

Pupil Premium Strategy Statement 2022-25

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Joy Lane Primary School
Number of pupils in school	613
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-25 (three academic years)
Date this statement was published	December 2023
Date on which it will be reviewed	Ongoing
Statement authorised by	Debra Hines Executive Headteacher and Mark Ashley-Jones Head of School
Pupil premium lead	Mark Ashley-Jones Head of School, Laura Rogers Assistant Headteacher and Sally Bowler SENCO
Governor / Trustee lead	Chris Graves Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 181,435
Recovery premium funding allocation this academic year	£ 28,428
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	£ 209,400

Part A: Pupil premium strategy plan

Statement of intent

At Joy Lane Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support children's needs, regardless of whether they are disadvantaged or not.

Our Pupil Premium strategy, challenges, intended outcomes, activity and targeted support is very much aligned with our school priorities which is highlighted in the challenge numbers column.

High-quality teaching 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 6. In general, this is more prevalent among our disadvantaged pupils than their peers.</p> <p>Using Speech Links and Language Links across the school will help assess and monitor progress around fluency and understanding of language. These assessments are carried out in Reception as a baseline and to help with early identification. Where a child is supported as a result of these assessments, they will be re-screened 6 months later to assess progress. This support and review process will be on-going and continue throughout the school. Where a child is referred and flagged as having language needs, they can be screened at any point in Early Years, KS1 or KS2.</p> <p>In Reception data shows that 36% of pupil premium children are not on track with their speech. This is compared to 31% of all children in Reception, making a small gap which will need to be addressed.</p> <p>In Year 1, 42% of Pupil premium children are not on track, compared to 18% of all children. This gap will need a further focus this year to ensure it is closed.</p> <p>In Year 2, 3 children are accessing speech interventions. 13% (2 pupil premium children) are not on track. 4 children access language support and 3 of this group are pupil premium.</p> <p>In KS2, 8% of our Pupil Premium are not on track for their Speech and/or language skills. Across the whole of Key Stage 2, 4% of (all) children receive a specific Speech and Language intervention. 44% of these pupils (within the intervention) are PP. There is a significant reduction in the need for this intervention as the children progress through the school demonstrating the impact of this support the school offers and implements. The Lowest 20% of children in KS2 were screened for SALT to identify potential barriers to learning. As a result of this, a small number of children had been identified as requiring this support. They are currently receiving SALT support.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and subsequent access to the wider curriculum.</p> <p>In Year 1, Little Wandle phonics assessments show that 73% of the cohort are on track with their phonics compared to 53% of Pupil Premium children. Of the current Year 2 cohort, 18 children did not pass the phonics screening (20%). 39% of the children who did not pass are Pupil Premium.</p> <p>Of the 18 children retaking the phonics screening, 12 are on track to pass (67%). Of these 18 children, 8 are Pupil Premium and of these 8 children, 3 are on track to pass the retake (38%).</p> <p>Across mainstream KS2, 61 children have been identified to receive additional phonics support in the form of Little Wandle Catch-up. 26% of these children are Pupil Premium and 20% are Pupil Premium and have additional learning support (SEND).</p> <p>In Oysters, 14 children across all year groups are accessing Little Wandle phonics. 6 of these children are Pupil Premium (43%).</p>

3	<p>Internal assessments indicate that reading attainment among Pupil Premium pupils is significantly below that of non-Pupil Premium pupils.</p> <p>In July 2023, the attainment gap between Pupil Premium pupils and all pupils in reading from Year 1 to Year 6 ranges from a minimal gap in Year 2 (1.4%) to the largest gap of 34% in Year 1. Years 3, 4 and 5 maintain an average gap of 21% between Pupil Premium and all pupils.</p> <table><tr><th>July 2023 data outcomes</th><th>All Pupils</th><th>Pupil Premium</th></tr><tr><td>Year 6 (Statutory)</td><td>71.6%</td><td>60.9%</td></tr><tr><td>Year 5 (Current Y6)</td><td>64%</td><td>42%</td></tr><tr><td>Year 4 (Current Y5)</td><td>57%</td><td>38%</td></tr><tr><td>Year 3 (Current Y4)</td><td>61%</td><td>40%</td></tr><tr><td>Year 2 (Statutory) (Current Y3)</td><td>71.4%</td><td>70%</td></tr><tr><td>Year 1 (Current Y2)</td><td>61%</td><td>27%</td></tr></table> <table><tr><th>Reception Term 6 2023: Literacy</th><th>All Pupils</th><th>Pupil Premium</th></tr><tr><td>C</td><td>82%</td><td>77%</td></tr><tr><td>WR</td><td>79%</td><td>59%</td></tr><tr><td>W</td><td>68%</td><td>47%</td></tr></table> <p>September 2023 Reception baseline assessments show that in word reading, 37% of Pupil Premium children are working at expected levels compared to 46% of all children. In comprehension, 50% of Pupil Premium children are working at expected compared to 55% of all children.</p>	July 2023 data outcomes	All Pupils	Pupil Premium	Year 6 (Statutory)	71.6%	60.9%	Year 5 (Current Y6)	64%	42%	Year 4 (Current Y5)	57%	38%	Year 3 (Current Y4)	61%	40%	Year 2 (Statutory) (Current Y3)	71.4%	70%	Year 1 (Current Y2)	61%	27%	Reception Term 6 2023: Literacy	All Pupils	Pupil Premium	C	82%	77%	WR	79%	59%	W	68%	47%
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4	<p>Joy Lane Primary School assessments and well-being surveys through PASS (Pupil Attitude to Self and School), observations of and discussions with pupils and families continue to identify social and emotional issues for many pupils, which happens every 2 terms. This is particularly notable for a significant proportion of our pupil premium children. Recent assessments through pupil voice and PASS data have highlighted 38% of Pupil Premium children had scored 4/5's compared to 11% of non-pupil premium children.</p> <p>In addition to this, the PASS data has revealed a significant number of children in our current year 4 cohort graded questions with a 4/5 (25% non-PP and 65% of Pupil Premium). This is considered to be a legacy of Covid as this group of children have experienced the most disruption to their early education and missed learning opportunities (academic, developmental and social).</p> <p>Currently, a total of 56% of all our Pupil Premium children and their families are receiving some additional support for their Social or Emotional needs. Significantly over 50% of these children are also persistent absentees.</p>																																	
5	<p>Our attendance analysis assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment (in line with national picture); therefore, regular school attendance is an absolute priority, as evidenced in our school improvement plan/vision and priorities.</p> <p>Absence (areas of significance as highlighted in the school inspection data summary report IDSR)</p>																																	

	<ul style="list-style-type: none">Overall absence (7.9%) was in the highest 20% of all schools in 2021/22. It was also in the highest 20% of schools with a similar level of deprivation.<i>There is nothing to highlight for persistent absence in 2021/22 compared to all schools or schools with a similar level of deprivation.</i> <p>The challenges faced by Joy Lane Primary school are in line with the national picture that includes:</p> <ul style="list-style-type: none">Continuing seismic shift in parental attitudes to the importance of regular school attendanceThe mental health crisis in young people and the cost-of-living crisis continues to deepen within societyTerm time holidays continue to be acceptable across all groups of parents including disadvantagedRelationships between school and families continue to be strained as school implements school level attendance systems; therefore, sanctions are seen as both irrelevant and antagonistic across all parent groups <table><tr><th colspan="7">Whole School Attendance</th></tr><tr><th>Date</th><th>National</th><th>Whole School</th><th>Main School</th><th>Case studies removed</th><th>PP / Disadvantaged</th><th>SEND pupils</th></tr><tr><td>2021-22</td><td></td><td>92.2%</td><td>92.7%</td><td></td><td>88.1%</td><td>87.6%</td></tr><tr><td>2022-23</td><td></td><td>93%</td><td>92.9%</td><td>93.8%</td><td>88.2%</td><td>90.7%</td></tr><tr><td>Sept 23-24</td><td></td><td>95.7%</td><td>95.7%</td><td>96%</td><td>93.2%</td><td>94.1%</td></tr><tr><td>Nov 23-24</td><td>92.8%</td><td>94.5%</td><td>94.6%</td><td>95.7%</td><td>91%</td><td>91.5%</td></tr></table>	Whole School Attendance							Date	National	Whole School	Main School	Case studies removed	PP / Disadvantaged	SEND pupils	2021-22		92.2%	92.7%		88.1%	87.6%	2022-23		93%	92.9%	93.8%	88.2%	90.7%	Sept 23-24		95.7%	95.7%	96%	93.2%	94.1%	Nov 23-24	92.8%	94.5%	94.6%	95.7%	91%	91.5%
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6	<p>Our assessment and observations indicate that the progress and attainment of many of our disadvantaged pupils continues to be impacted by the Covid legacy during the past three years and a seismic shift in attitudes around the importance of education and attendance. These findings are supported by national studies and our internal assessments and data. This has resulted in widening knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.</p> <table><tr><th colspan="3">Writing July 2023</th></tr><tr><th></th><th>All Pupils</th><th>Pupil Premium (PP)</th></tr><tr><td>Year 6 (Statutory)</td><td>73.9%</td><td>65.2%</td></tr><tr><td>Year 5 (Current Y6)</td><td>55%</td><td>38%</td></tr><tr><td>Year 4 (Current Y5)</td><td>49%</td><td>29%</td></tr><tr><td>Year 3 (Current Y4)</td><td>35%</td><td>16%</td></tr><tr><td>Year 2 (Statutory) (Current Y3)</td><td>59.3%</td><td>55%</td></tr><tr><td>Year 1 (Current Y2)</td><td>56%</td><td>27%</td></tr></table> <table><tr><th colspan="3">Maths July 2023</th></tr><tr><th></th><th>All Pupils</th><th>Pupil Premium (PP)</th></tr><tr><td>Year 6 (Statutory)</td><td>60.2%</td><td>34.8%</td></tr><tr><td>Year 5 (Current Y6)</td><td>63%</td><td>29%</td></tr><tr><td>Year 4 (Current Y5)</td><td>59%</td><td>46%</td></tr></table>	Writing July 2023				All Pupils	Pupil Premium (PP)	Year 6 (Statutory)	73.9%	65.2%	Year 5 (Current Y6)	55%	38%	Year 4 (Current Y5)	49%	29%	Year 3 (Current Y4)	35%	16%	Year 2 (Statutory) (Current Y3)	59.3%	55%	Year 1 (Current Y2)	56%	27%	Maths July 2023				All Pupils	Pupil Premium (PP)	Year 6 (Statutory)	60.2%	34.8%	Year 5 (Current Y6)	63%	29%	Year 4 (Current Y5)	59%	46%			
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	Year 1 (Current Y2)	71%	40%

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 and language skills and vocabulary among disadvantaged pupils	<p>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 on-going assessments.</p> <ul style="list-style-type: none"> • Reading outcomes demonstrate improvements from children's starting points. • Year R pupils demonstrate improvements against baseline speech and language screener. • Pupils across the school identified as requiring an intervention will demonstrate progress against their initial assessments
Improved phonics outcomes for disadvantaged pupils	<p>Assessments and observations indicate significantly improved phonics skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going assessments. Internal and external phonics data to be in-line with or exceed national expectations.</p> <p>Termly phonics data in Early Years and Key Stage 1 demonstrates progress and improvement from beginning to the end of the academic year.</p>
Improved reading attainment among disadvantaged pupils	<p>End-of-year internal reading outcomes (teacher assessment and Star Reading Assessment) demonstrate progress and improvement from baseline data and the first data snapshot.</p> <p>Pupil Premium Key Stage 2 reading outcomes to be mostly in line with all pupils at Joy Lane Primary School and national.</p>
Improved maths and writing attainment for disadvantaged pupils at the end of Key Stage 2 as well as a closing of the attainment gap in all other year groups measured with internal data snapshots	<p>Key Stage 2 maths and writing outcomes at are in line or above national figures.</p> <p>All other year groups demonstrate that the attainment of disadvantaged pupils is at least in line when compared to all other pupils and the attainment gap has closed when compared to starting point data.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils	<p>There will be a marked improvement in the PASS data against baseline assessments. The gap</p>

	<p>between Pupil Premium and Non-Pupil Premium will lessen.</p> <p>The majority of children, particularly our disadvantaged children will feel confident to share how they are feeling and be able to identify a strategy they can use to support them as and when appropriate.</p> <p>There will be a reduction in behaviour points recorded showing improved engagement and self-regulation as a result of the SEMH support received.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Whole school attendance data demonstrates an improving profile, with a clear narrowing of the gap in attendance between all children and dis-advantaged children.</p> <p>School attendance data to be more in-line with local and national percentages</p> <p>A clear upward trend and narrowing of the gap term on term between attendance levels of all pupils versus disadvantaged pupils taking into account the continuing impact of COVID 19, FLU and Scarlet Fever</p> <p>Back to school advice issued amid high levels of flu, COVID-19 and scarlet fever - GOV.UK (www.gov.uk) https://www.gov.uk/government/publications/letter-to-school-leaders-on-mild-illness-and-school-attendance/letter-to-school-leaders-on-mild-illness-and-school-attendance</p> <p>To reduce the percentage of disadvantaged (including SEND) pupils who are Persistently Absent compared to all other pupils.</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: £ 100,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Activities include:	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1 and 3

<ul style="list-style-type: none"> • Use of Talk Treasure Chest in classrooms will extend vocabulary. Guided Reading sessions model fluency and how to create a 'mental model' to support strong comprehension. Reading talk is supported by 'Talk like a Reader' sentence opener mats. • 'Book Banter' encourages high-quality classroom discussion around texts. • Vocabulary rich, high-quality texts read aloud. • Voices for Choices encourages dialogue around learning (linked to metacognition). • Coram Beanstalk Reading Volunteers • Use of Widgit and Language through Colour to support vocabulary acquisition and comprehension. 	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>The reading framework (publishing.service.gov.uk)</p>	
<p>Little Wandle phonics scheme in EY and KS1, and Rapid Catch-Up groups in KS2.</p> <p>DfE validated Systematic Synthetic Phonics programme</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>'Book Banter' sessions across the school support children's reading for pleasure practices and encourage reading at home. 'Book Banter' sessions encourage time for quality dialogue around books and allow teachers to find out about their children's reading identities.</p> <p>Guided Reading to be taught 4 x per week in KS2 and three times per week in EY/KS1 (in line with Little Wandle).</p> <p>Guided Reading sessions model fluency and how to create a 'mental model' to support strong comprehension. Reading talk is supported by 'Talk like a Reader' sentence opener mats.</p> <p>Reading aloud prioritised and rich, high-quality texts to be chosen.</p>	<p>OU Teachers as Readers study (Cremin et al., 2014):</p> <p>'We found that when the teachers widened their knowledge and pleasure in reading children's literature and other texts and become more aware of their own and the children's reading practices, they began to reconceptualise reading from the inside out, and more effectively built a Reading for Pleasure pedagogy and strong communities of readers within school (Cremin et al., 2014).'</p> <p>Teachers' knowledge of children's reading practices - Reading for Pleasure (ourfp.org)</p> <p>The will influences the skill and vice versa (OECD, 2004)</p> <p>Recommendation 3: Teach reading comprehension strategies through modelling and supported practice</p>	<p>3</p>

<p>Adjustments to curriculum in response to the updated Reading Framework, with a particular focus on improving reading areas to engage and inspire children and books across the curriculum.</p>	<p>The EEF research outlines modelling and scaffolding key comprehension strategies, which Little Wandle and DERIC supports. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>The reading framework (publishing.service.gov.uk)</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>White Rose Maths and TestBase to support maths mastery approach.</p> <p>Working Walls in Maths to support independence and reinforce and consolidate children's knowledge and understanding. Working Walls to reference and reflect current work and individual steps being covered.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	6
<p>Improve children's writing outcomes with a focus on language acquisition, sentence construction and building independence to edit and redraft.</p> <p>Continue to use in-school approaches/tools to develop writing skills and fluency:</p> <ul style="list-style-type: none"> • Talk Treasure Chest (introducing challenging vocabulary) • Writing Ladders (grammar, punctuation and sentence skills prompts) • Language through Colour <p>Working Walls in English to support independence and reinforce and consolidate children's knowledge and understanding. Working Walls to reference and reflect current work and individual steps being covered.</p> <p>Language through Colour (supported by Widgit symbols) as a whole-school writing approach to support vocabulary acquisition,</p>	<p>The approaches/tools that we use support the following recommendations from the EEF:</p> <p>Recommendation 1: Develop pupils' language capabilities</p> <p>Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p>Recommendation 4: Teach writing composition strategies through modelling and supported practice</p> <p>Recommendation 5: Develop pupils' transcription and sentence construction skills through extensive practice</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Language through Colour is a locally developed, Kent-based resource created by speech and language specialists to support children with speech and language needs. Information is colour-coded according to the type of information it conveys, and each category is linked to associated questions. This approach helps children to understand the meaning of words and process information more quickly, thus helping to increase fluency in reading and writing.</p>	6

comprehension and sentence structure.		
<p>Completion of the Nurture UK project including the continuation of the 'Cosy Cabin' in KS1.</p> <p>Boxall profiles to be completed on the lowest 20% across the whole school.</p>	<p>Extract from Nurture UK evidence-based analysis: Analysis of the data gathered on the 529 children that had previously attended Nurture Groups showed that, on average, they had made consistently large improvements in social, emotional and behavioural development. This was measured using Nurture Groups in Northern Ireland 5 The Centre for Evidence and Social Innovation the Boxall Profile.</p> <p>QUB Nurture Evaluation Exec Summary.pdf</p>	4 and 5
<p>'Voices for Choices' approach to learning throughout the school based on the Early Years Characteristics of Effective Learning.</p> <p>When undertaking a learning task, we start with the knowledge, then apply and adapt it. This is metacognitive regulation. It is about planning how to undertake a task, working on it while monitoring the strategy to check progress, then evaluating the overall success. At JLPS, we use animals and characters to help 'VOICE' their metacognitive regulation.</p>	<p>The CoEL and Voices for Choices approach are metacognition in action and research suggests pupil progress is enhanced by on average 8months (EEF)</p> <p>Metacognition Teaching Strategies & Classroom Activities (highspeedtraining.co.uk)</p> <p>VFC and Metacognition - What does the research say?</p> <p>Learners approach any learning task or opportunity with some metacognitive knowledge about:</p> <ul style="list-style-type: none"> • Abilities and attitudes (knowledge of ourselves as a learner) • Which strategies are effective and available (knowledge of strategies) • This activity (knowledge of the task) 	1 and 4

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

Budgeted cost: £ 54,663

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assess all children on entry to Reception using Speech and language link, to determine gaps.</p> <p>Speech and Language intervention with Julie Elbourne and Paula Ames to address gaps.</p> <p>NELI – All lowest 20% children will be assessed and a group of</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1 and 4

children with the most severe gaps will undertake an intervention.		
<p>Additional phonics sessions targeted at pupils who require further phonics support.</p> <p>Teachers and Leadership Team: SH, LMo, AMG, GS, LRo, SBo, TH</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3 and 6
<p>Depending on availability and as appropriate all available teachers to facilitate a programme that provides a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive this small group or 1-2 learning will be disadvantaged, this may also include middle or high attainers. These sessions will focus on targeted pupils for reading, writing and maths.</p> <p>Additional Teachers in EY: KP and Nurture UK teaching: NL LM, CW, JP in KS2 delivering bespoke teaching to our vulnerable and disadvantaged pupils</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2, 3 and 6

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

Budgeted cost: £ 54,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour policy: Weekly monitoring of behaviour discussed in SLT. Focus on PP behaviour and a discussion on how to support interventions led by teachers and support staff.</p> <p>Review of policy to include Nurture UK principles.</p> <p>Continue to monitor consistency.</p> <p>Staff training and communication during PDM's.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://restorativejustice.org.uk/restorative-practice-schools</p>	1,2,3 4, 5 and 6

<p>Pupil voice collected and actioned.</p> <p>Parent voice collected and actioned.</p>		
<p>Psychotherapy and counselling offered to all</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Action for Children has published recent research which highlighted that one in six children aged 5-16 are likely to have a mental health problem. This figure has gone up by 50% in the last three years.</p> <p>Is youth mental health getting better or worse? Action For Children</p> <p>As a result of the research above, the British Association of Counselling and Psychotherapy (BACP) have been conducting their own research to support the promotion of counselling in all schools.</p> <p>School counselling in England campaign (bacp.co.uk)</p>	<p>4 and 5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>PDM/PPA time used to share the research around attendance that suggests 'Pupil Attendance' is everyone's business</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Good practice initiatives 2023-24</p> <ul style="list-style-type: none"> • Continue to embed a whole school culture/collective responsibility where the attendance of pupils at JLPS is everybody's responsibility • HOS to lead the Cacot collaboration of schools' 'Attendance Group' to share 'Good Practice' • Attendance team to triangulate work with Safeguarding and Inclusion to ensure a joined-up approach with children and families • School initiatives implemented such as the NUDGE approach by teachers to encourage better pupil attendance • A Persistent Absentee list shared with staff to encourage more resilience and a better understanding of whether pupils should be sent home (a triage 	<p>1,2,3,4, 5 and 6</p>

	<p>system introduced between staff members and the Leadership team)</p> <ul style="list-style-type: none"> • A learning mentor approach implemented with key staff to support pupils/parents with attendance barriers <p>Principles of implementing a whole school attendance policy which requires commitment from the whole school community</p> <ul style="list-style-type: none"> • Leadership and Management • Relationships and communication • Systems and data • Intervention <p>Actions of school staff and local authorities to improve attendance.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	
School clubs, trips, residential and swimming which incur costs subsidised for those pupils eligible for PP	Some pupil premium families are unable to access enrichment activities. The EEF, consider evidence-based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning ensure an effective spending model.	4 and 5
The cost of uniform subsidised for those pupils eligible for PP should they require support.	EEF: Pupils from lower socio-economic households are less likely to be able to afford the cost of school uniforms. School uniform EEF (educationendowmentfoundation.org.uk)	4 and 5
Contingency fund for acute issues i.e., emergency support in Breakfast or After School Club, access to enrichment activities such as music and swimming tuition.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £209 400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended outcome	Success criteria	Review
Improved oral and language skills and vocabulary among disadvantaged pupils	<p>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 on-going assessments.</p> <ul style="list-style-type: none"> • Reading outcomes demonstrate improvements from children's starting points in September 2022 • Year R pupils demonstrate improvements against base-line speech and language screener completed in September 2022. • Pupils across the school identified as requiring an intervention will demonstrate progress against their initial assessments 	<p>Reception outcomes were 58% of pupil premium children were on track with their speech. Compared to 82% of all children. This gap will be made a focus this year. Language assessments show that 11% of pupil premium children are not on track, compared to 12% of all children.</p> <p>Year 1 outcomes show, 3 children will require further speech interventions. 13% (2 pupil premium) children) are not on track. 4 children will continue to access language support and 3 of this group are pupil premium.</p> <p>Of the children receiving this support in KS2, all but two of them made at least expected progress and were able to move through the programme focussing on new targets. The two children who did not make expected progress have been referred to external SALT for further assessments and advice.</p> <p>Of the children receiving support for their Speech or Language in KS2, 5 of them made more than expected progress and were able to begin applying their understanding to more complex sentences.</p> <p>The reduction in numbers of children requiring the SALT intervention in KS2, is a reflection of the direct impact the support has had. This has allowed a further focus on the Speech within year 1 which has been identified as the greatest need for this academic year.</p>
Improved phonics outcomes for disadvantaged pupils	<p>Assessments and observations indicate significantly improved phonics skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going assessments. Internal and</p>	<p>Mainstream: In Year 1, Little Wandle phonics assessments showed that 78% of the cohort passed the phonics screening compared to 46% of Pupil Premium children.</p> <p>Last year's Year 2 cohort, 72% of children that re-took their phonics screening passed. 67% of Pupil Premium children that re-took their screening passed.</p>

	<p>external phonics data to be in-line with or exceed national expectations.</p> <p>Termly phonics data in Early Years and Key Stage 1 demonstrates progress and improvement from September 2022 through to July 2023.</p>	<p>26 children have been identified for Little Wandle catch up in Year 3.</p>
<p>Improved reading attainment among disadvantaged pupils</p>	<p>July 2023 internal reading outcomes (teacher assessment and Star Reading Assessment) demonstrate progress and improvement from September baseline data and the first data snapshot (Term 2).</p> <p>Key Stage 2 reading outcomes for 2022-23 to be mostly in line with all pupils at Joy Lane Primary School by July 2023. Data shows that more than 75% of disadvantaged pupils met the expected standard.</p>	<ul style="list-style-type: none"> • July 2023's Reading Progress Score is -1.3 compared to the previous year, which was -2.0, which shows an improvement in progress from KS1 starting points and that our reading strategy is having an impact. • Key Stage 2 statutory assessment outcomes in Reading were slightly below national average but showed a small gap between all pupils (71.6%) and Pupil Premium children (60.9%). • In Key Stage 1, July 2023 statutory assessments were strong. 'All pupils' (71.3%) and Pupil Premium (70%) children were both above national (68.3%). Outcomes for Pupil Premium children are broadly in line with outcomes for all pupils. Compared to Term 2's baseline assessment, the gap has narrowed for PP children from 14% to 1.4%. • Reception baselines showed that in word reading, 29% of Pupil Premium children were at expected levels compared to 51% of all children. In July 2023, outcomes for Pupil Premium children had risen to 59% compared to all children at 79%, closing the gap minimally. In comprehension, 27% of Pupil Premium children were at expected compared to 55% of all children. In July 2023, outcomes for Pupil Premium children had risen to 77%, compared to all pupils achieving 82%. Strong outcomes by PP children narrowed the 28% gap to 5%. • There is a gap of 30.1% between outcomes for Pupil Premium children and all children in 2023 Phonics screener. Year 2 retakes are strong and outcomes for Pupil Premium children are broadly in line with all pupils.

		<table><tr><th rowspan="2">Phonics Attainment – Data Year 1 and Year 2 re-takes</th><th colspan="2">School</th><th rowspan="2">National</th></tr><tr><th>All Pupils</th><th>Pupil Premium</th></tr><tr><td>% 32+ Year 1</td><td>76.3%</td><td>46.2%</td><td>78.9%</td></tr><tr><td>% 32+ Year 2</td><td>70%</td><td>66.7%</td><td>58.7%</td></tr></table>	Phonics Attainment – Data Year 1 and Year 2 re-takes	School		National	All Pupils	Pupil Premium	% 32+ Year 1	76.3%	46.2%	78.9%	% 32+ Year 2	70%	66.7%	58.7%																						
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% 32+ Year 1	76.3%	46.2%	78.9%																																			
% 32+ Year 2	70%	66.7%	58.7%																																			
Improved maths and writing attainment for disadvantaged pupils at the end of Key Stage 2 as well as a closing of the attainment gap in all other year groups measured with internal data snapshots	<p>Key Stage 2 maths and writing outcomes at the end of 2022-23 are in line or above national figures.</p> <p>All other year groups demonstrate that the attainment of disadvantaged pupils is at least in line when compared to all other pupils and the attainment gap has closed when compared to starting point data.</p>	<p>Key Stage 1 2023 statutory assessment outcomes:</p> <table><tr><th rowspan="2">Pupil Attainment – Key Stage 1</th><th colspan="2">School</th><th rowspan="2">National</th></tr><tr><th>All Pupils</th><th>Pupil Premium</th></tr><tr><td>Reading Expected Standard plus</td><td>71.4%</td><td>70%</td><td>68.3%</td></tr><tr><td>Writing Expected Standard plus</td><td>59.3%</td><td>55%</td><td>60%</td></tr><tr><td>Maths Expected Standard plus</td><td>69.2%</td><td>65%</td><td>70.4%</td></tr></table> <p>Outcomes for Writing and Maths in KS1 are below national; however, the gap has been narrowed between All Pupils and Pupil Premium.</p> <p>Baseline assessments in Writing in December 2022 showed 38% of all pupils working at expected and 17% of PP children working at expected. In Maths, 60% of all pupils were working at expected compared to 57% of PP children.</p> <p>2023 outcomes show accelerated outcomes for Pupil Premium children, particularly in Writing, narrowing the gap between all pupils and PP children.</p> <p>Key Stage 2 2023 statutory assessment outcomes:</p> <table><tr><th rowspan="2">Pupil Attainment – Key Stage 2</th><th colspan="2">School</th><th rowspan="2">National</th></tr><tr><th>All Pupils</th><th>Pupil Premium</th></tr><tr><td>Reading % Expected Standard plus</td><td>71.6%</td><td>60.9%</td><td>73%</td></tr><tr><td>Writing % Expected Standard plus</td><td>73.9%</td><td>65.2%</td><td>71%</td></tr><tr><td>Maths % Expected Standard plus</td><td>60.2%</td><td>34.8%</td><td>73%</td></tr></table> <p>Outcomes in Writing are above average and there is a minimal gap between outcomes for all pupils and pupil premium children.</p> <p>Baseline assessments in Writing in December 2022 showed 51% of all pupils working at expected and 27% of PP children working at expected. 2023 outcomes show accelerated outcomes for Pupil Premium children, narrowing the gap between all pupils and PP children.</p> <p>In Maths, outcomes are below national average and the gap between all pupils</p>	Pupil Attainment – Key Stage 1	School		National	All Pupils	Pupil Premium	Reading Expected Standard plus	71.4%	70%	68.3%	Writing Expected Standard plus	59.3%	55%	60%	Maths Expected Standard plus	69.2%	65%	70.4%	Pupil Attainment – Key Stage 2	School		National	All Pupils	Pupil Premium	Reading % Expected Standard plus	71.6%	60.9%	73%	Writing % Expected Standard plus	73.9%	65.2%	71%	Maths % Expected Standard plus	60.2%	34.8%	73%
Pupil Attainment – Key Stage 1	School			National																																		
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Reading % Expected Standard plus	71.6%	60.9%	73%																																			
Writing % Expected Standard plus	73.9%	65.2%	71%																																			
Maths % Expected Standard plus	60.2%	34.8%	73%																																			

		and PP children has not narrowed in the same way as reading and writing.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils	<p>Due to the increasing demand for social and emotional support an additional member of staff will be trained as an ELSA.</p> <p>There will be a marked improvement in the PASS data against baseline assessments. The gap between Pupil Premium and Non-Pupil Premium will lessen.</p> <p>The majority of children, particularly our disadvantaged children will feel confident to share how they are feeling and be able to identify a strategy they can use to support them as and when appropriate.</p> <p>There will be a reduction in behaviour points recorded showing improved engagement and self-regulation as a result of the SEMH support received.</p>	<p>Recent assessments through pupil voice and PASS data have highlighted 38% of Pupil Premium children had scored 4/5's compared to 11% of non-pupil premium children.</p> <p>In addition to this, the PASS data has revealed a significant number of children in our current year 4 cohort graded questions with a 4/5 (25% non-PP and 65% of Pupil Premium). This is considered to be a legacy of Covid as this group of children have experienced the most disruption to their early education and missed learning opportunities (academic, developmental and social).</p> <p>We have a second ELSA trained to support in KS1. In addition to this and due to the increasing SEMH needs, we have also been working alongside a psychotherapist on placement and have spent time exploring the role of a Mental Lead in school. This has now been fed into the new outcomes and activities (above).</p> <p>Currently, a total of 35% of all our Pupil Premium children and their families are receiving some additional support for their Social or Emotional needs.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Whole school attendance data demonstrates an improving profile, with a clear narrowing of the gap in attendance between all children and dis-advantaged children.</p> <p>School attendance data to be more in-line with local and national percentages</p> <p>A clear upward trend and narrowing of the gap term on term between attendance levels of all pupils versus disadvantaged pupils taking into account the continuing impact of COVID 19, FLU and Scarlet Fever</p> <p>Back to school advice issued amid high levels of flu, COVID-19 and scarlet fever - GOV.UK (www.gov.uk)</p> <p>To reduce the percentage of disadvantaged pupils that are Persistently Absent compared to</p>	<p>2021-22: Whole school attendance 92.2% Pupil Premium attendance 88.1% Gap of 4.1%</p> <p>2022-23: Whole School attendance 93% Pupil Premium attendance 88.2% Gap of 4.8%</p> <p>2023-24 (November): Whole School attendance 94.5% Pupil Premium attendance 91% Gap of 3.5%</p> <p>Our whole school strategy is starting to have an impact with the Gap between the whole school and Pupil Premium children's attendance narrowing.</p>

	<p>all other pupils from the lowest point in December 2022.</p> <p>To review and implement an updated school attendance and punctuality policy with the COG and school leadership team to ensure it reflects the new ‘Working together to improve school attendance’ document in order to build a whole school culture on improving attendance.</p>	
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This details the data impact that our Pupil Premium Strategy has had on pupils in the 2022 to 2023 academic year.

Pupil Premium Data commentary 2022-25

Headline Data All Pupils v Pupil Premium 2022-23

Pupil Attainment - Early Years	School		National
	All Pupils	Pupil Premium	
% Good Level of Development	68.7%	42.9%	67.3%
% Expected Standard Literacy Goals	68.7%	42.9%	69.8%
% Expected Standard Maths Goals	83.1%	71.4%	77.2%

Phonics Attainment Data Year 1 and Year 2 re-takes	School		National
	All Pupils	Pupil Premium	
% 32+ Year 1	76.3%	46.2%	78.9%
% 32+ Year 2	70%	66.7%	58.7%

Pupil Attainment - Key Stage 1	School		National
	All Pupils	Pupil Premium	
Reading Expected Standard plus	71.4%	70%	68.3%
Writing Expected Standard plus	59.3%	55%	60%
Maths Expected Standard plus	69.2%	65%	70.4%

Reading Greater Depth	15.4%	5%	18.8%
Writing Greater Depth	7.7%	5%	8.2%
Maths Greater Depth	22%	5%	16.3%

Pupil Attainment - Key Stage 2	School		National
	All Pupils	Pupil Premium	
Reading/Writing/Maths % Expected Standard	53.4%	34.8%	59%
Reading/Writing/Maths % Higher Standard	9.1%	8.7%	8%
Reading % Expected Standard plus	71.6%	60.9%	73%
Writing % Expected Standard plus	73.9%	65.2%	71%
Maths % Expected Standard plus	60.2%	34.8%	73%
Reading % Greater Depth	26.1%	17.4%	29%
Writing % Greater Depth	22.7%	17.4%	13.3%
Maths % Greater Depth	12.5%	8.7%	23.8%
Grammar, punctuation and spelling % Expected Standard	68.2%	56.5%	72%
Grammar, punctuation and spelling % Greater Depth	27.3%	26.1%	30.1%

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.

Mark Ashley-Jones

Head of School

January 2024