# Pupil Premium Strategy Statement 2022-25

> *Before completing this template, you should read the guidance on* <u>using pupil premium</u>.
>
> *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 | January 2023 |
| Date on which it will be reviewed | On-going |
| 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**<br><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 209,863 |

# 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 | 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.<br><br>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.<br><br>In Reception data shows that 45% of children are on track in their Language and Understanding but in comparison only 14% of Pupil Premium are on track. In Speech 65% of the cohort are on track and of these only 21% of Pupil Premium children are on track.<br><br>In Year 1, 11 children access speech and language intervention. 13% of the cohort are accessing this support. 45% or just under half of these children are Pupil Premium.<br><br>In Year 2, 10 children access speech and language intervention. 11% of the cohort are accessing this support. 30% of these children are Pupil Premium or nearly 1 in 3 pupils.<br><br>**Key Stage 2 including Oysters SRP 2022-23:**<br>8% of KS2 children receive a specific Speech and Language intervention. 60% of these pupils are PP.<br><br>There is a gradual reduction in the need for this intervention as the children progress throughout school demonstrating the impact of this support the school offers and implements. As a result of this, and the new curriculum focus on reading, the lowest 20% will be screened through the Language Links assessment to further identify children who may require this support with appropriate interventions set up accordingly. |
| 2 | 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.<br><br>In Year 1, Little Wandle phonics assessments show that 66% of the cohort are on track with their phonics compared to only 42% of Pupil Premium children.<br><br>Of the current Year 2 cohort, 20 children did not pass their phonics screening in Year 1 (22% of the cohort). 54% of the Pupil Premium children passed their screening in Year 1 (7/13). Of the 20 children needing to retake their screening 11 |

| | | |
|---|---|---|
| | are on track to pass (55%) and 4 of the 6 Pupil Premium children are on track to pass (67%).<br><br>40 children have been identified to receive additional phonics support in the form of Little Wandle Catch-up across KS2. 48% of these children are Pupil Premium and 25% of this group are Pupil Premium and have additional learning support (SEND). | |
| 3 | Internal assessments indicate that reading attainment (including reading ages) among disadvantaged pupils are significantly below that of non-disadvantaged pupils.<br>In July 2022, the attainment of disadvantaged pupils in reading from Reception to Year 6 ranges between 5 and 30% below the attainment of all other pupils. When SEN is removed from the disadvantaged number, the gap is only slightly lessened in some year groups.<br>July 2022 Data: | |

|  | All Pupils | Pupil Premium (PP) | PP no SEN |
|---|---|---|---|
| Year 6 | 73% | 58% | 56% |
| Year 5 | 65% | 44% | 47% |
| Year 4 | 61% | 33% | 42% |
| Year 3 | 66% | 50% | 60% |
| Year 2 | 65% | 43% | 50% |
| Year 1 | 55% | 50% | 57% |

Reception baselines show that in word reading, 71% of Pupil Premium children are below expected levels compared to 49% of all children. In comprehension, 71% of Pupil Premium children are below expected compared to 45% of all children.

In Year 1 73% of Pupil Premium children are below expected levels in their reading attainment compared to 47% of all children.

In Year 2 61% of Pupil Premium children are below expected levels in their reading attainment compared to 47% of all children.

Across KS2, data indicates 42% of Pupil Premium children are on track for reading compared to 59% of all. This is a difference of 17% with the largest gap being identified in Year 5 at 22%.

| 4 | 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. This is particularly notable for a significant proportion of our pupil premium children. Recent assessments through pupil voice and PASS data have highlighted 33% of Pupil Premium children had scored 4/5's compared to 13% of Non-Pupil premium children.<br><br>In addition to this, the PASS data has revealed a significant number of children in our current year 3 cohort graded questions with a 4/5 (27% 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). |
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| | 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. |
| 5 | Our attendance data over the last 3 years indicates that attendance amongst disadvantaged pupils has been between 1.5% and 3% lower than for non-disadvantaged pupils. For example, at the end of Term 1 2021, all pupils' attendance was 94.1% and our disadvantaged pupil attendance was 91.3%<br><br>At the end of Term 6 2018-19, 51% of disadvantaged pupils have been 'persistently absent' compared to 49% of their peers during that period. By the end of Term 1 2021-22, 40% of disadvantaged pupils have been persistently absent compared to 20% of their peers across the whole school.<br>The percentage of persistent absenteeism has increased during the last three years:<br>**2018-19 - 8.4%**<br>**2019-20 - 12.8% (prior to lockdown)**<br>**2020-21 - 16.4%**<br>**2021-22 - 17.4%**<br>**2022-23 - 24% (end of Term 2) with nearly half 48% disadvantaged pupils**<br>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment; therefore, regular school attendance is an absolute priority, as evidenced in our school improvement plan. |
| 6 | Our assessment and observations indicate that the progress and attainment of many of our disadvantaged pupils continues to be impacted by the legacy the past three years. 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 | 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.<br><br>• Reading outcomes demonstrate improvements from children's starting points in September 2022<br>• Year R pupils demonstrate improvements against baseline speech and language screener completed in September 2022.<br>• Pupils across the school identified as requiring an intervention will demonstrate progress against their initial assessments |

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| Improved phonics outcomes for disadvantaged pupils | 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. |
| | Termly phonics data in Early Years and Key Stage 1 demonstrates progress and improvement from September 2022 through to July 2023. |
| | **This links with Priority 5 of our SIP to continue embed phonics scheme 'Little Wandle' across the school.** |
| Improved reading attainment among disadvantaged pupils | 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). |
| | 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. |
| | **This links with Priority 4 of our SIP to improve reading for pleasure and reading instruction practices.** |
| 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 | Key Stage 2 maths and writing outcomes at the end of 2022-23 are in line or above national figures. |
| | 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 | Due to the increasing demand for social and emotional support an additional member of staff will be trained as an ELSA. |
| | There will be a marked improvement in the PASS data against baseline assessments. The gap between Pupil Premium and Non-Pupil Premium will lessen. |
| | 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. |
| | There will be a reduction in behaviour points recorded showing improved engagement and self-regulation as a result of the SEMH support received. |

| | This links with Priority 3 in our SIP: To further embed the Mainstream Core Standards within all subjects across the curriculum to support adaptive teaching and inclusion for all. |
|---|---|
| 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 dis-advantaged 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)](#) |
| | To reduce the percentage of disadvantaged pupils that are Persistently Absent compared to all other pupils from the lowest point in December 2022. |
| | 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. |
| | **This links with Priority 1 in our SIP: To improve attendance and punctuality so that disruption to learning is minimised with a focus on persistent absentees.** |

# 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 | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom | **1 / 3**<br><br>**School Improvement Priority 4** |

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| understanding and extend vocabulary. Activities include:<br><br>• Use of Talk Treasure Chest in classrooms will extend vocabulary. Guided Reading sessions (using DERIC framework) models and scaffolds comprehension skills and develops responses.<br>• 'Book Banter' encourages high-quality classroom discussion around texts.<br>• Vocabulary rich, high-quality texts read aloud to classes.<br>• Voices for Choices encourages dialogue around learning (linked to metacognition).<br>• Coram Beanstalk Reading Volunteers | discussion, are inexpensive to implement with high impacts on reading:<br><br>Oral language interventions \| Toolkit Strand \| Education Endowment Foundation \| EEF | |
| Little Wandle phonics scheme in EY and KS1, and Rapid Catch-Up groups in KS2.<br><br>DfE validated Systematic Synthetic Phonics programme | 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:<br><br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | **2**<br><br>**School Improvement Priority 5** |
| Continue to embed 'Book Banter' across the school to support children's reading for pleasure practices and encourage reading at home. Book Banter sessions allow teachers to find out about their children's reading identities and encourages a dialogue around books.<br><br>Guided Reading to be taught daily in KS2 (using structured DERIC approach) and three times per week in EY/KS1 (in line with Little Wandle).<br><br>Reading aloud prioritised and rich, high-quality texts to be chosen. | OU Teachers as Readers study (Cremin et al., 2014):<br>'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).'<br>Teachers' knowledge of children's reading practices - Reading for Pleasure (ourfp.org)<br>The will influences the skill and vice versa (OECD, 2004)<br><br>Recommendation 3: **Teach reading comprehension strategies** | **3**<br><br>**School Improvement Priority 4** |

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| | **through modelling and supported practice**<br>The EEF research outlines modelling and scaffolding key comprehension strategies, which Little Wandle and DERIC supports.<br>Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk) | |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br><br>Purchase subscription to White Rose Maths and TestBase to support maths mastery approach. | 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:<br>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)<br><br>The EEF guidance is based on a range of the best available evidence:<br>Improving Mathematics in Key Stages 2 and 3 | **6** |
| Improve children's writing outcomes with a focus on language acquisition, sentence construction and building independence to edit and redraft.<br><br>Continue to use in-school approaches/tools to develop writing skills and fluency:<br><br>• Talk Treasure Chest<br>• Sentence World<br>• Writing Ladders | The approaches/tools that we use support the following recommendations from the EEF:<br>Recommendation 1: **Develop pupils' language capabilities**<br>Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.<br>Recommendation 4: **Teach writing composition strategies through modelling and supported practice**<br>Recommendation 5: **Develop pupils' transcription and sentence construction skills through extensive practice**<br>Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk) | **6** |
| Completion of the Nurture UK project.<br><br>Additional adult to be trained as an ELSA.<br><br>SEL approaches will continue to be embedded into routine | 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 | **4**<br><br>**School Improvement Priority 3** |

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| educational practices and supported by professional development and training for staff. | using Nurture Groups in Northern Ireland 5 The Centre for Evidence and Social Innovation the Boxall Profile.<br><br>QUB Nurture Evaluation Exec Summary.pdf<br><br>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):<br>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) | |
| Learning from the Early Years approach to learning and embracing the Characteristics of Effective Learning JLPS uses a 'Voices for Choices' approach to learning throughout the school. | The CoEL and Voices for Choices approach is metacognition in action and research suggests pupil progress is enhanced by on average 8months (EEF)<br>Metacognition \| Teaching Strategies & Classroom Activities (highspeedtraining.co.uk<br>VFC and Metacognition - What does the research say?<br>Learners approach any learning task or opportunity with some metacognitive knowledge about:<br>• Abilities and attitudes (knowledge of ourselves as a learner)<br>• Which strategies are effective and available (knowledge of strategies)<br>• This particular type of activity (knowledge of the task)<br><br>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. | 1 |

# 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 |
|---|---|---|
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.<br><br>Year R, KS1 and 2 to follow programmes such as semantic links and Black Sheep to address gaps identified from Speech and Language Links assessments.<br>HLTAs in EYFS, Key Stage 1 and 2 to deliver and EM in Oysters SRP | 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:<br>Oral language interventions | EEF (educationendowmentfoundation.org.uk) | **1 and 4** |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.<br><br>Teachers and Leadership Team: SH, LMo, AMG, GS, LRo, RR, SBo, LC | 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:<br>Phonics | Toolkit Strand | Education Endowment Foundation | EEF | **2, 3 and 6** |
| 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 | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those fall-ing behind.<br>Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF | **1,2, 3 and 6** |

| also include middle or high attainers. | | |
|---|---|---|
| These sessions will focus on targeted pupils for reading, writing and maths. | | |
| Additional teachers HB and AB in EYFS and KS 1 and LM, TH in KS 2 delivering bespoke teaching to our vulnerable and disadvantaged pupils | | |

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

Budgeted cost: £ 54,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.<br><br>Focus on further embedding the whole school behavior policy with a focus on co-regulation. | Both targeted interventions and universal approaches can have positive overall effects:<br>Behaviour interventions \| EEF (educationendowmentfoundation.org.uk)<br><br>https://restorativejustice.org.uk/restorative-practice-schools<br><br><br><br> | **1,2,3 4 and 5** |

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| Embedding principles of good practice set out in the DfE's [Improving School Attendance](#) advice.<br><br>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.<br><br>PDM/PPA time used to share the research around attendance that suggests 'Pupil Attendance' is everyone's business | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.<br><br>Principles of implementing a whole school attendance policy which requires commitment from the whole school community<br>• Leadership and Management<br>• Relationships and communication<br>• Systems and data<br>• Intervention<br>Actions of school staff and local authorities to improve attendance<br><br>[Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)](#) | **1,2,3,4 and 5** |
| School clubs, trips, residentials 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.<br>[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

This details the data impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Joy Lane Primary School
**Whole School Assessment Data 2022**

**Early Years outcomes**
GLD is Good Level of Development in all areas assessed at the end of their first year at Primary School (end of Reception Year).

| Percentage Reaching GLD | | | | |
|---|---|---|---|---|
| | JLPS (& Oysters SRP) | JLPS (Main-stream) | Pupil Pre-mium | National |
| 2015 | 67% | 69% | | 66% |
| 2016 | 69% | 70% | | 69% |
| 2017 | 65% | 69% | | 71% |
| 2018 | 71% | 73% | | 71.5% |
| 2019 | 74% | 76% | | 71.8% |
| 2022 | 63% | 67% | 36% | 65% |

**Year 1 Phonics outcomes**
Phonics Screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate national standard.

| Percentage Reaching Standard Phonics Testing in Year 1 | | | | |
|---|---|---|---|---|
| | JLPS (& Oysters SRP) | JLPS (Main-stream) | Pupil Pre-mium | National |
| 2015 | 84% | 87% | | 77% |
| 2016 | 86% | 87% | | 81% |
| 2017 | 87% | 87% | | 81% |
| 2018 | 82% | 85% | | 82.5% |
| 2019 | 81% | 84% | | 82% |
| 2022 | 71% | 72% | 67% | 75% |

**Year 2 Phonics re-takes outcomes**

| Percentage Reaching Standard Phonics Testing in Year 2 | | | | |
|---|---|---|---|---|
| | JLPS (& Oysters SRP) | JLPS (Main-stream) | Pupil Pre-mium | National |
| 2022 | 54% | 54% | 50% | 44% |

# Key Stage 1 outcomes

Attainment:

Children are assessed at the end of Year 2 to establish their ability in reading, writing and maths against the national standard.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | Percentage Reaching Standard | | | |
| | | At National Standard | | | | At Greater Depth | | |
| | JLPS (& Oysters SRP) | JLPS (M/S only) | Pupil Pre-mium | National | JLPS (& Oysters SRP) | JLPS (M/S only) | Pupil Pre-mium | National |
| | | | | READING | | | | |
| 2016 | 77% | 79% | | 74% | 10% | 15% | | 23.6% |
| 2017 | 79% | 80% | | 75% | 23% | 25% | | 25% |
| 2018 | 80% | 80% | | 75.4% | 26% | 25% | | 25% |
| 2019 | 80% | 83% | | 74.9% | 26% | 28% | | 25% |
| 2022 | 60% | 64% | 41% | 66% | 10% | 12% | 0% | 18% |
| | | | | WRITING | | | | |
| 2016 | 71% | 72% | | 71% | 7% | 12% | | 13.3% |
| 2017 | 71% | 73% | | 68% | 15% | 17% | | 16% |
| 2018 | 67% | 68% | | 69.9% | 16% | 17% | | 15.9% |
| 2019 | 74% | 81% | | 69.2% | 17% | 18% | | 14.8% |
| 2022 | 43% | 46% | 27% | 57% | 2% | 2% | 0% | 8% |
| | | | | MATHS | | | | |
| 2016 | 75% | 75% | | 72% | 10% | 15% | | 17.8% |
| 2017 | 76% | 76% | | 75% | 19% | 19% | | 20% |
| 2018 | 78% | 77% | | 76.1% | 21% | 20% | | 21.8% |
| 2019 | 77% | 82% | | 75.6% | 19% | 20% | | 21.7% |
| 2022 | 60% | 63% | 36% | 67% | 11% | 12% | 0% | 15% |

# Key Stage 2

Attainment:

Our Key Stage 2 attainment data is published in two ways; firstly, as a whole school and secondly without pupils from our Oysters Special Resourced Provision (ASD) to enable fair comparison with national figures, which do not include Specialist Schools and Provisions.

Children are assessed at the end of Year 6 to establish whether they have achieved the expected national standard.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | Percentage Reaching Standard | | | |
| | | At National Standard | | | | At Greater Depth | | |
| | JLPS (& Oysters SRP) | JLPS (Main-stream) | Pupil Pre-mium | National | JLPS (& Oysters SRP) | JLPS (Main-stream) | Pupil Pre-mium | National |
| | | | | READING | | | | |
| 2016 | 79% | 80% | | 66% | 18% | 19% | | 19% |
| 2017 | 79% | 77% | | 71% | 31% | 33% | | 25% |
| 2018 | 86% | 88% | | 75% | 43% | 47% | | 28% |
| 2019 | 84% | 83% | | 73% | 40% | 42% | | 27% |
| 2022 | 69% | 74% | 53% | 74% | 22% | 26% | 20% | 27% |
| | | | | WRITING | | | | |

| Year | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2016 | 79% | 84% | | 74% | 7% | 12% | | 15% |
| 2017 | 89% | 91% | | 76% | 23% | 25% | | 18% |
| 2018 | 89% | 95% | | 78% | 29% | 32% | | 22% |
| 2019 | 91% | 96% | | 78% | 40% | 42% | | 20% |
| 2022 | 68% | 74% | 50% | 69% | 17% | 22% | 13% | 13% |
| MATHS | | | | | | | | |
| 2016 | 84% | 88% | | 70% | 21% | 25% | | 17% |
| 2017 | 80% | 82% | | 75% | 33% | 33% | | 23% |
| 2018 | 89% | 91% | | 76% | 44% | 47% | | 24% |
| 2019 | 89% | 88% | | 79% | 38% | 40% | | 27% |
| 2022 | 68% | 72% | 67% | 71% | 13% | 18% | 13% | 22% |
| GPS | | | | | | | | |
| 2016 | 86% | 93% | | 72% | 25% | 30% | | 23% |
| 2017 | 84% | 85% | | 77% | 39% | 40% | | 31% |
| 2018 | 87% | 91% | | 78% | 54% | 60% | | 34% |
| 2019 | 82% | 81% | | 78% | 47% | 50% | | 36% |
| 2022 | 72% | 78% | 67% | 72% | 26% | 31% | 33% | 28% |
| RWM Combined | | | | | | | | |
| 2016 | 68% | 73% | | 53% | 5% | 9% | | 5% |
| 2017 | 70% | 69% | | 61% | 13% | 15% | | 9% |
| 2018 | 79% | 82% | | 64% | 16% | 21% | | 10% |
| 2019 | 78% | 83% | | 65% | 25% | 27% | | 11% |
| 2022 | 54% | 59% | 53% | 59% | 8% | 10% | 13% | 7% |

**Pupil premium Data commentary 2021-22-** Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.

Pre-pandemic ASP/ISDR data demonstrates that disadvantaged pupils achieve in-line or in some cases above all other pupils at Joy Lane Primary School. It is well documented that the pandemic has widened the achievement gap between disadvantaged pupils and all other pupils and our 2021-22 data headlines also back this up.

The local authority and Ofsted have communicated that this set of data (2021-22) should be interpreted with extreme caution. The effects of the pandemic were not uniform across the country and the average will always mask extremes.

Within the authority there was a notable difference in attainment between pupils deemed disadvantaged and others. This is something the authority we will be looking to help schools ameliorate going forward.

# Key Stage 1 September 2022
## Year 2 cohort

**Historical**

The children missed large chunks of Early Years due to Covid – bubble closures late 2020 at start of their schooling and then England wide school closures 4th Jan – 8th March 2021. Year 1 was their first full year at school. Large focus on wellbeing and social skills at the start, and throughout their time in Year 1. Started Little Wandle programme in December; however, at school this was not fully embedded as staff continued to train. In addition to this the guided reading element of the programme was not started until June once books etc had been ordered. Timetabling limited in Term 1 of Year 1 as a large EY transition was needed as children started Key Stage 1.

**Now**

- Timetabling as children enter Year 2 is well suited to raising standards:
    - Setting for spelling sessions with 2 groups of children receiving Little Wandle programme which is matched to their needs after carrying out LW assessments.
    - Daily writing and daily guided reading sessions.
    - Handwriting session following the Letter Join programme which also consolidates key spellings.
- High expectations for home learning implemented: weekly maths and spellings, reading expectation and after Christmas children will also access Times Tables Rock Stars.
- Key Stage 1 lead to carry out additional Little Wandle interventions up until Christmas and then begin the Rapid Catch Up Programme.

## Year 1 cohort

**Historical**

This cohort had little opportunity in their time at JLPS; pupils will have had minimal access to nursery setting due to the pandemic. These children started the Little Wandle Phonics programme in December 2021 and focussed on phonics sessions initially and then some guided reading sessions. Children had a positive EY experience and the school believes were ready for the transition to Year 1.

**Now**

Timetabling has shown less of an EY focus from Term 1 and has shown high expectation in terms of raising standards: Little Wandle phonics and guided reading sessions timetabled from the start. Handwriting sessions following the Letter Join scheme that, in addition, consolidate phonics learning. Increased writing sessions from Term 1 with weekly outcomes. High expectations for home learning implemented: weekly maths and reading expectation. In addition to this, children will receive weekly Little Wandle handouts to consolidate the weeks learning at home and an eBook that matches their LW Guided Reading book. AHT to carry out additional Little Wandle interventions. In Term 1 the focus will be on the lowest 20% then in Term 2 the focus will be on both rapid catch up and keep up sessions after using heat mats at the end of Term 1.

# School Data 2021-22 All Pupils' Performance v Pupil Premium

## FSP Trends - All Pupils and FSM Ever Pupils Attainment
*DfE published  **Emerging National

| No Trend data is available for Literacy and Mathematics due to the new EYFSP Framework | 2019 | | | | | 2022 | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | School | | Kent | | National* | School | | Kent | | National** |
| | All | FSM | All | FSM | All | All | FSM | All | FSM | All |
| % Good Level of Development | 72.5 | 66.7 | 74.0 | 56.4 | 71.8 | 63.0 | 36.4 | 65.4 | 46.5 | 65.2 |
| % Expected Standard Literacy Goals | | | | | | 64.1 | 36.4 | 68.3 | 49.2 | 68.0 |
| % Expected Standard Mathematics Goals | | | | | | 81.5 | 54.5 | 76.9 | 60.3 | 75.9 |

## Phonics Trends - All Pupils and FSM Ever Pupils Attainment
*DfE published  **Emerging National

| | 2019 | | | | | 2022 | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | School | | Kent | | National* | School | | Kent | | National** |
| | All | FSM | All | FSM | All | All | FSM | All | FSM | All |
| % 32+ - Year 1 | 81.5 | 72.2 | 82 | 65.8 | 82 | 70.7 | 66.7 | 74.2 | 56.7 | 75.5 |
| Number of Year 2 Retakes | 16 | | | | | 28 | | | | |
| % 32+ - Year 2 | 56.3 | 50.0 | 52.2 | 43.9 | 56.0 | 53.6 | 50.0 | 41.2 | 35.5 | 44.1 |

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## KS1 Trends - All Pupils and FSM Ever Attainment
*DfE published  **Emerging National

| | | 2019 | | | | | 2022 | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | School | | Kent | | National* | School | | Kent | | National** |
| | | All | FSM | All | FSM | All | All | FSM | All | FSM | All |
| Reading | % Expected Standard+ | 82.2 | 78.9 | 76 | 58.3 | 75 | 60.2 | 40.9 | 67.0 | 48.5 | 66.9 |
| Writing | % Expected Standard+ | 74.4 | 68.4 | 71 | 52.3 | 69 | 43.2 | 27.3 | 57.9 | 37.7 | 57.6 |
| Maths | % Expected Standard+ | 77.8 | 73.7 | 78 | 61.2 | 76 | 60.2 | 36.4 | 68.4 | 49.4 | 67.7 |
| Reading | % Greater Depth | 25.6 | 5.3 | 26 | 12.6 | 25 | 10.2 | 0.0 | 17.8 | 7.1 | 18.0 |
| Writing | % Greater Depth | 16.7 | 0.0 | 15 | 5.9 | 15 | 2.3 | 0.0 | 7.5 | 2.2 | 8.0 |
| Maths | % Greater Depth | 18.9 | 0.0 | 22 | 10.1 | 22 | 11.4 | 0.0 | 14.1 | 5.1 | 15.1 |

## KS2 Trends - All Pupils and FSM Ever Attainment

| | | 2019 | | | | | 2022 | | | | |
| | | School | | Kent | | National* | School | | Kent | | National** |
| | | All | FSM | All | FSM | All | All | FSM | All | FSM | All |
|---|---|---|---|---|---|---|---|---|---|---|---|
| R/W/M | % Expected Standard+ | 78 | 71.4 | 68 | 52.1 | 65 | 54.1 | 53.3 | 59.4 | 40.2 | 59 |
| R/W/M | % Higher Standard | 27 | 0.0 | 12 | 4.6 | 11 | 8.2 | 13.3 | 7.9 | 2.4 | 7.2 |
| Reading | % Expected Standard+ | 84 | 71.4 | 76 | 62.4 | 74 | 69.4 | 53.3 | 73.9 | 58.8 | 74 |
| Reading | % High Score (110+) | 40 | 14.3 | 30 | 17.2 | 27 | 22.4 | 20.0 | 27.6 | 15.9 | 27.8 |
| Writing | % Expected Standard+ | 91 | 85.7 | 82 | 69.8 | 79 | 68.2 | 50.0 | 72.7 | 56.5 | 69 |
| Writing | % Greater Depth | 40 | 7.1 | 23 | 11.4 | 20 | 17.0 | 12.5 | 15.0 | 5.9 | 12.8 |
| GPS | % Expected Standard+ | 82 | 57.1 | 77 | 62.8 | 78 | 71.8 | 66.7 | 69.0 | 51.3 | 72 |
| GPS | % High Score (110+) | 47 | 21.4 | 34 | 19.1 | 36 | 25.9 | 33.3 | 25.2 | 12.6 | 28.3 |
| Maths | % Expected Standard+ | 89 | 71.4 | 79 | 64.7 | 79 | 68.2 | 66.7 | 69.8 | 51.6 | 71 |
| Maths | % High Score (110+) | 38 | 7.1 | 27 | 13.6 | 27 | 12.9 | 13.3 | 21.5 | 9.8 | 22.4 |
| Reading | Average Scaled Score | 106 | 101.1 | 105 | 102.1 | 104 | 103.6 | 104.2 | 104.7 | 101.7 | 104.8 |
| GPS | Average Scaled Score | 108 | 101.7 | 106 | 102.6 | 106 | 104.0 | 104.5 | 104.3 | 100.6 | 105.1 |
| Maths | Average Scaled Score | 108 | 103.2 | 105 | 102.1 | 105 | 102.7 | 103.2 | 103.5 | 100.1 | 103.8 |
| Reading | Progress Score | 5.0 | 4.7 | 0.0 | -0.9 | 0.0 | -2.0 | -4.7 | -0.7 | -2.0 | 0.0 |
| Writing | Progress Score | 6.3 | 7.0 | 0.2 | -0.5 | 0.0 | -0.5 | -4.0 | 0.1 | -1.1 | 0.0 |
| Maths | Progress Score | 5.6 | 5.7 | -0.4 | -1.5 | 0.0 | -1.4 | -3.1 | -0.8 | -2.3 | 0.0 |
| Reading | % Scaled Score 80-89 | 5.5 | 7.1 | 5.1 | 9.1 | | 3.5 | 0.0 | 5.0 | 9.0 | |
| | % Scaled Score 90-99 | 10.9 | 21.4 | 15.8 | 21.9 | | 23.5 | 33.3 | 16.1 | 22.7 | |
| | % Scaled Score 100-109 | 43.6 | 57.1 | 46.4 | 45.2 | | 47.1 | 33.3 | 46.4 | 42.9 | |
| | % Scaled Score 110-114 | 27.3 | 14.3 | 18.2 | 11.7 | | 14.1 | 6.7 | 19.1 | 12.3 | |
| | % Scaled Score 115-120 | 12.7 | 0.0 | 11.1 | 5.5 | | 8.2 | 13.3 | 8.5 | 3.6 | |
| GPS | % Scaled Score 80-89 | 3.6 | 14.3 | 3.5 | 7.1 | | 2.4 | 0.0 | 4.7 | 9.1 | |
| | % Scaled Score 90-99 | 14.5 | 28.6 | 15.9 | 23.7 | | 23.5 | 26.7 | 21.6 | 30.7 | |
| | % Scaled Score 100-109 | 34.5 | 35.7 | 43.7 | 43.7 | | 45.9 | 33.3 | 43.8 | 38.7 | |
| | % Scaled Score 110-114 | 14.5 | 14.3 | 17.9 | 11.8 | | 16.5 | 20.0 | 14.0 | 8.1 | |
| | % Scaled Score 115-120 | 32.7 | 7.1 | 15.6 | 7.2 | | 9.4 | 13.3 | 11.2 | 4.5 | |
| Maths | % Scaled Score 80-89 | 0.0 | 0.0 | 3.7 | 7.4 | | 4.7 | 6.7 | 5.1 | 9.9 | |
| | % Scaled Score 90-99 | 10.9 | 28.6 | 14.3 | 21.2 | | 24.7 | 20.0 | 20.3 | 29.6 | |
| | % Scaled Score 100-109 | 50.9 | 64.3 | 51.3 | 51.1 | | 55.3 | 53.3 | 48.2 | 41.7 | |
| | % Scaled Score 110-114 | 20.0 | 0.0 | 20.0 | 10.8 | | 10.6 | 6.7 | 16.2 | 7.7 | |
| | % Scaled Score 115-120 | 18.2 | 7.1 | 7.3 | 2.9 | | 2.4 | 6.7 | 5.4 | 2.1 | |

**Please note - all KS2 2022 data is provisional and is likely to change.**

Note: A blank field denotes there is no National data available for that indicator.

# 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 2023