

Pupil premium and catch up strategy statement

This statement details Jericho 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	Jericho Primary School
Number of pupils in school	378/423 with nursery
Proportion (%) of pupil premium eligible pupils	11.4%/10.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	January 2022
Date on which it will be reviewed	January 2023
Statement authorised by	James Blackwell- Head Teacher
Pupil premium lead	Laura Ball- Assistant head teacher
Governor / Trustee lead	Leanne Savage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,385
Recovery premium funding allocation this academic year	£33,960
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	£78,345

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
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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 year one and two 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	A cohort of new teaching staff including 3 ECT's and 3 RQT's requires additional time and CPD. Workload implications as a result for supporting staff in the year group partnerships.
6	During school closures the ability to teach, edit and extend writing was limited. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing across the key stages.

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.
To achieve and sustain improved wellbeing and progress for all pupils in our school, particularly our disadvantaged pupils.	<p>Art of Brilliance principles of positive psychology embedded across the school. Pupil voice and observation demonstrates prevalence across the culture. Outstandingly happy school status awarded. Improvement in the wellbeing report data carried out at the beginning and end of the project.</p> <p>Strengths and difficulties questionnaires demonstrate positive impact as a result of intervention carries out for disadvantaged children.</p> <p>Internal data from teacher assessments, observations and diagnostic assessments increase the percentage of children across the year's groups working at ARE or GDS in comparison to Autumn 2021 data.</p>
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.

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: £ 34,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly CPD and coaching for new staff including 3x NQT's and 3x RQT's</i>	ECF Framework and guidance implementation and weekly coaching and mentoring sessions to support specific and personalised development of high quality teaching. Targeting specific aspects of weakness. Portal access for ECT's and additional release time for research and observation of senior teaching staff. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf	5,6
<i>Targeted high quality teaching and curriculum development staff meetings for whole staff.</i>	EEF evidence toolkit used to focus upon pedagogical development in teaching across the curriculum subjects. Specific focus upon depth of knowledge, curriculum sequencing and high quality questioning. https://educationendowmentfoundation.org.uk/education-evidence/using-the-toolkits https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf	5, 6
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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 Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3 and 4
Scaffolding development and CPD for all staff to maximise independent learning for all pupils. Supporting staff to make best use of teaching assistants.	Supporting best use of teaching assistants by adopting the principles and recommendations made by the EEF https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf	1,2,3 and 4
An increase in staffing levels to ensure all classes in school have	Supporting best use of teaching assistants by adopting the principles and recommendations made by the EEF	1,2,3 and 4

support from a teacher and a teaching assistant.	https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 42338

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>Purchase and delivery of small steps maths programme- Number stacks. Daily Individual and in small group deliver based on diagnostic baseline. CPD training for staff to deliver effective identified interventions across school.</i>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	4
<i>Purchase of white rose hub pupil booklets</i>	In year one it was evident children were struggling to access the textbooks being used as whole school	4

<p><i>to aid year one children accessing the curriculum and resources.</i></p>	<p>math programme specifically due to reading. Research into the most suitable representations and methods meant we have adapted the scheme used to improve children's accessibility.</p> <p>https://whiterosemaths.com/latest-news/white-rose-maths-ks3-textbooks-win-curriculum-impact-award</p>	
<p><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></p>	<p>The DFE recommend high quality input and intervention to enable rapid progress. A senior teacher delivering intervention bespoke to individuals in in line with the research as carried out by the EEF.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	6
<p><i>1:1 RWI intervention to improve the development of early reading for disadvantaged pupils. Daily reading fluency practice.</i></p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p><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></p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	

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

Budgeted cost: £ 18552

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><i>Behaviour working party to review current practices and implement a new whole school policy. Devise a positive behaviour policy that embeds principles of the Art of Brilliance to promote mental wealth.</i></p>	<p>Utilising the latest guidance and research in relation to improving behaviour in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>3</p>
<p><i>Improving wellbeing and mental health across whole school via CPD and learning from positive psychology. The adoption of principles from a structured wellbeing whole school program</i></p>	<p>Mental health and wellbeing are central to the recovery in education for our most disadvantaged children. The latest research suggests this is in line with the national picture.</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p>	<p>3</p>

<i>me-brilliant schools.</i>		
<i>Development of a SNAG group to promote healthy lifestyles and modify school policy and practiced to support children developing healthy lifestyles.</i>	<p>A review of school culture and development of an action plan with a working party to promote healthy lifestyles and wellbeing.</p> <p>https://www.foodforlife.org.uk/~media/files/resources/ffl%20school%20resources/het/ffl-snag-faqs_final.pdf</p>	3

Total budgeted cost: £ 95,542

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.

In the previous academic year, 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. Children were intermittently in school due to closures however; our curriculum was moved online via seesaw to enable children to continue to access learning daily and make progress.

%	Boys (174)		Girls (171)		PP (30)		Non PP (315)	
	Exp +	GD/HS	Exp +	GD/HS	Exp +	GD/HS	Exp +	GD/HS
Reading	76	20	85	32	77	10	81	27
Writing	60	6	74	11	50	0	68	9
Mathematics	74	25	77	19	63	7	77	24

Points to note:

- Data as a whole school has returned to pre-Covid starting points. This is a big win and reflects the quality of work that has been undertaken across the school.
- Writing is the weakest of the three main subjects and will continue to be a focus in the next academic year– this has been the most challenging aspect of the curriculum to deliver during the pandemic. 14 children across school identified as Pupil premium and SEN/D. These children are identified withing the difference in percentages for writing and mathematics. Reading was broadly in line for those identified as PP in comparison to those who are non-PP.

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

Further information (optional)

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.