

Pupil premium strategy statement

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	Jesse Gray Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	5.1% (22 pupils)
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	October 2022
Statement authorised by	Chris Belton Head Teacher
Pupil premium lead	Hardip Thompson Deputy Head Teacher
Governor / Trustee lead	Karen Davies Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26380
Recovery premium funding allocation this academic year	£2175
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	£28555

Part A: Pupil premium strategy plan

Statement of intent

The money is targeted specifically at accelerating the progress for all PP pupils in all areas in order to meet/or exceed Age Related Expectations [ARE] based on starting points. There is clear accountability for the funding so that its use is carefully monitored and the impact of it tracked.

High quality first teaching from our teaching staff is used to meet the needs of ALL learners and is at the heart of our approach, 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. This approach also intends to sustain and improve non-disadvantaged pupils' attainment alongside progress for their disadvantaged peers.

We have a whole school approach where all teachers take responsibility for disadvantaged pupils' outcomes through the use of class provision mapping and pupil progress meetings

Interventions in Literacy and Maths are carefully planned and supported by the use of achievement data. Feedback is given to all staff about which children are eligible for the support and the progress they are making.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths Internal data suggests that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Attainment gap in children achieving greater depth particularly in writing. Internal data suggests that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	54% PP children are from a Black and Minority Ethnic (BAME) background 13% PP children are on the SEN or School Concern register
4	Many PP children lack rich and varied experiences as non- PP and vocabulary acquisition which is limited which impacts on knowledge of world

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
Good or better progress in Reading	<p>KS2 reading outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with non- disadvantaged children.</p> <p>Read regularly at school and at Home</p> <p>Accelerated Quizzes used to promote and engage in reading improving comprehension</p>
Good or better progress in Writing	<p>KS2 writing outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with non- disadvantaged children.</p> <p>Grammar and vocabulary use is extended through exposure to rich texts and explicit teaching of vocabulary</p>
Good or better progress in Mathematics	<p>KS2 writing outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with non- disadvantaged children.</p> <p>Fluency increased</p> <p>Approach Reasoning with greater confidence</p>
Good or better progress in Greater Depth in writing	<p>KS2 writing outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with non- disadvantaged children.</p> <p>Grammar and vocabulary use is extended through exposure to rich texts and explicit teaching of vocabulary</p>

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: £ Main School Budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT- Class teachers focus on identified individual children and address any gaps through focussed teaching/interventions/assessments as seen on class provision maps	EEF guide to pupil premium – Tiered approach – teaching is the top priority.	1,2,3,4
QFT; Maths Mastery Approach- small steps teaching. Continued use of maths teaching and curriculum planning in line with DfE and EEF guidance.	EEF teaching and learning Toolkit Mastery learning +5	1,2,3,4

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

Budgeted cost: £29373.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme- Third Space Maths tutoring -1:1	EEF +7 Metacognitive and self-regulation strategies have been used across the curriculum, with approaches in mathematics particularly successful. Intelligent tutoring systems that scaffold learning show particularly high impacts on pupil outcomes. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind- one-to-one:	1

0.5 PP Teacher Small Group and 1:1 teaching based on analysis of needs Opportunity for pre teaching or intervention based on classroom performance focus on enrichment of vocabulary Reading comprehension using reciprocal reading strategies	EEF teaching and learning Toolkit 1:1 Tutoring +5 Small Group tuition +4 Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind- in small groups. Reading Comprehension strategies +6	1,2,3,4
Pupil progress meetings with teachers and head teacher	Professional dialogues will ensure support for identified children will help keep them as a priority. Collective school response for the accelerated progress of these children	1 2 3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children engage with the wide range of enrichment activities we have to offer	Developing cultural capital within the school setting to expose children to experiences that will increase enjoyment and promote wider knowledge and understanding of the world i.e. Residential trips. Promote the 'shared' use of rich vocabulary associated with these	4

	activities PP 'membership' of in- school clubs monitored over the terms and actively promoted	

Total budgeted cost: £ 31373.97

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.

2020-2021

Measure	Activity	Evaluation										
Priority 1	To develop 1:1 support programmes for PP pupils using resources such as Number stack, Switch-On Reading and Seesaw which can be accessed in class/home without direct PP teacher support.	90% PP children engaged with learning through use of Seesaw or attendance to vulnerable children' attendance during January-February 2021 lockdown										
Priority 2	To deliver a booster programme to target PP/BME pupils across the whole school. Use of Switch-On Reading across school.	<table border="1"> <thead> <tr> <th colspan="2">Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Total Matched Pupils</td> <td>12</td> </tr> <tr> <td>Below ARE</td> <td>9 (75.0%)</td> </tr> <tr> <td>At and Above ARE</td> <td>3 (25.0%)</td> </tr> <tr> <td>Above ARE</td> <td>0 (0.0%)</td> </tr> </tbody> </table> <p>School worked in 'bubbles' so not all classes had additional support available to implement interventions. Priority revisited in 2021/22</p>	Disadvantaged		Total Matched Pupils	12	Below ARE	9 (75.0%)	At and Above ARE	3 (25.0%)	Above ARE	0 (0.0%)
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Priority 3	To accelerate progress and attainment of children from Service families.	1 service child out of 6 is working Below ARE and continues to have focussed PP teacher support 21-22										

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	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.