

Pupil premium strategy statement – John Blow Primary School

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	186
Proportion (%) of pupil premium eligible pupils	17.7% 28 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Updated November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Governors
Pupil premium lead	B Carver
Governor / Trustee lead	S LePlanche

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41440
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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>	£41440

Part A: Pupil premium strategy plan

Statement of intent

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. The challenges are varied and there is no 'one size fits all'. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

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. 'To be the best they can be'.

Challenges

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

Challenge number	Detail of challenge
1	Progress is similar to non PP pupils, but there are individuals who are making less progress.
2	Parental engagement sees gaps in individual pupil progress and attainment to other PP pupils and non-PP pupils.
3	Access to language.
4	Lack of enrichment opportunities, including during school closures.
5	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is slightly below that of non-disadvantaged pupils.
6	Attendance data shows trends for specific families who exhibit anxiety and dysregulation about school.

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 language skills, vocabulary and writing 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 ongoing formative assessment.
Improved reading attainment among disadvantaged pupils at the end of KS assessments.	Attainment across the school is in line with the rest of non-disadvantaged pupils.
Improved maths attainment for disadvantaged pupils at the end of KS assessments.	Attainment across the school is in line with the rest of non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Improved parental engagement	Parents' knowledge is improved as to how they can support their children. Positive relationships are fostered between parents and school staff.
Improved attendance and development of Emotional Intelligence.	Positive relationships between family and school. Improved attendance for targeted children. Less instances of dysregulation.

Activity in this academic year

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

Teaching

Budgeted cost: £ 4820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Staff CPD opportunities. Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,3,5
Embedding consistent teaching delivery across phonics, and early reading. Staff CPD and release time.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. TA intervention to catch up and keep up. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3,5

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

Budgeted cost: £ 18641

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led Y4,5,6 reading into writing	<p>Small group tuition</p> <p>Evidence shows that small group tuition is effective Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,3,5
Vocabulary enrichment	<p>Oral language interventions</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Reading comprehension strategies</p> <p>Reading comprehension strategies are high impact on average Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,3,5
storytelling and group reading activities that aim to develop letter	<p>Early literacy approaches</p> <p>Early literacy approaches typically increase children's learning by about four months. Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive.</p>	3,4,5

knowledge, knowledge of sounds and early phonics; and introductions to different kinds of writing	https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches	
Structured intervention	<p>Oral language interventions</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Education Endowment Foundation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	3

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

Budgeted cost: £ 17979

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities (subsidised)	<p>Arts participation</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Education Endowment Foundation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2,3,4
Parental engagement strategies ie workshops, open afternoons, reading cafes, text	<p>Parental Engagement</p> <p>Parental engagement has a positive impact</p> <p>Education Endowment Foundation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2

message alerts		
Nurture room	<p>Meta cognition and self regulation</p> <p>The potential impact of metacognition and self-regulation approaches is high(+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	3,6
Contingency fund for acute issues.	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: £ 26190

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that PP children performed inline or above non-PP pupils in KS1 and KS2 assessments. In the Foundation stage PP pupil performance was behind non-PP pupils. At KS1 and KS2 statutory tests there was no evidence of PP boys or girls out performing each other. There was a difference of in Foundation Stage of girls attainment being higher, although pupil numbers for PP are low.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that at KS assessments our PP pupils performed above the national data for expected attainment.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that PP attendance is lower than non PP pupils.

Based on all the information above, the performance of our disadvantaged pupils did met expectations in KS1 and KS2, and we are at present on course to achieve the outcomes we set out to achieve by Summer 2025, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that school would highlight small group intervention of our strategy to be particularly effective during the previous academic year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
ELSA	NCC

SUMDOG	Sumdog Ltd
Spelling Shed	Edshed
Phonics Shed	Edshed
X Table Rockstars	TT Rockstars
Sports: Basketball, Tag Rugby, Tennis, Cricket, Multi-skills, Frisbee, Golf, Multiskills	Local sports clubs/providers
Arts: Dance, Pottery, Drawing, Music	Independent providers, INSPIRE, Nottingham Playhouse, Pantomine
WELLCOMM	GL Assessment
Oddizzi	Little Travel Bug Ltd