

Pupil premium strategy statement

School overview

Metric	Data
School name	John Keats Primary School
Pupils in school	239 (inc Nursery)
Proportion of disadvantaged pupils	56%
Pupil premium allocation this academic year	£133,421
Academic year or years covered by statement	2022-23
Publish date	Sept 2022
Review date	Sept 2023
Statement authorised by	Matt Rose
Pupil premium lead	Matt Rose
Governor lead	Maurice East

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A
Measure	Activity
Priority 1	Bring phonics screening and reading at KS1 & 2 in line with previous national average.
Priority 2	Targeted, small group catch-up sessions led by an Academic Mentor.
Barriers to learning these priorities address	Addressing the gaps in the knowledge and skills of underprivileged students through evidence-based small group and whole-class teaching interventions
Projected spending	£133,421

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	75%	July 2023
Progress in Writing	69%	July 2023
Progress in Mathematics	76%	July 2023
Phonics	82%	July 2023
Other		

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Introduction of new SSP programme for EYFS (ELS), KS1 & KS2 interventions</p> <p>Reciprocal reading training for all staff</p> <p>Training from SALT, SENCO and phonics consultant from across NEXUS</p> <p>Increase capacity of SALT from 1 day to 2 days per week</p> <p>Interim SENCO appointed in order to add capacity during maternity leave</p> <p>All staff to receive Zones of Regulation training and TEACCH training in order to meet SEMH needs and SEND of pupil premium students</p> <p>Increase capacity of performance poetry sessions for all year groups with specialist teacher</p>
Priority 2	<p>Continuation of an Academic Mentor through the NTP</p> <p>Topping-up of AM's salary through PP fund</p> <p>Gaps in children's knowledge and skills identified</p> <p>Small group, 1:1 interventions specified through provision maps</p> <p>Sessions designed and led by Academic Mentor</p> <p>Impact measured in pupil progress meetings</p>
Barriers to learning these priorities address	<p>Engagement in reading by pupils and families</p> <p>Gaps caused during the pandemic and shift between SSP programmes. Using online platform to increase children and parental engagement at home</p>
Projected spending	£113, 421

Wider strategies for current academic year

Measure	Activity
Priority 1	Social, emotional and mental health interventions led by Pastoral leads. Including targeted children in the breakfast club and after school provision
Priority 2	Increase the variety and amount of extra-curricular clubs throughout the school. Teachers and support staff
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£20,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff CPD	Use of INSET days and additional cover being provided by senior leaders/HLTAs
Targeted support	Providing time for training and use of the new SSP & Reciprocal Reading scheme and that this is reflected in planning	Ensure staff meeting time is allocated and SLT have time to monitor scheme implementation
Wider strategies	Addressing attendance & punctuality.	Working closely with NEXUS on cross-school outreach programme and the introduction of a new attendance monitoring system within the school

Review: last year's aims and outcomes

Aim	Outcome
In school SALT to deliver speech and language interventions throughout the school and to develop knowledge and skills for new teachers, support staff and parents.	Achieved
Forest School training – Develop children's Oracy skills, and encourage use of the nature reserve.	Achieved

Further development for new and existing staff of feedback and marking to include conferencing, verbal feedback, self and peer assessment and live marking.	Achieved
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