

Pupil premium strategy statement: 2022-2023

This statement details our school's use of pupil premium 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.

Agreed by Chair of Governors: 
L. Atkins (Jun 21, 2022 15:04 GMT+1)

School overview

Detail	Data
School name	John Ball Primary School
Number of pupils in school	631
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	Financial year: 2022-2023
Date this statement was published	May 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Jacqui Noakes
Pupil premium lead	Stephen Mitchell
Governor / Trustee lead	Louise Atkins, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,415
Recovery premium funding allocation this academic year	£6,308
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	£115,723

Part A: Pupil premium strategy plan

Statement of intent

John Ball Primary School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care.

We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria.

The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

Our leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. The Senior Leadership Team regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

We want our pupils premium students to achieve well through a bespoke package of support.

Ofsted – Report published 2013 in relation to Pupil Premium

The following quotes are taken directly from our most recent Ofsted Report:

The **pupil premium funding** is used effectively to provide additional support in class and one-to one tuition. It is also used to help maintain the role of the pastoral care manager, who supports eligible pupils and rigorously monitors their attendance.”

“The Headteacher has ensured that all teachers are aware of the pupils who are eligible for **pupil premium funding** and their progress is now being rigorously monitored by all.”

“Teachers are now held accountable for accelerating the progress of pupils eligible for the **pupil premium**.”

“Governors have monitored the school’s use of the **pupil premium funding** and ensured that leaders check the performance of eligible pupils.”

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We review these regularly, but in keeping with EEF implementation recommendations, these will remain in place for 2-3 academic years.

Challenge number	Detail of challenge
1	<p>Pupil premium students do not consistently show positive progress at KS2</p> <p><i>Target: For KS2 Reading, Writing and Maths progress scores to be at least 0 or better.</i></p>
2	<p>Pupil Premium students do not generally attain at Greater Depth in Reading at KS2</p> <p><i>Target: For the number of PP pupils to achieve GDS in Reading</i> <i>Baseline: School PP 14% vs. National 'Non PP' 31%</i></p>
3	<p>Strong starting point - pupil premium students do not always attain an expected level of reading at the end of KS1.</p> <p><i>Target: Increased attainment at expected in reading at KS1 Close the attainment gap in KS1 Reading</i> <i>Baseline: School PP 33.3% vs. School Average 82.2%</i></p>
4	<p>Strong starting point - pupil premium students do not always attain an expected level of writing in KS1.</p> <p><i>Target: Increased attainment in Writing at KS1</i> <i>Close the attainment gap in KS1 writing</i> <i>Baseline: School PP 55.6% vs. School Average 78.9%</i></p>
5	<p>Strong starting point - pupil premium students do not always attain an expected level of maths in KS1.</p> <p><i>Target: Increased attainment in Mathematics at KS1</i> <i>Progress in KS1 Close the attainment gap in KS1 maths</i> <i>Baseline: School PP 44.4% vs. School Average 81.1%</i></p>
6	<p>Pupil premium students do not make the same level of progress in their phonics as their peers.</p> <p><i>Target: Year 1 and 2 Phonics</i> <i>Close the attainment gap in KS1 phonics</i> <i>Baseline: School PP 77.8% vs. School Average 86.7%</i></p>
7	<p>Pupil premium students do not always have access to the same out of school/extra curricular activities that their non-disadvantaged peers do have, thus a culture capital gap exists</p> <p><i>Target: Ensure that pupil premium students have access to a wide range of opportunities throughout their education. Address the culture capital divide at John Ball.</i></p>
8	<p>Very complex challenges faced by some pupil premium children which may include: ill health of parent, difficulties in securing adequate housing, vulnerable to witnessing and suffering from anti-social behaviour. Sitting alongside this is the persistent</p>

	absenteeism of our Pupil Premium students which is higher than their non-disadvantaged peers.
--	--

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
Pupil Premium students to make strong progress at the end of KS2	<ul style="list-style-type: none"> - > 0 progress in reading, writing and maths - Diminished gap in progress between PP and non PP students
Pupil premium students to have a range of similar experiences to draw upon as their non-disadvantaged peers	<ul style="list-style-type: none"> - Increased number of PP students in clubs - All PP children to attend residential visits (with support) - A high % of PP students represented in extra-curricular activities - PP children attend all trip opportunities as part of the curriculum - A high % of PP children access Junior Duke
The attainment gap at KS1, in all areas closes	<ul style="list-style-type: none"> - Diminished gap between PP and non - > 33% for Reading - > 56% for Writing - > 44% for Maths
Pupil premium students increasingly achieve greater depth standard	<ul style="list-style-type: none"> - A higher percentage of pupils achieve greater depth standard in Reading at KS2 - PP data is closer to that of Non PP national. - >14%

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase opportunities for effective talk across the curriculum to allow children to process and share their thinking in an impactful way</p> <p>Talk to be embedded into the wider curriculum (including that of LAMDA examinations)</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 of strategies to support the development of this curriculum area - Structures for talk to be embedded across the school - Dedicated leads for Oracy in all Key Stages - Implementation of fully funded LAMDA examinations <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</p>	<p>As talk informs all areas of the curriculum, this activity will address points 1-8.</p>
<p>Embed PiXL to support EXS and GDS attainment by providing a clear and proven structure of DTTR (diagnose, test, therapy, re-visit).</p> <p>Where additional resources are required to embed the DTTR cycle, these should be used.</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) - Timestables Rockstars to be embedded across the school, supporting with the implementation of DTTR in preparation for the MTC. <p>Evidence base for spend: 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</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support vulnerable EYFS pupils develop Speaking and Listening skills ensuring that interventions are provided at the earliest opportunity.</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 - To secure dedicate time, resources and space for the interventions to take place. <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>	6
<p>Decrease persistent absence of vulnerable pupils</p> <p>Develop strong working relationships with vulnerable families to ensure all Pupil Premium pupils attend school at all times.</p>	<ul style="list-style-type: none"> - Family Support Worker (FSW) in post to continue making strong relationships with families across the school (particularly in EYFS); supporting our vulnerable pupils to attend school. - 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>	8
<p>Increase attainment in writing and phonics at KS1 through targeted support for pupils when required</p>	<ul style="list-style-type: none"> - Specialist dyslexia support for pupils who would benefit from support with writing (identified as Key Marginals) - Communication and interaction support to allow children to orally express themselves with writing - Targeted phonics interventions through Little Wandle programme. <p>Evidence base for spend:</p>	4

	<p>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 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.</p>	
<p>Increased attainment through removal of SEMH barriers</p>	<ul style="list-style-type: none"> - Continued therapeutic offer in relation to Pupil Premium pupils who meet this threshold for support. - Review of therapeutic offer in line with the changing post-pandemic context. - Continue providing a nurture provision for pupils with a boxall profile assessment demonstrating areas for development and support. - SEMH team HLTA in post to support with the forensic allocation of interventions for Pupil Premium students <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>	<p>8</p>

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

Budgeted cost: £25,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase wider curriculum opportunities for all children to develop meaningful experiences in relation to character education</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 - LAMDA to be implemented as an extra curricular activity. <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>7, 8</p>
<p>Ensure that all Pupil Premium children have the opportunity to attend an extra curriculum activity (where possible more than 1)</p>	<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 - Free access to LAMDA - Subsidised trips and visits to ensure finance is not a barrier to access. <p>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.</p>	<p>7, 8</p>
<p>Where required, support vulnerable families with wider support (wrap around care etc)</p>	<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. - Support families with access to specialist clubs/tuition outwith John Ball school – again on a case, by, case <p>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.</p>	<p>8</p>

--	--	--

Total budgeted cost: £ 115,725

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.

Intended outcome	End of year RAG	Success criteria	End of year analysis																												
Pupil Premium students to make strong progress at the end of KS2	Yellow	<ul style="list-style-type: none"> > 0 progress in reading, writing and maths Diminished gap in progress between PP and non PP students 	<p>At the time of reviewing this plan, we have yet to receive national data for this measure. However, we have seen an increase in our Pupil Premium attainment vs. non:</p> <table border="1"> <thead> <tr> <th>Spring 2021</th> <th>Non Disadvantaged</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading EXS+</td> <td>80%</td> <td>42% (-38%)</td> </tr> <tr> <td>Writing EXS+</td> <td>79%</td> <td>32% (-47%)</td> </tr> <tr> <td>Maths EXS+</td> <td>80%</td> <td>30% (-50%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Spring 2022</th> <th>Non Disadvantaged</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading EXS+</td> <td>84%</td> <td>50% (-34%)</td> </tr> <tr> <td>Writing EXS+</td> <td>79%</td> <td>35% (-44%)</td> </tr> <tr> <td>Maths EXS+</td> <td>83%</td> <td>35% (-48%)</td> </tr> </tbody> </table> <p>This will be further updated once national data for KS2 SATs becomes available.</p> <p>The data demonstrates that progress has been made. As result, this target should continue into the next Pupil Premium strategy.</p>					Spring 2021	Non Disadvantaged	Disadvantaged	Reading EXS+	80%	42% (-38%)	Writing EXS+	79%	32% (-47%)	Maths EXS+	80%	30% (-50%)	Spring 2022	Non Disadvantaged	Disadvantaged	Reading EXS+	84%	50% (-34%)	Writing EXS+	79%	35% (-44%)	Maths EXS+	83%	35% (-48%)
			Spring 2021	Non Disadvantaged	Disadvantaged																										
Reading EXS+	80%	42% (-38%)																													
Writing EXS+	79%	32% (-47%)																													
Maths EXS+	80%	30% (-50%)																													
Spring 2022	Non Disadvantaged	Disadvantaged																													
Reading EXS+	84%	50% (-34%)																													
Writing EXS+	79%	35% (-44%)																													
Maths EXS+	83%	35% (-48%)																													
Pupil premium students to have a range of similar experiences to draw upon as	Green	<ul style="list-style-type: none"> Increased number of PP students in clubs 	Spring 2021	Clubs	Residential	Trips	Junior Duke																								
			PP	69%	NA	96%	71%																								
			Non	75%	NA	100%	82%																								

their non-disadvantaged peers		<ul style="list-style-type: none"> - All PP children to attend residential visits (with support) - A high % of PP students represented in extra-curricular activities - PP children attend all trip opportunities as part of the curriculum - A high % of PP children access Junior Duke 	<table border="1"> <tr> <td>Difference</td> <td>-6%</td> <td>NA</td> <td>-4%</td> <td>-11%</td> </tr> </table>					Difference	-6%	NA	-4%	-11%															
			Difference	-6%	NA	-4%	-11%																				
			<table border="1"> <tr> <td>Spring 2022</td> <td>Clubs</td> <td>Residential</td> <td>Trips</td> <td>Junior Duke</td> </tr> <tr> <td>PP</td> <td>79%</td> <td>87%</td> <td>100%</td> <td>82%</td> </tr> <tr> <td>Non</td> <td>82%</td> <td>91%</td> <td>100%</td> <td>85%</td> </tr> <tr> <td>Difference</td> <td>-3%</td> <td>-4%</td> <td>0%</td> <td>-3%</td> </tr> </table>					Spring 2022	Clubs	Residential	Trips	Junior Duke	PP	79%	87%	100%	82%	Non	82%	91%	100%	85%	Difference	-3%	-4%	0%	-3%
			Spring 2022	Clubs	Residential	Trips	Junior Duke																				
PP	79%	87%	100%	82%																							
Non	82%	91%	100%	85%																							
Difference	-3%	-4%	0%	-3%																							
<p>The above data is encouraging. However, given the pandemic response it would be sensible to continue to revisit this strategy in the new academic year. We continue to seek additional opportunities for our Pupil Premium children and would like this gap to be 0%/+.</p>																											
The attainment gap at KS1, in all areas closes		<ul style="list-style-type: none"> - Diminished gap between PP and non - > 33% for Reading - > 56% for Writing - > 44% for Maths 	<table border="1"> <tr> <td>Spring 2021</td> <td>Non Disadvantaged</td> <td>Disadvantaged</td> </tr> <tr> <td>Reading EXS+</td> <td>82%</td> <td>63% (-19%)</td> </tr> <tr> <td>Writing EXS+</td> <td>82%</td> <td>53% (-29%)</td> </tr> <tr> <td>Maths EXS+</td> <td>83%</td> <td>55% (-28%)</td> </tr> </table>			Spring 2021	Non Disadvantaged	Disadvantaged	Reading EXS+	82%	63% (-19%)	Writing EXS+	82%	53% (-29%)	Maths EXS+	83%	55% (-28%)										
			Spring 2021	Non Disadvantaged	Disadvantaged																						
			Reading EXS+	82%	63% (-19%)																						
			Writing EXS+	82%	53% (-29%)																						
Maths EXS+	83%	55% (-28%)																									
<table border="1"> <tr> <td>Spring 2022</td> <td>Non Disadvantaged</td> <td>Disadvantaged</td> </tr> <tr> <td>Reading EXS+</td> <td>75%</td> <td>33% (-42%)</td> </tr> <tr> <td>Writing EXS+</td> <td>76%</td> <td>20% (-56%)</td> </tr> <tr> <td>Maths EXS+</td> <td>75%</td> <td>20% (-55%)</td> </tr> </table>			Spring 2022	Non Disadvantaged	Disadvantaged	Reading EXS+	75%	33% (-42%)	Writing EXS+	76%	20% (-56%)	Maths EXS+	75%	20% (-55%)													
Spring 2022	Non Disadvantaged	Disadvantaged																									
Reading EXS+	75%	33% (-42%)																									
Writing EXS+	76%	20% (-56%)																									
Maths EXS+	75%	20% (-55%)																									
<p>From the data above, it can be seen that there is still significant work to do in closing the attainment gap at KS1. However, it is important to recognise the impact of the pandemic on this cohort of pupils. The NFER report (second interim report) states that the disadvantage gap is nationally wider than previous years; with core subjects having around a 3-4 month deficit. The EEF state: <i>The studies from NFER and RS assessment both show large gaps for disadvantaged pupils, which seem to have grown</i></p>																											

			<p>since the start of the pandemic. This can be seen in our own internal data sets.</p> <p>Once national data is available later in the year, we will be able to consider a national comparison.</p>		
<p>Pupil premium students increasingly achieve greater depth standard</p>		<ul style="list-style-type: none"> - A higher percentage of pupils achieve greater depth standard in Reading at KS2 - PP data is closer to that of Non PP national. - >14% in all subject areas 	Spring 2021	Non Disadvantaged	Disadvantaged
			Reading GDS	49%	14% (-35%)
			Writing GDS	39%	7% (-32%)
			Maths GDS	49%	14% (-35%)
			Spring 2022	Non Disadvantaged	Disadvantaged
			Reading GDS	50%	22% (-28%)
			Writing GDS	41%	11% (-30%)
			Maths GDS	41%	11% (-30%)
			<p>This data is encouraging, with marginal gains seen across all measures. As per the point made in the previous commentary, this will have been impacted by the pandemic and we will revisit this once national attainment data is available to compare.</p>		

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
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A