

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 2022-23 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	423
Proportion (%) of pupil premium eligible pupils	4% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Chris Belton
Pupil premium lead	Hardip Thompson
Governor / Trustee lead	Heidi Ackroyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP £27,475
	School Led Tutoring £1283 Recovery Premium £1160
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	£29,918

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 whole school pupil progress meetings

Interventions in English 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. These groups are also identified as 'vulnerable' in attainment and progress.
4	Many PP children lack rich and varied experiences compared to non- PP and

	vocabulary acquisition which is limited which impacts on knowledge of the world
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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 Reader 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 greater depth 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: £29,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme- White Rose Tutoring- NTP White Rose Tutoring aligns with the scheme that is being followed in class.	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 impact 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

<p>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 and spelling Reading comprehension using reciprocal reading strategies</p>	<p>EEF teaching and learning Toolkit</p> <p>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.</p> <p>Reading Comprehension strategies +6</p>	<p>1,2,3,4</p>
<p>Pupil progress meetings with teachers and head teacher</p>	<p>Professional dialogues and then progress reviews action plans and PP small steps attainment tracking will ensure support for identified children will help keep them as a priority.</p> <p>Collective school responsibility for the accelerated progress of these children</p>	<p>1 2 3</p>

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

Budgeted cost: Main School Budget- £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP children engage with the wide range of enrichment activities we have to offer</p>	<p>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.</p> <p>Promote the 'shared' use of rich vocabulary associated with these activities</p> <p>PP 'membership' of in- school clubs monitored over the terms and actively promoted</p>	<p>4</p>

Total budgeted cost: £31,918

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 2021-22 academic year.

Last academic year, we identified key challenges to achievement that we wanted to tackle with the support of the pupil premium funding. These were as follows:

1. Narrowing the attainment gap across Reading, Writing, Maths
2. Attainment gap in children achieving greater depth particularly in writing.
3. Many of our PP Children also fit within other vulnerable groups namely BAME/EAL/SEND
4. Many PP children lack rich and varied experiences as non- PP and vocabulary acquisition that is limited, which impacts on knowledge of world

We approached these challenges using three different strands: Teaching priorities, targeted support and wider strategies.

Teaching- Continued application of Rosenshine’s Principles in all areas of the curriculum to ensure ALL children make progress. Monitoring activities (books/pupil voice/observations) show that scaffolding/support/and questioning targeted at specific children. Progress review action plans show Star Maths/Reading used to monitor children’s progress and ensure interventions are targeted. Accelerated Reader used to monitor reading fluency and comprehension.

Staff received CPD to ensure good outcomes for all in reading and phonics.

Moderation of writing, internally and externally, ensured judgements were accurate. Progress Review discussions and provision maps show the needs of PP children were identified and targeted.

Targeted Support- Small group and 1:1 teaching has been used to support children in class as well as provide interventions based on gaps analysis. Immediate/at the point of teaching intervention and consolidation work has helped ensure that progress is made in ‘narrowing’ the attainment gap as shown by teacher assessment and KS2 data below.

As can be seen from the data below, work still needs to be done in achieving age related expectations in writing and more children achieving at greater depth. With continued access to small group and 1:1 support from our PP Tutor and use of maths tutor programme we expect these gaps to continue to diminish.

PP

	Expected +		
	Cohort	PP	Non PP
Reading	91%	88%	92%
Writing	85%	63%	86%
Maths	92%	88%	92%

	Greater Depth		
	Cohort	PP	Non PP
Reading	44%	13%	46%
Writing	30%	0%	32%
Maths	39%	13%	40%

Wider strategies- School's reading stock was audited and added to reflect the diversity of our school population.

Children in Year 4 and Year 6 all attended a residential trip supported by PP funding which enabled them to have a shared new experience with their peers. Other year groups were supported to participate in trips which enhanced the curriculum such as the National Space Centre, Newark Air Museum and Bosworth Battlefield.

PP children were encouraged to attend extra-curricular clubs (lunchtimes as well as after school) and 63 % of PP children have represented the school in sporting events such as dodge ball, netball and football.

We will continue to offer a range of activities- non-sporting as well as sporting, during the school day to maximise participation.

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
Third Space Maths Tutoring	Third Space Learning

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.