

Pupil premium strategy statement DFE Template

This statement details our 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	Jervoise School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	133/208 64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	Annually until 2024
Statement authorised by	J. Harris
Pupil premium lead	J.Doherty
Governor / Trustee lead	D. Peters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,885 + £2345 PP Plus
Recovery premium funding allocation this academic year	£17,545

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	£198,775

Part A: Pupil premium strategy plan Statement of intent

At Jervoise School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to achieve their potential and become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Reduce the barriers to learning created by poverty, family circumstances and issues with well-being.
- Narrow the attainment gaps between disadvantaged pupils and non-disadvantaged pupils within school and nationally
- Develop the children's readiness to learn so they can achieve to their full potential now and in their future learning.

How the strategy helps achieve our objectives:

- Ensure all pupils receive 'quality first' teaching.
- A whole school initiative to ensure all pupils develop a wide vocabulary both spoken and written.
- Children have high quality phonics teaching, to support with early reading skills.
- Appropriately targeted interventions are planned to support children's individual needs. These will encompass interventions aimed at academic needs, supporting development of social skills, work on behaviours for learning and mental health.
- We support children so they have a readiness and enthusiasm for learning.
- We enable pupils to look after their social and emotional wellbeing and to develop resilience.

- We provide a safeguarding culture which puts the child at the centre and is breaking down individual's barriers to engaging with their education.

Challenges

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

Challenge number	Detail of challenge
1	Attendance in children eligible for pupil premium is significantly lower than that of their peers who are not eligible for pupil premium.
2	Poor language and comprehension skills, particularly in relation to vocabulary impacting on children's reading, writing and speaking and listening.
3	Complex family needs, behaviour and well-being needs impact on children's behaviour and readiness for learning, this has a significant impact of children in receipt of PP.
4	Impact of COVID 19 school closures and restrictions on the academic achievement and pupil's mental health.
5	Lack of family engagement with school.

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
Pupils attend school regularly and are ready to learn.	<ul style="list-style-type: none"> • Reduction in the gap between PP and non-PP attendance to less than • The percentage of statutory school age children that are persistently absent, with below 90% attendance reduces • Attendance publicised more around school and within newsletters.

	<ul style="list-style-type: none"> • Evidence of incentives for children • Families engage with Early Help
Children will have an increased vocabulary and be using it in their work and spoken activities.	<ul style="list-style-type: none"> • Evidence of more developed vocabulary use in writing books. • Observation of development of vocabulary used in speaking and listening activities. • Word Wizard strategies embedded across school – seen through monitoring of teaching and learning.
Good outcomes for pupils in reading, writing and maths. Reduction in the attainment gap between PP and non-PP children.	<ul style="list-style-type: none"> • Evidence in data of a reduction in the attainment gap between PP and non-PP children. • An increased percentage of PP children at Jervoise attain ARE+ compared to PP children nationally. • Evidence through monitoring of teaching and learning being good across the school.
Children who are having difficulties with their mental health, well-being and / or behaviour have appropriate interventions / support.	<ul style="list-style-type: none"> • Process for allocation of appropriate intervention for individual children. • Evidence of behaviour, resilience, behaviour for learning and well-being interventions • Evidence that children are supported with behaviour issues. • Entry and exit data shows evidence of impact of interventions • Academic attainment is maintained or improved for those children supported through interventions.

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: £64,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Further developing Quality First Teaching by: -</i></p> <p><i>coaching staff, provide feedback through monitoring and evaluating, provide CPD regarding feedback and other areas of need.</i></p> <p><i>Mentoring of ECTs</i></p> <p><i>Further developing Quality First Teaching for SEND/PP pupils</i></p>	<p>EEF Feedback +6</p> <p>EEF Reading comprehension. Strategies +6 months</p> <p>Great Teaching Toolkit: “Evidence suggests the best route to expertise is likely to involve a focus on developing competencies, guided by formative feedback in a supportive professional learning environment.”</p>	<p>2</p> <p>4</p>
<p><i>Teacher in Year 6 to allow for smaller group teaching</i></p>	<p>EEF Reduce Class Size +2</p> <p>EEF Small group tuition +4</p>	<p>2</p> <p>4</p>
<p><i>SLT monitoring is robust and evaluated to highlight areas of additional need</i></p> <p><i>SLT Pupil Progress / scrutiny of books.</i></p>	<p>EEF: Reading comp. Strategies +6 months Feedback +8 months</p> <p>QFT in phonics +4 months</p> <p>Renaissance Learning – gov.uk pupil progress 2020/21 “In reading, boys, pupils in receipt of FSM, pupils from EAL backgrounds and SEND pupils, experienced less catch-up by the second half term of the autumn than the average for all primary pupils (FSM 0.4m/non-FSM 0.8m)”</p>	<p>2</p> <p>4</p>

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

Budgeted cost: £57,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding Word Wizard strategies in school. SEND Lead to coordinate.</i>	EEF Oral Language Interventions +6	2 4
<i>SEND Lead- specialised interventions for children with additional needs</i>	EEF Oral Language Interventions +6 EEF Small Group Tuition +4 EEF Teaching Assistant interventions +4 EEF Behaviour Interventions +4 months EEF Social and Emotional Learning +4 months	2 3 4 5
<i>Year 6 interventions teacher</i>	EEF Small Group Tuition +4	2 4
<i>Early Reading Phonics Lead coaching staff and coordinating interventions for children after assessments.</i>	EEF Phonics +5 EEF Early years interventions +5 months	4
<i>Teaching Assistant to provide phonics interventions</i>	EEF Phonics +5 EEF Teaching Assistant interventions +4	4 2
<i>Purchase of revision materials</i>	EEF Homework +5	4
<i>Speech and Language interventions</i>	EEF Oral Language interventions +6	2 4
<i>Pupil and School support – assessing and interventions</i>	EEF Teaching Assistant interventions +4	2 4
<i>Teaching Assistant to provide interventions relating to gaps in learning</i>	EEF Teaching Assistant interventions +4	4

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

Budgeted cost: £ 76,309

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>System for appropriate support allocation of well-being, mental health and behaviour interventions</i>	EEF Behaviour Interventions +4 months EEF Social and Emotional Learning +4 months Readiness to engage with learning has a direct impact on progress and attainment. Parents are included in the behaviour planning process which supports family engagement.	3 4 5
<i>Learning Mentor interventions</i>	EEF Behaviour Interventions +4 months EEF Social and Emotional Learning +4 months EEF Mentoring +2 months We communicate with the families of those children receiving well-being interventions throughout the process, this supports family engagement.	3 5
<i>Attendance Officer to track attendance and put in strategies to increase it.</i>	Improved attendance in school impacts academic achievement. The Attendance Officer tracks attendance and punctuality, works with families to encourage good attendance, completes relevant paperwork and reports to the SLT. Our Attendance Officer is also a DSL, so is able to highlight cause for concerns promptly. Supporting families with attendance has a direct link to improved outcomes for pupils.	1 3 4 5
<i>Specialist Behaviour Support</i>	EEF Behaviour Interventions +4 months	3
<i>Behaviour / Senior Mental Health Lead to lead the system for allocation of support pupils. Co-ordinate the use of the Learning Mentor and Beacon (specialist behaviour support).</i>	EEF Behaviour Interventions +4 months EEF Social and Emotional Learning +4 months EEF Mentoring +2 months We communicate with the families of those children receiving well-being interventions throughout the process, this supports family engagement.	3 5

<i>Pastoral Manager - DSL to coordinate safeguarding and appropriate interventions.</i>	As a result of the pandemic, the number of families requiring additional support, for all areas of their lives has dramatically increased. As a DSL, our pastoral manager also attends meetings and makes referrals relating to safe-guarding. Supporting pupils and carers with pastoral issues improves outcomes for pupils. The Pastoral Manager develops relationships with the parents which increases the engagement with school.	1 3 4 5
<i>Parental Engagement</i>	Good working relationships with parents supports children both with well-being and academically. Parental support for homework can significantly increase its impact.	1, 2, 3, 4, 5
<i>Strategies to raise aspiration, confidence and resilience</i>	EEF Arts appreciation +2 months Engagement in additionality results in pupils being more engaged in school life and widens their opportunities. Access to music lessons to further develop skills	1, 3, 4, 5

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.

There is no statutory data for 2021 due to Covid-19.

Overall, across school, the gap in attainment increased due to the pandemic.

The lockdown and subsequent closure of school meant that the disadvantaged pupils were far less likely to be supported.

Attendance figures only represent part of the year (school closure Jan – March 2021).

All pupil's attendance for the academic year 2020/21 = 92.55%

The impact of the pandemic and the series of lockdowns ensured that many pupils did not make the progress / attainment that they were capable of as they were not accessing in school learning. While an online platform was offered, the impact was inconsistent due to parental choice on engagement.

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
WellCom Programme	
Speech and Language Therapist	Soundswell