

John Keats Primary Pupil Premium Strategy Statement 2024 - 2025

This statement details our school's use of pupil 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 impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	John Keats Primary School
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	61.97% (220 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025
Date this statement was published	October 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Matt Rose
Pupil premium lead	Matt Rose
Governorlead	Maurice East

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,177
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	£281,177

Part A: Pupil premium strategy plan

Statement of intent

All staff must have the highest expectations of all pupils, irrespective of background or barriers to learning. We believe that our disadvantaged pupils do not lack ability, but that they may sometimes lack opportunities that others may have.

Our objectives are to:

- Ensure that disadvantaged pupils make good levels of progress and that the attainment gap between disadvantaged and non-disadvantaged pupils lessens year on year and is in line with pupils nationally
- Support all families to ensure that attendance is good (at least 94%)
- Understand the specific needs of all our disadvantaged pupils by carrying out detailed and accurate assessments, the outcomes of which inform our support
- Develop positive and supportive relationships with our families as soon as their children start school to ensure parents feel motivated to support their children, who in turn feel motivated to learn
- Address the specific needs as part of quality first teaching, as well as in bespoke interventions and additional teaching
- Ensure good social and emotional health for all children
- Focus on the impact of disadvantage as soon as children start school, by addressing inequalities in vocabulary and language comprehension and by encouraging the enjoyment of reading
- Improve levels of self-regulated learning in all pupils, by focusing on metacognition
- Ensure equality of opportunity as far as is possible in our role as educators

Challenges

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

Challenge number	Detail of challenge
1	Ensure good levels of attendance and low levels of persistent absence
2	Social and emotional development for many pupils, due to high levels of poverty and poor mental health and wellbeing among families.

3	To improve outcomes for learners and close gaps in attainment and progress for EAL and DA learners through high quality teaching and targeted interventions. E.g. Strategies to support children with First Language not English, pre-post teaching, catch up programmes
4	Work to reduce the vocabulary gap between children on entry to school and as they move through the school.
5	To engage in research to explore structures, processes and curriculum provision to enable children with SEND to achieve the best possible outcomes.
6	Children knowing, understanding and using metacognitive strategies to support their learning
7	Engagement of all children in extra-curricular opportunities e.g. clubs/workshops
8	Further enhancing engagement with parents and support for families in challenging circumstances

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.

Attendance remains above national average and the level of persistent absence drops	<ul style="list-style-type: none"> -School follows the NEST Attendance Policy 24/25, including the graduated approach -Class teachers speak with parents as soon as they have concerns re attendance -HT, Pastoral Lead and Admin officer meet weekly to look at attendance data -Pastoral Lead meets with parents as soon as attendance begins to drop in order to find solutions to difficulties
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in bullying • improvement in behaviour across the school • Enrichment opportunities to be accessed by PP in art and music.
All PP, EAL and SEND pupils make good progress in reading, writing and maths.	<ul style="list-style-type: none"> -All pupils make at least 3 points progress in reading, writing and maths -The progress of disadvantaged pupils is at least the same as the progress of non- disadvantaged pupils -All PP pupils reading at below age- expected levels are read with 1-2-1 every day and make accelerated progress
Vocabulary gaps	-Pupils are identified for the NELI programme in Reception to

are identified and closed	<p>support vocabulary and early literacy gaps</p> <ul style="list-style-type: none"> -Whole school training on the teaching of vocabulary improves staff expertise to teach and develop a wider vocabulary for all -All teaching maximises opportunities to introduce and explain new vocabulary to pupils -All daily reading sessions for disadvantaged pupils introduce and explain new vocabulary as part of the session, impacting on pupils' use of wider vocabulary -Pre-teaching by the TA ensures that new vocabulary is introduced and explained before the lesson to improve access and motivation
Increased pupil and staff understanding of Metacognition leads to more effective teaching and learning	<ul style="list-style-type: none"> - Thinking Frames are embedded in learning practice across the school to organise pupils' thinking more effectively and consistently and reduce cognitive load -Whole school CPD and promotion of positive Habits of Mind enables pupils to be more positive and engaged learners -Thinking routines are taught and developed in all classes to improve learning dispositions - Pupils are motivated and persistent in the face of difficulties
Disadvantaged pupils are appropriately represented in school clubs and in the number of pupils learning to play a musical instrument.	<ul style="list-style-type: none"> -The school pays for music tuition for disadvantaged pupils, as well as for residential visits and other clubs (e.g. sports). -The attendance of clubs is closely monitored and disadvantaged pupils are specifically invited to attend school clubs. -Talents and interests of disadvantaged pupils in particular are identified and nurtured in school clubs and workshops

Activity in this academic year.

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£2,504**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure specific SEND training is given to all staff, using twilight staff meetings and additional cover being provided to enable training	'EEF Guide to PP' – 3 Tiered approach to PP spending – whole school CPD + 'EEF Guide to SEN in Mainstream Schools'	5
'Thinking Schools' CPD for all staff - Trainers attend Review sessions and train rest of staff to embed metacognitive strategies across the school.	'EEF Guide to PP' – 3 Tiered approach to PP spending – whole school CPD + 'Thinking Matters' research on impact of Metacognition on pupil progress + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way' + 'The Metacognition Handbook' + 'Cognitive Science Approaches in the Classroom: A review of the evidence' EEF	6
SSP training for new EYFS, KS1 & KS2 staff Additional training from SALT, SENCO and phonics consultant from ELS Oxford Owl reading scheme and e-library subscription Training for new EAL lead Reciprocal reading CPD for all new staff	'EEF Guide to PP' – 3 Tiered approach to PP spending – whole school CPD + DfE guidance on systematic and synthetic phonics + 'Effective Professional Development Guidance Report' EEF	2, 3, 4, 5

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

Budgeted cost: £132,932

Activity	Evidence that supports this approach	Challenge number(s) addressed
CTs, TAs and reading volunteers read to and with all disadvantaged pupils every week. Buy new books for PP pupils to take home.	'EEF Guide to PP – 3 tiered approach to PP spending – targeted academic support' + The Reading Framework 2021 + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way' + 'Improving Literacy in KS1' and 'KS2' EEF + 'Closing the Vocabulary Gap' Alex Quigley	2, 3, 4, 5
Nuffield Early Language Intervention Programme in Reception	'EEF Guide to PP – 3 tiered approach to PP spending – targeted academic support' + The Reading Framework 2021 + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way' + 'NELI Efficacy Trial' EEF + 'Closing the Vocabulary Gap' Alex Quigley	2, 3, 4
1-2-1 tuition before and after school for targeted pupils in reading, arithmetic and grammar	'EEF Guide to PP – 3 tiered approach to PP spending – targeted academic support' + The Reading Framework 2021 + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way' + EEF Toolkit 'Effective 1-2-1 Tuition'	2, 3, 4, 5
Increase SALT time for pupils who need it	'EEF Guide to PP – 3 tiered approach to PP spending – whole school CPD + targeted academic support' + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way' + EEF 'Small Group Tuition'	2, 3, 5
Social Skills small group interventions	'EEF Guide to PP – 3 tiered approach to PP spending – whole school CPD + targeted academic support' + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way' + EEF 'Small Group Tuition'	1, 2, 3

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

Budgeted cost: £145,741

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead employed 5 days a week to support the social and emotional well-being and mental health of identified vulnerable pupils and their parents, as well as monitoring and acting on absence	'EEF Guide to PP – 3 tiered approach to PP spending – Wider strategies to include attendance, behaviour and social and emotional support' + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way'	1, 2, 7
The school pays for music tuition for all disadvantaged pupils. Disadvantaged pupils are specifically invited and funded to attend school clubs.	'EEF Guide to PP – 3 tiered approach to PP spending – Wider strategies to include attendance, behaviour and social and emotional support'	1, 2, 7
The school pays for uniform and residential school trips for disadvantaged pupils, as well as Magic Breakfast, breakfast club and after school provision.	'EEF Guide to PP – 3 tiered approach to PP spending – Wider strategies to include attendance, behaviour and social and emotional support'	1, 2, 3, 7, 8

Total budgeted cost: £281,177

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Overview

There is still a significant attainment gap between our PP and non-PP pupils, particularly in Key Stage 1, but PP pupils are making good progress and we are expecting the gap to continue to lessen.

During 2023-2024 the data across the school from Year 1 – Year 6 showed the following: 71% PP pupils made expected progress (3 sub levels) or above in reading
74% PP pupils made expected progress or above in writing
76% PP pupils made expected progress or above in maths

The following pupils reached the expected level or above by the end of the summer term for the academic year 2023/24:

	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
EYFS	64%	69%	61%	69%	67%	75%
KS1	68%	73%	64%	69%	71%	67%
KS2	67%	73%	63%	72%	69%	71%

This data highlights:

The largest gap between PP and non-PP pupils is in writing. To address this we are running a number of writing interventions across year groups, implementing booster sessions for our Years 5 and 6 classes and implementing a new writing cycle which builds to an edited and then published piece of work every three weeks.

In **Year One**, the phonics check pass rate for Non-PP pupils was 76%, and for PP pupils it was 8% (higher than the national average for disadvantaged pupils at 68%).

Thinking Schools strategies continue to have a positive impact on teaching and learning across the school. Pupil feedback indicates that they enjoy the structure of the thinking frames to order their thinking and reduce cognitive load, and teachers report that pupils are beginning to reflect more on their learning and use more independent strategies when faced with difficulty. They are demonstrating the Habits of Mind and the Thinking Routines to become more motivated and self-sufficient learners.

Vulnerable pupils continue to benefit from the sessions with the Pastoral Lead, gaining confidence and strategies to support the particular challenges they face. The Pastoral Lead, has developed excellent relationships with pupils and families and this has resulted in improved attendance for some. Pupil Premium average attendance for the year was 90%. This is an area that remains a school priority.

All PP pupils are invited to attend clubs for free. PP pupils learn to play instruments,

attend the Young Voices choir, take part in a sporting activities or take advantage of additional academic tuition.

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
'Bug Club,' 'Grammar and Spelling Bug,' 'Phonics Bug'	Pearson
'Cracking Comprehension'	Rising Stars
PiXL	PiXL
Reading Doctor	Reading Doctor
Nuffield Early Language Intervention	Nuffield
Essential Letters and Sounds	Oxford University Press
'Doodle Maths'	
'Reading Mate'	
Bedrock	Comprehension and Grammar

