

Pupil premium strategy statement – John Henry Newman Academy

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	331 (inc. Nursery)
Proportion (%) of pupil premium eligible pupils	44.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Katie Screaton
Pupil premium lead	Rachel Weston
Governor / Trustee lead	Jean Holderness

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174, 085
Recovery premium funding allocation this academic year	£18.018.
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£192,103

Part A: Pupil premium strategy plan

Statement of intent

At John Henry Newman Academy our vision is to ‘have the courage to let your light shine in our community, to celebrate our successes and differences and to love and respect those around us’.

We want to create a primary school which encourages everyone to be learners – to truly let individual lights shine – we will foster and encourage deep curiosity about the world and a passion to achieve the very best in all you do. We want to empower children to achieve success in the future as well as preparing them for life in modern Britain.

The school’s inclusive, distinctive vision of ‘Let your Light Shine’ reflects Littlemore in its specific context. All staff and governors are passionate about providing the very best education for our pupils, so they truly can let their light shine, despite the external factors, which could be perceived as limiting. The associated values, of love, courage, celebration and community are well embedded throughout the school. Consequently, we believe that every child and member of our community has the potential to be a shining light in all they aspire to be.

All children suffered during the Covid pandemic, however the impact on the learning of pupils from more disadvantaged families was deeper than non-disadvantaged communities. Littlemore is within the top 20% of the most deprived areas in England (2019 Index of Multiple Deprivation) so we are acutely aware of ensuring that we provide the very best experiences, teaching and bespoke interventions to ensure that the socio-economic factors our community face do not impact further on the achievement of the children in our care.

Our focus at JHN is to develop our curriculum from Early Years to Year 6 to ensure that learning is sequenced and developed for breath and progression. We are developing vocabulary acquisition and essential knowledge which, in turn, will lead to the essential knowledge and cultural capital for our children to be successful citizens.

Due to the pandemic, children and families have been impacted from a lack of socialisation and building of core social and emotional skills. Due to this, we will continue to invest in developing and maintaining mental health support and nurture principles throughout the school.

Challenges

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

Challenge number	Detail of challenge
1	<u>Social and Emotional Challenges</u> We have a large number of families who have a range of social and emotional challenges. Through discussions and our observations with children, families and parents the well-being of many members of our community continues to be impacted by the partial closures of schools during the Pandemic. National studies support what

	we are seeing; that families from disadvantaged backgrounds have been more negatively impacted than those families and pupils who are not within this category.
2	<p><u>Curriculum</u></p> <p>Through conversations with the children and families, we are aware that not all of our community have had wider opportunities for enrichment which enable the children to have the depth of knowledge or experience needed to access some elements of the national curriculum.</p> <p>This can impact on their oracy, reading and writing as they are unable to draw upon a wider wealth of ideas and knowledge which will support their thinking and retention of key learning.</p>
3	<p><u>Attendance:</u></p> <p>Low attendance and persistent absenteeism of PP children.</p> <p><u>In 2020-21</u>, the total attendance for children who are PP was 92.5% for the year, compared to 94.8% of non-PP children. Non-PP children are closer to the whole school target of 96% attendance.</p> <p>Year groups to monitor – current Y4 (PP 90.3% attendance for PP 2020-21 cf. 96.5% non PP) and current Y6 (PP 93% cf. Non PP 96.7%)</p> <p><u>2021-22</u></p> <p>Non-PP children’s attendance was 94.6% for this academic year cf. 91.8% for PP children</p> <p>Year groups to monitor – current Y5 (PP 90.8% attendance for PP 2021-22 cf. 96.2% non PP) and current Y6 (PP 91% cf. Non PP 97%)</p>
4	<p><u>Vulnerable Groups within PP figures</u></p> <p>In 2020-21, 145 children were Pupil Premium. 21 of these were EAL, 10 had EHCP and 70 children were on the SEND register</p> <p>2021-22</p> <p><u>Context</u></p> <p>In 2021-22, 150 children were Pupil Premium. 23 of these were EAL, 8 had EHCPs and 69 children were on the SEND register</p>

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
Pupils and families who are identified with social, emotional or health needs are well supported and signposted to support where needed to remove or alleviate additional pressures.	<p>HSALW, head of school and SENDco to work closely together to identify families and alleviate any barriers to learning</p> <p>Children will be identified for additional support through Boxall profiles who will receive additional nurture support in The Nest or through ELSA support – Boxall profiles will show an improvement and reflect changes seen in behaviour</p>

	<p>Parent and pupil voice gathered to ascertain level of need and if the support offered is supportive</p> <p>Work with the local authority in relation to early help and have supportive conversations at the early help stage.</p> <p>Signposting and referrals will support the children and families before concerns become a significant issue</p> <p>Families will be monitored and support put in place where needed</p>
<p>Pupils will have a breadth of experiences, which will enable them to contextualise their learning as well as develop a level of oracy that supports their writing</p> <p>The school's curriculum will be relevant, contextualised and carefully sequenced to ensure breadth and progression. This progressive model will ensure cultural capital for our children</p>	<p>Children will be able to articulate how their learning is sequenced, linked and progressive. They will build upon their vocabulary and oracy skills to enhance and deepen their learning. This will link to work through Chris Quigley curriculum development.</p> <p>PP allocated funding will ensure that no child misses out on enrichment activities</p> <p>Pupil voice will reflect children's enjoyment of learning alongside</p> <p>Children will remember core learning which will increase their cultural capital.</p>
<p>For PP children's attendance to be closer to our school and national target of 96%</p>	<p>There will be a negligible gap in attendance between our PP children and Non-PP children</p> <p>Monitoring of attendance will ensure that there is a decrease in persistent absence as well as an increase in attendance for PP children</p> <p>Support will be in place where there are attendance concerns</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: £19,872

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Heads of school to work with teaching staff to improve and enhance the curriculum within all subjects.</p> <p>Whole school training through Chris Quigley.</p> <p>ODST subject leadership meetings and then training disseminated by curriculum leaders to all staff</p>	<p>The implementation of a progressive and sequenced curriculum will ensure knowledge for the children will be remembered and embedded over time.</p> <p>Ofsted framework research</p>	2
<p>Ensure that there is high quality teaching across the school – training will be developed and delivered through CPD across ODST schools, whole school training with Clare Gadsby and peer coaching</p>	<p>Use a range of strategies to ensure high quality teaching and learning</p> <p>EEF research states that, The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting</p> <p>Collaborative learning approaches</p> <p>https://www.clairegadsby.com/</p>	2
<p>Identified CPD to support quality first teaching and interventions to ensure good or better teaching as outlined in Ofsted frame work</p>	<p>Booster groups also support this</p> <p>Extending school time – education endowment foundation</p>	2
<p>Maths Mastery specialist to work with teachers and</p>	<p>Education Endowment Foundation on Mastery Learning</p>	2

TAs to embed the mastery approach to maths		
Teachers to deliver booster support for children in Year 6 from T1 – T5 x3 a week Children identified through fortnightly strategy meetings	We have found that a sharp focus on specific needs within our Y6 cohort will enable us to effectively support lower attaining pupils both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Booster groups also support this Extending school time – education endowment foundation	2
Oracy will be a CPD opportunity for staff to be able enrich the curriculum and core subjects	Oral interventions and modelling high-quality conversations are strong predictors of academic success <i>Gilkerson et al 2018</i> Oracy work EEF	2, 4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. New phonics scheme of work to be embedded across the school, with a focus on early readers and intervention using FFT	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: Phonics teaching Small group tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 4

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

Budgeted cost: £ £141,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up tuition – Autumn 2 –Summer 2 All year groups will have tutoring with a focus on	Tutoring research evidence from EEF Shows children make good progress with tutoring	4 2

new phonics scheme and early readers		
Training for support staff in targeted interventions across the school. This will be peer led alongside led alongside SENDCo and external agencies	EEF research on effective use of TAs In-house training for our staff has been successful and supportive	1, 2, 3
Speech and language to be delivered across the school by S&L TA (trained by and supported by SALT team and SENDCo)	<i>On average, children who are involved in communication and language and language approaches make approximately six months' additional progress over the course of a year</i> EEF research	4
Training of Language Lead in EYFS WellComm (early years screening tool and intervention)	<i>In the early years language at age 2 predicts reading, writing and maths writing when children start school</i> <i>Early language is the single most important factor influencing literacy at age 11</i> Jean Gross, Time to Talk (2013)p. 5 EEF research – communication and language	3
Training support for TAs to develop to develop oracy for children who are identified as needing additional support. This will have an impact on their reading and writing	EEF research <i>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</i>	2, 4

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

Budgeted cost: :£109,567

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer, link SLT and HSALW working together on attendance plans, reducing lates and persistently absent children Effective deployment of staff, with timely support,	Data shows that pupils lost a third of education time during the pandemic. Promotion of good attendance will ensure further progress and attainment for the children Attendance guidance from gov.uk	3

<p>to reduce persistent absenteeism</p> <p>Re-visit attendance awards and late awards to raise the profile of being in school on time</p>	<p>The Pupil Premium How schools are spending the funding successfully to maximise achievement</p> <p>Schools who spend PP money well ‘...provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil’s learning’</p> <p>p.6</p>	
<p>Review of the Nurture Team to include The Nest (nurture intervention through the Mulberry Bush)</p> <p>CPD for The Nest staff to be in place to meet the needs of vulnerable learner – social stories training, ASD training</p>	<p>EEF – behaviour interventions research</p>	1, 3 and 4
<p>Forest school within school for whole classes as well as small group and behaviour support</p> <p>All year groups to have access to Jack Peers</p>	<p>Forest school is shown to have a positive impact on children’s confidence, social skills (which have been hugely impacted during Lockdowns) and communication skills. Children in our school look forward to forest school and attend more frequently when it is their forest school day</p> <p>EEF – behaviour interventions research</p>	1, 3, 4
<p>Re-introduce parenting courses, including family links</p> <p>Staff training for family links</p>	<p>Family Links</p>	1
<p>Train a member of staff to run ELSA intervention for identified children</p>	<p>EEF – Improving social and emotional learning in primary schools</p>	1
<p>Development of community links to ensure support for families in a timely manner;</p> <p>Growing Minds project (school readiness project)</p> <p>Development of community hub</p>	<p>https://oxfordshire.org/project/growing-minds/</p>	1, 4
<p>1:1 counselling sessions for vulnerable learners</p>	<p>Feegans Case studies</p>	1, 4

Total budgeted cost: £271,108

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2021-22 was a more settled year academically with Covid restrictions lifting, however, the on-going impact of pandemic is still evident. Within the academic year, we had an increase of 24 pupils who were eligible for PP.

The interventions that were put in place through the academic mentor and tutoring programme had the following results:

Progress and attainment

Academic Mentor

	Progress	Progress +	Attainment	Attainment+
Reading	77%	42%	61%	13%
Writing	71%	35%	40%	6%
Maths	77%	33%	48%	9%

Tutoring

	Progress	Progress +	Attainment	Attainment+
Reading	50%	44%	44%	22%
Writing	50%	31%	9%	0%
Maths	75%	31%	22%	0%

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We have had some extremely vulnerable pupils this year who are Pupil Premium who have been at risk of PEx. To support their needs, we have had to seek extra support and re-allocate adults to meet their needs. The interventions that we have included in their support has been 1:1 teaching using the Mulberry Bush Curriculum alongside pupil led learning. We have provided IT equipment for home to ensure the children can access our online learning platforms. This support was not in our original plan, but the PP grant has been used to support this.

Additional support for PP children this year has also included an allotment project through Rosehill Community centre as well as Nurture support provision within school, facilitated through Rosehill Community centre.

Food boxes were made available during Christmas 2021 for families in need, alongside support with purchasing uniforms throughout the year.

We have trained another member of staff to be able to be able to deliver EHAs (now Strengths and Needs) and add capacity in supporting our vulnerable families. This member of staff is also being trained in ELSA which will meet the emotional needs of a range of pupils across the school.

Jack Peers has been a success and all children have visited the site. This provision will continue in 2022-23.

Phonics scheme training has been delivered throughout the school and phonics alongside early reading will remain a focus during the next academic year.

Externally provided programmes

Programme	Provider

Further information (optional)

We are continuing on building links within the community. Growing Minds groups increased last year with an inclusion of two toddler groups and Nature Tots. This provision is to ensure we are reaching out to families before their children begin school with us.

Families receive books from [Dolly Parton's Imagination library](#) to close the gap between the availability of books to our families who may not have access to these.

We ensure that we have a book rich environment to develop the love of language and books.

Enrichment partnerships through twinning projects with Exeter university and Magdalen College school has embellished and supported our curriculum for all.