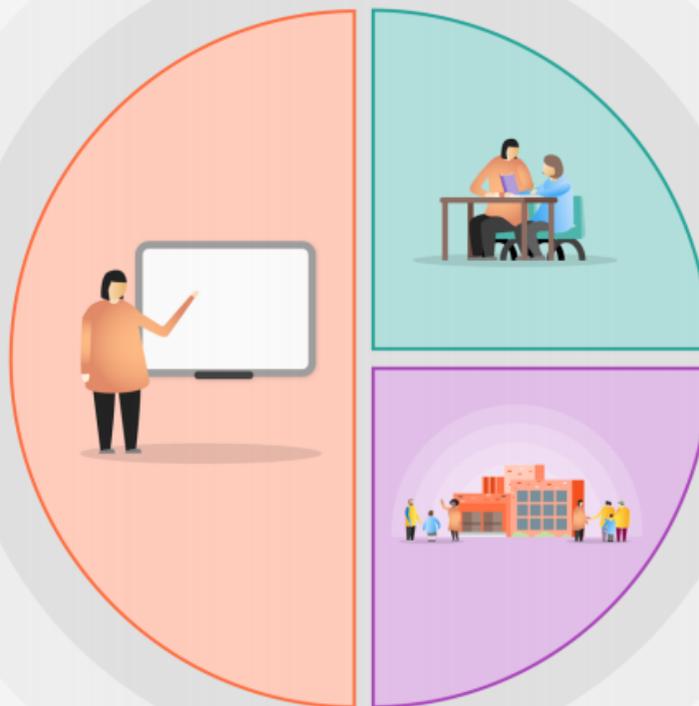


John Ball Primary School, Pupil Premium Tiered Model – 2021/2022

1 Teaching

- Voice21 School 'effective talk project.
- Jr Duke and Mini Duke in KS1 and KS2
- PiXL approach to assessment and planning. QLA for all pupils.
- Maths board games and books available on a termly basis
- Progressive reading scheme throughout whole school with banded books available
- Whole class reading sets
- WhiteRose Maths strategies at KS1 and 2
- Implementation of strategies to support metacognition and self-regulated learning.
- Quality first teaching underpinned by CPD for teachers and support staff



2 Targeted academic support

- NELI early language intervention
- PiXL interventions and diagnostic assessments
- SEMH 1:1 support as and when required
- Access to therapeutic input
- Support from Family Support Worker
- Nurture Provision

3 Wider strategies

- 10% payment for extra curriculum clubs and activities
- Financial support to ensure children are in school and ready to learn on time
- Opportunities for Forest School
- Wide variety of trips and enrichments visits
- Financial support for one residential visit during a child's time at JB

Pupil premium strategy statement

School overview

Metric	Data
School name	John Ball Primary School
Pupils in school	622
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£129,670 (£96,840 PP/Ever 6; £32,830 LAC)
Academic year or years covered by statement	2021-22
Publish date	1 st April 2021
Review date	31 st March 2022
Statement authorised by	Jacqui Noakes
Pupil premium lead	Stephen Mitchell
Governor lead	Louise Atkins, Chair of Governors

Agreed by Chair of Governors:


Louise Atkins (May 14, 2021 11:37 GMT+1)

Date: May 14, 2021

Disadvantaged pupil progress scores for last academic year national data was published

Measure (From 2019 data due to C-19)	Pupil Premium Average Score	School Non-PP Average Score
Reading	-3.02	-2.32
Writing	-0.34	-1.27
Maths	-2.03	1.3

Disadvantaged pupil performance overview for last academic year, April 2020 – March 2021

Measure (In school Data December 2020)	Score
Meeting expected standard from Year 1 – 6	PP achievement, <i>whole school</i>
Achieving high standard from Year 1 – 6	Significantly Below Age Expected: 17.6% vs 8.8% Working Towards Age Expected: 36.5% vs 62.3% At Age Expected: 43.5% vs 21.8% Above Age Expected: 2.4% vs 7.2%

Three year strategy aims for disadvantaged pupils April 2020-March 2023

Aim	Target
1, Progress in combined at KS2	For KS2 Reading, Writing and Maths progress scores to be at least 0 or better.
2, Increased attainment at Greater Depth in Reading at KS2	For the number of PP pupils to achieve GDS in Reading <i>Baseline: School PP 14% vs. National 'Non PP' 31%</i>
3, Increased attainment at expected in reading at KS1	Close the attainment gap in KS1 Reading <i>Baseline: School PP 33.3% vs. School Average 82.2%</i>
4, Increased attainment in Writing at KS1	Close the attainment gap in KS1 writing <i>Baseline: School PP 55.6% vs. School Average 78.9%</i>
5, Increased attainment in Mathematics at KS1 Progress in KS1	Close the attainment gap in KS1 maths <i>Baseline: School PP 44.4% vs. School Average 81.1%</i>
6, Year 1 and 2 Phonics	Close the attainment gap in KS1 phonics <i>Baseline: School PP 77.8% vs. School Average 86.7%</i>
7, Ensure that pupil premium students have access to a wide range of opportunities throughout their education	Address the culture capital divide <i>This will be captured through pupil conferencing.</i>

Universal strategies for current academic year (April 2021 – March 2022)

	Measure	Activity	Cost	Target date
Universal Strategies	<p>Increase opportunities for effective talk across the curriculum to allow children to process and share their thinking in an impactful way</p> <p>Linking to 1 and 2</p>	<ul style="list-style-type: none"> School to begin to have an oracy informed curriculum Engagement with specialist input from Voice21 to support implementation <p>Evidence base for spend: ERIC Toolkit (EEF, Oracy Curriculum, Culture and Assessment Toolkit, 2015) cites that Oracy (using the School21 Framework) provides a strong basis for bridging the wider attainment gap.</p>	<p>Voice21 Consultancy £2,500</p> <p>Increased release time for training £8,000</p>	<p>March 2022</p> <p>March 2022</p>
	<p>Increase wider curriculum opportunities for all children to develop meaningful experiences in relation to character education across all Key Stages</p> <p>Linking to strategic aim 7</p>	<ul style="list-style-type: none"> Implement the Mini Duke and Junior Duke scheme across John Ball School Pupil Leadership Team to further develop the opportunities available for the Pupil Leadership Team <p>Evidence base for spend: In recognising the many benefits of character education identified in the EEF toolkit (EEF, Education Endowment Foundation Character Education Toolkit, 2021), we have attempted to incorporate as many opportunities as possible in our implementation of the Mini and Junior Duke scheme.</p>	<p>Resources £5,000</p>	<p>December 2021</p>

	<p>Improve combined data at EXS+</p> <p>Linking to strategic aim 1, 2 and 5</p>	<ul style="list-style-type: none"> Engage with and deliver PiXL across John Ball School at all Key Stages Provide training to support teacher to enhance their offer of quality first teaching Math games to be made available for PP children to use both in school and at home (maths vending machine) <p>Evidence base for spend:</p> <p>PiXL Club has been proven to have a significant impact on improving pupil outcomes at the end of KS2 in other schools (PiXL, 2021). Acquiring age related expectations in core subjects before pupils move onto the next stage of their schooling is essential to their future success at school and in life. This provision will be accessed by children entitled to the PPG, who have not yet made expected progress in the core subjects from K S1 and those who are working below age related expectations. The PiXL Associate will visit 4 times over the year to work alongside the Raising Standards Lead to ensure pupils benefit from the latest research and developments from the PiXL Club.</p>	<p>PiXL membership £3,500</p> <p>RSL lead £6,320</p> <p>Maths games vending machine £1,250</p> <p>Stock for PP math games £1,500</p>	<p>September 2021</p> <p>Ongoing</p> <p>June 2021</p> <p>June 2021 and ongoing</p>
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	<p>Increase GDS Reading at KS2</p> <p>Linking to strategic aim 1 and 2</p>	<ul style="list-style-type: none"> • Ensure that a scheme of reading in continued to be embedded across the school • All PP children to have access to one book reward per term (book to pick and keep) • Continue working towards John Ball having a culture of reading for pleasure embedded across the school <p>Evidence base for spend: Reading for pleasure interventions are designed to promote children’s enjoyment of books and encourage them to see reading as a pastime rather than a chore. Research from EEF suggests that some research evidence which suggests that reading for pleasure is important for both personal and academic development (EEF, Preparing for Literacy: Improving Communication in Primary Education, 2018). By embedding a scheme of reading across the school we would hope to accelerate progress across all levels, but particularly through challenging our GDS learners.</p>	<p>Book vending machines £2,100</p> <p>Books for PP children £1,500</p>	<p>April 2021</p> <p>April 2021 and ongoing</p>
	Projected spending			£31,670

Targeted strategies for current academic year (April 2021 – March 2022)

	Measure	Activity	Cost	Target date
Targeted strategies	<p>To support vulnerable EYFS pupils develop Speaking and Listening skills</p> <p>Linking to strategic aim 3 and 4</p>	<ul style="list-style-type: none"> • EYFS AHT to support the implementation of the Nuffield Early Language Intervention • Additional staffing to allow for both ratios in class to be maintained whilst delivering the intervention at the frequency required <p>Evidence base for spend: In selecting an intervention, we are keen to use an existing evidence base. In this year's strategy we have adapted the NELI programme. This programme has been evaluated through randomised control trials (June 18-Nov 19) demonstrating an average of 3 additional month progress as a result of the intervention (EEF, The Nuffield Early Language Intervention: Evaluation Report, 2020). To ensure that this happens regularly, the PP strategy will build in time for the staff members delivering the programme.</p>	<p>Release time £8,000</p>	<p>End of financial year</p>

<p>Decrease persistent absence of vulnerable pupils</p> <p>Develop strong working relationships with vulnerable families</p> <p>Linking to all strategic aims</p>	<ul style="list-style-type: none"> • Family Support Worker (FSW) in post to continue making strong relationships with families across the school (particularly though in EYFS) • FSW to continue monitoring and supporting with attendance related concerns • Monitor and review attendance and punctuality policy in line with local and national guidance <p>Evidence base for spend: Improved attendance results in improved access to teaching, which contributes to better progress and reduces the risk of gaps arising in children’s learning. By building strong relationships with parents and carers at the start of their ‘John Ball Journey’ we would hope to be better placed to provide support, as and when required.</p>	<p>Attendance and Welfare support £15,000</p>	<p>Ongoing</p>
<p>Increase attainment in writing at KS1</p> <p>Linking to strategic aim 3</p>	<ul style="list-style-type: none"> • Specialist dyslexia support for pupils who would benefit from support with writing • Communication and interaction support to allow children to orally express themselves with writing <p>Evidence base for spend: Recognising the impact that specialist support would have on the development of pupils who require it, we are opting to utilise specially trained team members to do</p>	<p>Communication and Interaction support £11,000</p> <p>Dyslexia support £15,000</p>	<p>Ongoing</p> <p>Ongoing</p>

	so; ensuring that pupils access highly trained practitioners at the point of need. Many of the pupils who are eligible for pupil premium funding at John Ball school will benefit from having this support.		
Increased attainment through removal of SEMH barriers	<ul style="list-style-type: none"> Continued therapeutic offer in relation to Pupil Premium pupils. Review of therapeutic offer in line with the changing and developing C-19 isolation/school closure requirements Continue providing a nurture provision for pupils with a boxall profile assessment demonstrating that they would benefit from nurture classes. 	Therapeutic Service £13,000 SEMH support £12,000 Nurture provision £5,000	Ongoing Ongoing Ongoing
Linking to all strategic aims	<p>Evidence base for spend: A large evidence base exists in support of therapeutic SEMH input in primary school settings (Reynolds, 2009). The EEF indicates that small group work (such as nurture and therapy) can have a positive impact on pupils in a short space of time.</p>		
Projected spending		£79,000	

Wider strategies for current academic year (April 2021- March 2022)

	Measure	Activity	Cost	Target date
Wider strategies	Ensure that all Pupil Premium children have the opportunity to attend an extra curriculum activity	<ul style="list-style-type: none"> Provide 90% discount for all clubs for vulnerable children Financial support with one residential visit in a child's time at John Ball School 	Support for one residential visit £6,000 (based on 20 PP recipients in 21/22 Y6)	March 2022
	Linking to strategic aim 7	Evidence base for spend: Research suggests that disadvantaged pupils, too often, do not have the opportunity to take part in activities such as their non-disadvantaged peers (Donnelly, Lazetic, Sandoval-Hernandes, Kumar, & Whewall, 2020). In recognising the many benefits, both academically and socially we are keen to ensure that all pupils have the opportunity to take part in these activities at John Ball School.	Club discount allocation £8,000	Ongoing
	Where required, support vulnerable families with wider support (wrap around care etc)	<ul style="list-style-type: none"> Support families with wrap around care, on a case-by-case basis to ensure pupils are in school on time and ready to learn. 	Wrap around care £5,000	Ongoing
	Linking to strategic aim 7	Evidence base for spend: As referenced in the report in strategic aim 7 (Donnelly, Lazetic, Sandoval-Hernandes, Kumar, & Whewall, 2020), we want to ensure equality of access. This is further supported in our desire to try and ensure that children are in school, and ready to learn on time.		
	Projected spending		£19,000	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Teacher	In light of C-19, getting the opportunity to support teachers implementing the strategy in class.	Continue to review the C-19 RA, in line with local and national guidance. Where possible, and using PPE, SLT/senior teachers to support in class.
Targeted support	Ensuring enough time for school maths-lead to support small groups	Maths lead paired with part-time teacher returning from parental leave to free up 2 days a week to lead small groups.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on cross-school outreach programme

Review: April 2020 – March 2021 (last year's) aims and outcomes

	Aim	Outcome
Universal strategies	Improve combined at expected	% increase in ARE despite only being formally 'open' for 1 term.
	Increase Greater Depth in reading at KS2	Increase % Greater Depth in reading at KS2 across year groups, this will not be noticed in national data due to the lack of national KS2 assessments. Increase of 14% based on last internal data drop.
	Increase attainment in maths at KS1	KS1: PP 44.4% v 81.1% SA. A gap is still evident here and this target has been impacted by the C-19 closures. We will continue this into the next academic year.
	Increase attainment in Phonics at Year 1 and Year 2	An increase has been seen with a slight increase in phonics attainment across the school. This data was captured in December 2020.
Targeted strategies	Increase attainment in writing at KS1	An in school gap remains (PP 55.6% v 78.9% SA). This will continue to be a target this year. We believe that this target was negatively impacted by C-19 partial school closures.
	Decrease the persistent absenteeism of disadvantaged pupils (21.4%) to that of non-PP (10.3%) or better	All disadvantaged and PP students had the opportunity to attend school during the formal school closure. Due to the introduction of new attendance codes relating to C-19 this target has been challenging to track over the full year with PA showing a higher than normal data based on C-19 isolation requirements.
	Increased attainment through removal of SEMH barriers	An additional number of PP children have been able to access the SEMH and therapeutic input from specialist teams in JB. This has continued through school closures and as a result, the children have transitioned back into full time schooling successfully.
Wider strategies	Increase access to after school opportunities and residential	Not carried out due to Covid-19 restrictions impacting all three terms of this strategy.
	47% of PP pupils do at least one club	Not carried out due to Covid-19 restrictions impacting all three terms of this strategy.

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