

Pupil Premium Strategy Statement 2022-25

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	617
Proportion (%) of pupil premium eligible pupils	25% / 153
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 2024
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
Governor / Trustee lead	Nicki Matin Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 210,160
Recovery premium funding allocation this academic year	£0
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	£ 210, 160

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
<p style="text-align: center;">1</p> <p>Speech and Language</p>	<p>Assessments, observations and discussions with pupils indicate under-developed oral language, speech 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 style="text-align: center;">2</p> <p>Phonics</p>	<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 style="text-align: center;">3</p> <p>Reading</p>	<p>Assessments indicate that reading attainment of disadvantaged pupils is significantly below that of non-disadvantaged pupils. Our disadvantaged pupils have greater barriers to learning, particularly in reading, writing and maths.</p>
<p style="text-align: center;">4</p> <p>Well-Being and Mental Health</p>	<p>The well-being and mental health of many of our disadvantaged pupils is a barrier to effective social interactions and academic progress at Joy Lane. This is very clear from assessments, observations of children and discussions with families. There is also a disparity between safeguarding concerns and in-school referrals for Pupil Premium children compared to all other pupils. Currently, a total of 55% of all our JLPS Pupil Premium children and their families are receiving some additional support for their Social or Emotional needs.</p>

	The key year groups that experienced the most disruption to their early education and missed learning opportunities (academic, developmental and social) due to Covid continue to be affected.
5 Attendance	<p>Our attendance analysis, assessments and observations during the duration of this strategy indicate that absenteeism and persistent 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. • Since 2021/22 overall attendance has been improving together with reducing the rate of persistent absenteeism. • There is a 3-year positive improvement in attendance across the board as recognized in the Inspection Data Summary Report; however, absenteeism or persistent absenteeism is still negatively impacting the progress of disadvantaged pupils • At the end of 2023-24 Persistent Absence for all pupils was 14% compared to 30% of all Pupil Premium Pupils
6 Writing and Maths	Our assessment and observations indicate that the progress and attainment of many of our disadvantaged pupils in the core subjects continues to be impacted by the Covid legacy 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.

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	End-of-year internal reading outcomes (teacher assessment and Star Reading Assessment) demonstrate progress and improvement from baseline data and the first data snapshot. Pupil Premium Key Stage 2 reading outcomes to be mostly in line with all pupils at Joy Lane Primary School and national.
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	Pupil Premium Key Stage 2 maths and writing outcomes are in line with all pupils at Joy Lane and national. 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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils	There will be a marked improvement in the PASS data against baseline assessments. The gap between Pupil Premium and Non-Pupil Premium will lessen. Most 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. There will be a reduction in behaviour points recorded showing improved engagement and self-regulation as a result of the SEMH support received.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Whole school attendance data demonstrates an improving profile, with a clear narrowing of the gap in attendance between all children and disadvantaged children. School attendance data to be more in-line with local and national percentages 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 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 Reduced percentage of disadvantaged (including SEND) pupils who are Persistently Absent compared to all other pupils.

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: £ 101,91

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Activities include:</p> <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 and social interaction around texts. • Vocabulary rich, high-quality texts read aloud. • Voices for Choices encourages dialogue around learning (linked to metacognition). • Coram Beanstalk and Parent/Carer Reading Volunteers • Use of Widgit and Language through Colour to support vocabulary acquisition and comprehension. • Readers' Theatre (KS2) and a focus on poetry to encourage prosody, confidence and performance. 	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>The reading framework (publishing.service.gov.uk)</p>	<p>1 Speech and Language 2 Phonics 3 Reading</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 Phonics 3 Reading</p>

<p>Reading</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.</p> <p>Reading aloud prioritised and rich, high-quality texts to be chosen.</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>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>Recommendation 3: Teach reading comprehension strategies through modelling and supported practice</p> <p>The EEF research outlines modelling and scaffolding key comprehension strategies, which Little Wandle and DERIC supports.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>The reading framework (publishing.service.gov.uk)</p>	<p>2 Phonics</p> <p>3 Reading</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>Working in conjunction with Kent and Medway Maths Hub on a 4-year journey to adapt the way Maths is delivered with a ‘maths mastery’ approach.</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:</p> <p>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:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>6 Writing and Maths</p>

<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 • Widgit (visual) <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, comprehension and sentence structure.</p> <p>A focus on ‘writing for pleasure’ encouraging purpose for writing, independence and creativity.</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>	<p>2 Phonics 3 Reading 6 Writing and Maths</p>
<p>Introduction of Curriculum Pathways</p> <p>Assess current needs of children across the school and consider the stage of development to support planning.</p> <p>Create curriculum pathways to support the needs of all children, of all abilities and of all stages of development.</p> <p>Implement Pathways to ensure the children access an appropriate Curriculum.</p> <p>Additional training for staff, particularly supporting children in Pathway 1 and 2.</p>	<p>Information taken from the Thrive website speaks of interruptions in development and how these need to be addressed in order to see children progressing; socially, emotionally and academically. By meeting the children’s stage of development and providing this appropriate support, we would expect to see greater progress from their starting points.</p> <p>Child Development Theory The Thrive Approach</p> <p>Organised into six stages, the model helps us to understand what healthy child development looks like in terms of behaviour and learning at each stage.... developmental interruptions, which all of us</p>	<p>1 Speech and Language 2 Phonics 3 Reading 4 Well Being and Mental Health 5 Attendance 6 Writing and maths</p>

	<p>have to varying degrees, can mean that children and young people find it difficult to cope with events in their daily lives... The Thrive model enables us to identify the particular developmental gaps signalled by children and young people's behaviours and to choose appropriate, targeted interventions designed to meet their needs and fill the gaps.</p> <ul style="list-style-type: none"> • 81% of educators interviewed have changed their teaching practice as a result of adopting the Thrive Approach • 77% of schools adopted Thrive to improve their whole school approach to children's social and emotional development <p>Thrive users' evaluation survey – the key findings The Thrive Approach</p>	
<p>Two staff members to attend Thrive training to become Thrive Practitioners.</p> <p>Introduction of Thrive to whole school through whole school training.</p> <p>Completion of whole class/small group profiles.</p> <p>Individual profiles completed for children are regularly recorded on the school behaviour chart.</p> <p>Whole school re-fresher training on ADHD – identified need when analysing the behaviour reports across the school.</p>	<p>Extract from Thrive UK website: Research behind Thrive The Thrive Approach</p> <p>“Thrive has been developed over the past 25 years, with its architects drawing from a wealth of research and experience in social work, psychotherapy and education. Combining their collective knowledge and experience, our founders developed a social and emotional development model that looked at children and young people's needs and provided responses and activities to engage them with life and learning.”</p> <p>The Thrive approach is based upon 4 pillars or research:</p> <ul style="list-style-type: none"> - Attachment Theory - Child Development Theory - Neuroscience and - Play, Creativity and the Arts 	<p>4 Well Being and Mental Health</p> <p>5 Attendance</p>
<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) 	<p>1 Speech and Language</p> <p>4 Well Being and Mental Health</p>

	<ul style="list-style-type: none"> This activity (knowledge of the task) 	
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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. All lowest 20% children will be assessed and a group of children with the most severe gaps will undertake an intervention.</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>	<p>1 Speech and Language</p>
<p>Additional phonics sessions targeted at pupils who require further phonics support.</p> <p>Teachers and Leadership Team: SH, LRo, TH, JT, SD</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>	<p>2 Phonics 3 Reading 6 Writing and Maths</p>
<p>Depending on availability and as appropriate teachers/HLTA's and members of the leadership team 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 and need to catchup/keep up. 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.</p> <p>These sessions will focus on targeted pupils for reading, writing and maths.</p> <p>Additional teachers/leaders in SD and KP (Nurture UK teaching/Thrive): LM, GS, PA, JT.</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>Little Wandle, White Rose Maths, filling gaps on lower programmes of study where appropriate</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 Speech and Language 2 Phonics 3 Reading 6 Writing and maths</p>

RR and TH in KS2 delivering bespoke teaching to our vulnerable and disadvantaged pupils		
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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 Thrive Approach.</p> <p>Continue to monitor consistency.</p> <p>Staff training and communication during PDMs.</p> <p>Pupil voice collected and actioned.</p> <p>Parent voice collected and actioned. Work collaboratively with the parent council to identify concerns and listen to suggestions</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>	<p>1 Speech and Language</p> <p>2 Phonics</p> <p>3 Reading</p> <p>4 Well Being and Mental Health</p> <p>5 Attendance</p> <p>6 Writing and Maths</p>
<p>ELSA support 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</p>	<p>4 Well Being and Mental Health</p> <p>5 Attendance</p>

	<p>the promotion of counselling in all schools.</p> <p>School counselling in England campaign (bacp.co.uk)</p>	
<p>Embedding principles of good practice set out in the DfE's statutory Improving School Attendance guidance.</p> <p>This will involve training and release time for key staff to develop and implement new procedures to improve attendance.</p> <p>Professional Development Meetings /PPA time used to share research around attendance that suggests 'Pupil Attendance' is everyone's business</p> <p>Weekly meetings between Head of School, attendance officer, personal assistant and safeguarding officer</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 2024-25</p> <ul style="list-style-type: none"> • Continue to grow and 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 system introduced between staff members and the Leadership team) • A learning mentor approach implemented with key and senior staff to support pupils/parents with attendance barriers and encourage consistent attendance • X three per year Targeted Support Meetings in conjunction with the Local Authority and Janet Benjamin KPAS officer • Updated Attendance Policy that reflects the latest guidance from the DFE <p>Principles of implementing a whole school attendance policy (updated September 2024) which requires commitment from the whole school community in tackling poor and inconsistent attendance</p> <ul style="list-style-type: none"> • Leadership and Management • Relationships and communication • Systems and data • Intervention 	<p>1 Speech and Language</p> <p>2 Phonics</p> <p>3 Reading</p> <p>4 Well Being and Mental Health</p> <p>5 Attendance</p> <p>6 Writing and Maths</p>

	<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>	
<p>School clubs, trips, residential and swimming which incur costs subsidised for those pupils eligible for PP</p>	<p>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.</p>	<p>4 Well Being and Mental Health</p> <p>5 Attendance</p>
<p>The cost of uniform subsidised for those pupils eligible for PP should they require support.</p>	<p>EEF: Pupils from lower socio-economic households are less likely to be able to afford the cost of school uniforms.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	<p>4 Well Being and Mental Health</p> <p>5 Attendance</p>
<p>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.</p>	<p>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.</p>	<p>1 Speech and Language</p> <p>2 Phonics</p> <p>3 Reading</p> <p>4 Well Being and Mental Health</p> <p>5 Attendance</p> <p>6 Writing and Maths</p>

Total budgeted cost: £210 160

Part B: Review of outcomes in the previous academic year 2023-24

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 2023. • Year R pupils demonstrate improvements against baseline speech and language screener completed in September 2023. • Pupils across the school identified as requiring an intervention will demonstrate progress against their initial assessments 	<p>Reception outcomes were 79% of pupil premium children were on track with their speech. Compared to 90% of all children. This gap will be made a focus this year. Language assessments show that 63% of pupil premium children are not on track, compared to 84% of all children.</p> <p>Year 1 outcomes show, of the 18 children with S and L, 8 were closed (44%). Of the 6 PP children, 2 were closed (33%).</p> <p>Of the children receiving this support in KS2, all but one of them made at least expected progress and were able to move through the programme focussing on new targets. The one child who did not make expected progress has been issued an EHCP highlighting their barriers and recommended strategies to support.</p> <p>Of the children receiving support for their Speech or Language in KS2, three 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 continued focus on the Speech within the Early Years which has been identified as the greatest need for this academic year.</p> <p>Ofsted April 2024: 'Every classroom is designed to support disadvantaged pupils including those with SEND.'</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,</p>	<p>Mainstream: In Year 1 2024, Little Wandle phonics assessments showed that 79% of the cohort passed the phonics screening compared to 76.5% of Pupil Premium children. The gap is minimal, and PP outcomes are broadly in line with all pupils and national.</p>

	<p>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 September 2022 through to July 2023.</p>	<p>Last year's Year 2 cohort, 69.6% of children that re-took their phonics screening passed. 60% of Pupil Premium children that re-took their screening passed. Again, the gap is closing for between all pupils and PP pupils.</p> <p>32 children have been identified for phonics interventions in Year 3: <i>16 Rapid Catch Up</i> <i>4 Little Wandle Guided Reading</i> <i>10 Phase 5 Review</i> <i>2 bespoke phonics intervention</i></p> <p>Ofsted April 2024: 'Every classroom is designed to support disadvantaged pupils including those with SEND.'</p>
<p>Improved reading attainment among disadvantaged pupils</p>	<p>July 2024 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 to be mostly in line with all pupils at Joy Lane Primary School by July 2024.</p>	<ul style="list-style-type: none"> • Key Stage 2 statutory assessment outcomes in Reading 2024 were above national average but showed a gap between all pupils (76.7%) and Pupil Premium children (57.7%). • In Key Stage 1, all pupils (63.8%) and Pupil Premium (38.1%). There is now no national average for Key Stage 1 as assessments are not statutory. There is a large gap in outcomes for Pupil Premium. • 2023 Reception baselines showed that in word reading, 21% of Pupil Premium children were on track in comprehension and 27% in word reading (compared to 44% and 18% for all children). In July 2024, in comprehension, 77% of Pupil Premium children were at expected compared to 82% of all children, narrowing the gap from 23% to 5%. In word reading, outcomes for Pupil Premium children had risen to 59%, compared to all pupils achieving 79%. • Year 1 phonics attainment 22-23, there was a gap of 30.1% and in 23-24, there was a gap of 3.5%, which demonstrates a positive impact. The Year 2 re-takes attainment 22-23 gap was 3.3%, and in 23-24, there was a gap of 9.6%, which demonstrates a slightly wider gap. Outcomes for Pupil Premium children in 2023-24 are broadly in line with all pupils and national average. <p>Ofsted April 2024: 'Every classroom is designed to support disadvantaged pupils including those with SEND.'</p>

<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>	<p>Key Stage 2 maths and writing outcomes at the end of 2023-24 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>At the end of Year 2 outcomes in writing and maths have improved; however, the gap having narrowed between All Pupils and Pupil Premium in 22-23 has now widened again.</p> <p>2023-24 shows outcomes for Pupil Premium children in maths at greater depth has improved by 5%, however in writing, the gap has widened by 5% between all pupils and Pupil Premium children.</p> <p>All pupil outcomes in 2023-24 for Writing are above the national average at expected and greater depth 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. 2024 outcomes show accelerated outcomes for Pupil Premium children, narrowing the achievement gap between all pupils and PP children.</p> <p>In Maths, outcomes at the expected level in 2023-24 are in line with the national average; however, the gap between all pupils and PP children has not narrowed in the same way as reading and writing.</p> <p>At greater depth all pupil outcomes have significantly improved from the previous year and are now in-line with national data. Those Pupil Premium children achieving greater depth in maths has improved by 3.5% compared to the previous year.</p> <p>Ofsted April 2024: 'Every classroom is designed to support disadvantaged pupils including those with SEND.'</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils</p>	<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</p>	<p>Recent assessments (July 2024) through pupil voice and PASS data have highlighted 42 % of Pupil Premium children had scored 4/5's (not scoring the most positive answer, for example always or never) compared to 12% 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 5 cohort graded questions with a 4/5 (27% non-PP and 59% of Pupil Premium). This is considered to be a legacy of Covid as this group of children have experienced the</p>

	<p>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>most disruption to their early education and missed learning opportunities (academic, developmental and social).</p> <p>We now have two trained Emotional Literacy Support Assistants (ELSA's) supporting children across the school. Alongside this we are fortunate to have a qualified counsellor as part of our team and are able to offer counselling sessions within school for some of our most vulnerable young people. We have also been able to make links with the North East London Foundation Trust (NELFT) who provide invaluable support for our parent community. This is continually growing and we are beginning to see a rise in the number of our disadvantaged families accessing this support through teachers signposting.</p> <p>A cohort of children have now been identified through analysis of the school behaviour data and appropriate training is to be carried into the new academic year to support this and further empower the adults working with the young children.</p> <p>Currently, a total of 55% of all our Pupil Premium children and their families are receiving some additional support for their Social or Emotional needs. This is fairly consistent with the previous year.</p> <p>Ofsted April 2024: "When pupils need emotional support, pastoral provision is exceptional." "Support for well-being is exemplary."</p>
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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<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 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 school leadership team to ensure it reflects the now statutory 'Working together to improve school attendance' document in order to build a whole school culture on improving attendance.</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 continuing to have an impact with the Gap between whole school and Pupil Premium children's attendance narrowing.</p>
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This details the headline data impact that our Pupil Premium Strategy has had on pupils in the 2023 to 2024 academic year.

Pupil Premium Data commentary 2022-25

Headline Data All Pupils v Pupil Premium 2023-24

Pupil Attainment - Early Years	School		National
	All Pupils	Pupil Premium	
% Good Level of Development	70.3%	60%	67.8%
% Expected Standard Literacy Goals	71.4%	60%	70.1%
% Expected Standard Maths Goals	76.9%	60%	77.1%

Comparing the attainment outcomes of All Pupils with Pupil Premium

GLD gap 25.8% in 22-23 and 10.3% in 23-24 demonstrates positive impact of strategy

Expected Literacy Goals in 22-23 25.8% gap and 11.4% in 23-24 demonstrates positive impact of strategy

Expected Maths Goals in 22-23 11.7% gap and 16.9% gap in 23-24 so a less positive impact of strategy

Phonics Attainment Data Year 1 and Year 2 re-takes	School		National
	All Pupils	Pupil Premium	
% 32+ Year 1	79%	76.5%	80.2%
% 32+ Year 2	69.6%	60%	54.6%

Comparing the phonics attainment outcomes of All Pupils with Pupil Premium

Year 1 phonics attainment 22-23 gap 30.1% and 23-24 a gap of 3.5% which demonstrates a positive impact

Year 2 re-takes attainment 22-23 gap 3.3% and 23-24 a gap of 9.6% which demonstrates a slightly wider gap

Pupil Attainment - Key Stage 1	School		National
	All Pupils	Pupil Premium	
Reading Expected Standard plus	63.8%	38.1%	N/A
Writing Expected Standard plus	60.6%	42.9%	N/A
Maths Expected Standard plus	60.6%	65%	70.4%
Reading Greater Depth	15.5%	9%	18.8%
Writing Greater Depth	9.5%	0%	8.2%
Maths Greater Depth	25%	10%	16.3%

Comparing the Year 2 attainment outcomes of All Pupils with Pupil Premium in Key Stage 1

Reading at the expected standard 22-23 gap 1.4% compared to a 25.7% gap in 23-24

Writing at the expected standard 22-23 gap 4.3% compared to a 17.1% gap in 23-24

Maths at the expected standard 22-23 gap 4.2% compared to a 17.7% gap in 23-24

Reading at the greater depth standard 22-23 gap 10.4% compared to a 6% gap in 23-24

Writing at the greater depth standard 22-23 gap 2.7% compared to a 9% gap in 23-24

Maths at the greater depth standard 22-23 gap 17% compared to a 15% gap in 23-24

Pupil Attainment - Key Stage 2	School		National
	All Pupils	Pupil Premium	
Reading/Writing/Maths % Expected Standard	58.9%	34.6%	61%

Reading/Writing/Maths % Higher Standard	11.1%	10%	8%
Reading % Expected Standard plus	76.7%	57.7%	73%
Writing % Expected Standard plus	76%	58%	72%
Maths % Expected Standard plus	71.1%	39%	73%
Reading % Greater Depth	31.1%	19%	29%
Writing % Greater Depth	23.3%	8%	13.3%
Maths % Greater Depth	23%	12%	23.8%
Grammar, punctuation and spelling % Expected Standard	73.3%	53.3%	72%
Grammar, punctuation and spelling % Greater Depth	31.1%	20%	30.1%

Comparing the Year 6 attainment outcomes for All Pupils with Pupil Premium in Key Stage 2

Combined expected standard 22-23 gap 18.6% compared to 24.3% in 23-24

Combined higher standard 22-23 gap 0.4% compared to 1.1% in 23-24

Reading expected standard 22-23 gap 9.7% compared to 19% in 23-24

Writing expected standard 22-23 gap 8.7% compared to 18% in 23-24

Maths expected standard 22-23 gap 25.4% compared to 32.1% in 23-24

Reading greater depth 22-23 gap 8.7% compared to 12.1% in 23-24

Writing greater depth 22-23 gap 5.3% compared to 15.3% in 23-24

Maths greater depth 22-23 gap 3.8% compared to 11% in 23-24

GPS expected standard 22-23 gap 11.7% compared to 20% in 23-24

GPS greater depth standard 22-23 gap 1.2% compared to 11.1% in 23-24

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

December 2024