

## 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	John F Kennedy Primary School
Number of pupils in school	380
Proportion (%) of pupil premium eligible pupils	79 pupils - 21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 21
Date on which it will be reviewed	November 22
Statement authorised by	Ailsa Taylor
Pupil premium lead	Suzanne Quinn
Governor / Trustee lead	Karen McDermott

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,740
Recovery premium funding allocation this academic year	£30,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£161,540

# Part A: Pupil premium strategy plan

## Statement of intent

At John F Kennedy Primary School, we believe that all pupils irrespective of their background, additional needs they have or challenges they experience make good progress from their starting points in all areas of the curriculum. We are committed to meeting their social, emotional and wellbeing needs in a happy and nurturing environment. The focus of our pupil premium strategy is to remove barriers to learning, to support disadvantaged pupils to develop to their full potential, including those disadvantaged pupils who are high attainers.

Ultimate Objectives for our disadvantaged pupils:

- Remove barriers to learning created through circumstances beyond their control
- Improve oral language skills so that they can communicate effectively in a range of situations
- For pupils to read to a functional level and to have good comprehension skills
- Narrow the gap between disadvantaged pupils and their non-disadvantaged peers in all areas of the curriculum
- Ensure all disadvantaged pupils make good progress from their starting point (unless there are other factors which inhibit their progress)
- Improve the attendance of all pupils including disadvantaged
- Enable pupils to use strategies to manage their social, emotional and wellbeing needs and develop greater resilience
- Access to a range of opportunities for enrichment within the wider curriculum

How our current pupil premium strategy plan work towards achieving those objectives:

- Ensure effective quality first teaching in all classes
- Access to high quality CPD for teachers and teaching assistants
- Training in delivering support and structured interventions for teaching assistants
- Provide high quality support and target interventions which directly meets the needs of pupils
- Purchase appropriate resources and equipment to help deliver our objectives
- Introduce new attendance procedures to ensure challenge and support raise attendance rates
- Provide opportunities for wellbeing activities within class, forest school, mindfulness coach, training for staff – Mental Health Lead Training
- Use funding to ensure that disadvantaged pupils can access visits and trips

- Target funding to support disadvantaged pupils to access enrichment activities including music tuition, residentials and out of school clubs

The key principles of our strategy plan:

- Use the tiered model to implement the strategy – high quality teaching, targeted academic support and wider strategies
- Act early to support pupils to intervene at the point need is identified
- Use robust assessments to support identification of individuals’ needs
- Ensure all teaching and targeted support is good or better
- Review support and intervention at least termly (pupil progress meetings)
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- All staff will receive appropriate CPD

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in communication skills - oral language, vocabulary and listening skills on entry to school.
2	Disadvantaged pupils generally have greater difficulties with phonics than their peers, impacting on their development as readers.
3	Attainment on entry to school is below age-related expectations – narrowing the attainment gap in reading, writing and maths
4	Lower attendance causing disruption to learning and impacting on progress
5	Observations and discussions with pupils and parents/carers have indicated issues with social and emotional needs, compounded by school closures due to COVID 19.
6	Access to wider opportunities and enrichment activities compounded by school closures during COVID 19.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved outcomes at the end of year 1 in pupils accessing the phonics screening.  Improved reading attainment among disadvantaged pupils at the end of KS1 and KS2	Phonics screening outcomes for year 1 increase each year and the gap between disadvantaged and non-disadvantaged has narrowed.  Reading outcomes for both KS1 and KS2 pupils show that the gap between disadvantaged and non-disadvantaged has narrowed. All disadvantaged pupils have made good progress from their starting points unless there are other influencing factors.
Improved attainment for disadvantaged pupils in maths and writing at the end of KS1 and KS2.	For KS1 and KS2 maths and writing outcomes show that more disadvantaged pupils met the expected standard. The gap has narrowed compared to non-disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly with disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being no less than 96%,</li> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 5%.</li> <li>• the percentage of all pupils who are persistently absent being below 5%</li> <li>• the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• analysis of pupil voice</li> <li>• pupils' ability to identify and use support and strategies to improve their wellbeing</li> <li>• feedback surveys and observations of all adults in school</li> <li>• a higher uptake of enrichment opportunities such as:</li> </ul>

	<ul style="list-style-type: none"> <li>○ residentials</li> <li>○ music tuition</li> <li>○ afterschool clubs</li> <li>● completion of daily mile</li> </ul>
To ensure that all pupils including disadvantaged have accessed opportunities to engage in the wider curriculum and enrichment activities	For all pupils, including disadvantaged, there is a high take up and participation in after school clubs, school visits, residential opportunities, musical instrument tuition and participation in clubs and activities run during school holidays.

## 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: £ 55,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed speaking and listening activities across the school. Explicitly extend pupils' spoken vocabulary to develop dialogue and interaction and their ability to articulate responses.</p>	<p>Evidence from the EEF illustrate that oral language approaches have a high impact on pupils' outcomes where activities are matched the learners' current stage of development. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2, 3</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics Programme to ensure consistency and stronger phonics teaching of all pupils. Training for all staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2, 3</p>
<p>Continue to provide CPD for teachers and teaching assistants to develop quality first teaching.</p>	<p>Delivery of high-quality teaching that is differentiated to meet the needs of all pupils has been identified in the EEFs tiered approach as essential to supporting all pupils including disadvantaged. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>1, 2, 3</p>
<p>CPD for Teaching assistants – training, support and tools to be</p>	<p>Making the best use of teaching assistants a guide produced by EEF – illustrates that TAs make have a positive impact on pupil achievement but schools must have:</p>	<p>1, 2, 3</p>

<p>able to make a positive impact on pupil outcomes by delivering high quality structured interventions.</p> <p>Time given to access training and support.</p>	<ul style="list-style-type: none"> <li>• effective TA deployment</li> <li>• TAs prepared for their role</li> <li>• support pupils to develop independent learning skills</li> <li>• deliver high quality, small group and 1:1 support using structured interventions</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	
<p>Embed skills to enhance and develop social and emotional wellbeing.</p> <p>Support all staff to manage their own wellbeing and to develop educational practices to support pupils.</p>	<p>There is an abundance of evidence that teaching social and emotional skills explicitly in primary age pupils will improve outcomes. This is especially important for pupils from disadvantaged backgrounds and other vulnerable groups, who generally have weaker social and emotional skills than their peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	5, 6

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

Budgeted cost: £ 58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of programmes to improve speaking, listening, vocabulary and communication skills.</p> <p>Training for staff.</p>	<p>Approaches that focus on speaking and listening, the development of vocabulary and comprehension have a positive impact on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2, 3
<p>Pupils taught phonics in smaller groups to target specific needs.</p> <p>Targeted additional phonics session for</p>	<p>Extensive evidence indicates that the systematic teaching of synthetic phonics has a positive impact, particularly on disadvantaged pupils, and is an important</p>	1, 2, 3

disadvantaged pupils and those pupils who require further support.	component in the early development of reading skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
1:1 and small group structured interventions to target disadvantaged pupils who require further support in maths and writing.	Small group tuition which targets pupils needs and is delivered through appropriate support and intervention ids effective in improving pupil progress. See EEF Small group tuition guide.	

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

Budgeted cost: £ 48,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from a provider to implement new attendance procedures. Embedding principles of a whole school attendance strategy – DfE. Release for staff for training and to support the development and implementation of the new procedures.	In their guidance the DfE have identified systematic processes used by schools to significantly reduced the levels of absences amongst pupils.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	1, 2, 3
Access for all pupils to trips, visits, residentials, music tuition, after-school	Funded or subsidised activities to ensure disadvantaged pupils have the same opportunities and access to enrichment activities as their non-disadvantaged peers.	6

clubs, holiday clubs. Funded and subsidised activities for disadvantaged pupils and those whose parents are on low incomes.	There is extensive evidence that essential life skills and opportunities in childhood are associated with a range of positive outcomes at school and beyond. EEF - Life skills and enrichment.	
Ensuring all pupils have access to forest schools and that there are opportunities to access forest school activities outside of the school day.	Evidence from government research conducted by the New Economics Foundation (NEF) illustrated that access to forest schools made a difference in 6 key areas: confidence, social skills, communication, motivation, physical skills and knowledge and understanding. <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	5, 6
Contingency Fund	Funding set aside in order to respond to arising issues that have not yet been identified.	

**Total budgeted cost: £ [161,540]**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### 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.*