identify key children to target Quality First Teaching in Year 3. ⇒ Continue to identify gaps in learning for this cohort who were impacted by the pandemic. Year 3 to have support from Tutoring programme. ⇒ Investigate SEND within the cohort and are IEP's supporting learning tightly enough? ⇒ PP funding to be tightly targeted at reading and Writing during 2022-2023.



	Strengths	Next Steps
Key Stage 2	<ul style="list-style-type: none"> ✓ This is a positive set of data for the school. Progress scores have returned to being inline with other schools nationally. This is a marked improvement on 2018 and 2019 Progress and Attainment data. ✓ Combined RWM is above national and Cumbrian Averages at E+ Reading at E+ was a strength. Well above national. ✓ Although writing was lower than in previous years, it was inline with national averages. ✓ Maths is inline at E+ and HS compared to national data. ✓ Reading is a strength of our PP children. ✓ SEND children attained well in Reading and Mathematics. 	<ul style="list-style-type: none"> ⇒ Improve % of pupils achieving HS in RWM ⇒ Increase Reading at the HS. ⇒ Improve Writing at the HS. ⇒ Increase % of PP children achieving E in Maths and Writing.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has varies within our school. This is due to the relatively low number of disadvantaged children. 1/3 of disadvantaged children are also identified as SEND.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. We did however gain significant recognition in our mental health work gaining Outstandingly Happy Schools Status.

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. The Further Information section below provides more details about our planning, implementation, and evaluation processes.



Further information

In addition to ensure that pupil premium children can access educational visits, we have provided supplements to costs for visits. We have families who struggle with transport to enable the children to attend school on time and regularly. We have provided additional support by organising and financing the cost of private taxis to eliminate barriers to children accessing school.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- To improve the curriculum sequencing and implementation of the writing curriculum.
- Subject leaders to check and refine subject curriculum plans in Art, Music, MFL, RE and PE -ensuring clear sequencing and knowledge end points.
- Improve maths outcomes by develop reasoning and problem solving
- Develop consistently highly effective retrieval practice.
- To develop moderation systems to ensure that assessments are consistent across school.
- To embed behaviour procedures and policies and further embed our 'Outstanding Happy School' work so that this drives positivity across the school
- Review and develop spiritual, moral, social and cultural enrichment opportunities for children.
- To continue to support Subject Leaders to develop robust development plans.
- To implement revised knowledge curriculum ensuring it is delivered through engaging provision and high quality play.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

We work closely with a local project – WELL. Who have support us through training and developing a research based approach to school improvement. This is based on the EEF – Putting the Evidence to Work approach.



Our work is monitored and evaluated by the Full Governing Body who undertake a range of monitoring strategies across the school year.