

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	John Bunyan Primary and Nursery
Number of pupils in school	540
Proportion (%) of pupil premium eligible pupils	38% (209 pupils December 2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024- 2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 24
Statement authorised by	Lisa Waters Headteacher
Pupil premium lead	Lisa Waters
Governor / Trustee lead	Mark Norman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£290,510
Recovery premium funding allocation this academic year	£27,115
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	£317,625

Part A: Pupil premium strategy plan

Statement of intent

The first line of our school statement is 'We believe that all children can succeed, and we can determine life chances'. All pupils are supported to make good progress, to believe in themselves and achieve the very best that they can across all subjects delivered through a broad and exciting curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal whilst promoting cultural capital and equity. We don't make assumptions about the ability of our groups.

We know that high quality teaching for all pupils will raise standards and have the greatest impact in closing the disadvantage attainment gap (disproportionately increased by Covid and recovery following this). Robust diagnostic assessments enable us to plan and deliver targeted, high quality, evidence-based interventions to address gaps in learning. Through planned targeted support, by trained professionals including our Academic Mentor, Teachers and Teaching Assistants, we can intervene, give live feedback and respond promptly to challenges and arising needs, allowing our children to catch up and keep up.

Every teacher takes responsibility for the progress and attainment of all children including the disadvantaged, having high aspirations of what they can achieve. We invest time to help all children develop a positive internal narrative and to encourage them to aim high in all that they do.

Our Senior Leadership Team (SLT) oversee our pupil premium children and support the Head teacher, who leads the overall pupil premium strategy. The SLT work together with Governors to ensure that resources are allocated effectively in order to secure the very best outcomes. We keep abreast of research and reading to best support our strategy. We review this strategy regularly alongside the data of our pupil premium children to ensure we are being proactive at implementing timely support.

Challenges

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

Challenge number	Detail of challenge
1	A high percentage of our children have low speaking, listening and social skills on entry compared to other children nationally (43% of PP below on SL September 2023).

2	High numbers of disadvantaged families and pupils' social, emotional and mental health issues impact upon on pupils' wellbeing, resilience, understanding of our world and early childhood opportunities (cultural capital).
3	Attendance rates for disadvantaged pupils are below the national average (91% December 2023).
4	There has been some staff turnover across all levels

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2025**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>EEF Tier 1</p> <p>Through quality first teaching, close the speaking and listening and vocabulary gaps by ensuring all staff are trained to use evidence based whole class teaching strategies within an ambitious curriculum.</p>	<p>Early Talk Boost and Talk Boost quickly support the speaking and listening gaps and vocabulary is taught explicitly alongside quality communication in language rich environments.</p> <p>The 3 tiered approach to vocabulary across the school is effective. Higher level vocabulary is taught and there is evidence of this being used effectively in pupils' books and in conversations.</p> <p>Subject leaders plan for a progression in vocabulary, across their subjects school wide.</p> <p>Children develop and use presenting and oracy skills to speak confidently for a range of reasons and audiences across their education at John Bunyan.</p>
<p>EEF Tier 1</p> <p>To work with the Mayland English Hub to embed our new Little Wandle Letters and Sounds phonics program and to ensure that it is effective in teaching all children to become readers as early as possible and to continue to develop their reading skills throughout the school.</p>	<p>Phonics attainment by the end of Year 1 shows that the gap between the percentage of disadvantaged children meeting the expected standard is closing following Covid and is within 5% of the national non PP by the end of 2024.</p> <p>2023 John Bunyan PP phonics 71% 2023 National PP 62 %</p> <p>KS2 reading outcomes show that the percentage of disadvantaged children</p>

	<p>meeting the expected standard in reading is within 5% of the national non PP by 2024.</p> <p>.</p> <p>2023 John Bunyan PP KS2 reading 62% 2023 National KS2 PP reading 47%</p>
<p>Staff CPD is well planned and flexible to meet the arising needs of our children.</p> <p>All staff are encouraged to access to NPQ courses and other relevant professional learning to support addressing key priorities in our School Development Plan, in turn improving outcomes for disadvantaged and all pupils.</p>	<p>All staff feel empowered and knowledgeable in addressing individual barriers to learning. New staff / students are brought quickly up to date and implement systems consistently and effectively ensuring the John Bunyan curriculum is taught with rigor.</p> <p>CPD is scheduled and spans the academic year ensuring time is ringfenced for evaluation and discussion of outcomes and actions from it.</p> <p>Quality first teaching is strong. Staff understand the context of the school, are creative in overcoming our challenges and barriers. Staff ensure that no time is wasted in driving attainment to influence life chances.</p> <p>There has been some staff turnover so staff will need to be made familiar with pupil premium children in their classes, the whole school strategy and interventions running for their children.</p>
<p>EEF Tier 2&3</p> <p>Social and Learning behaviours are good, children are highly motivated and engaged. Children extend knowledge and develop creativity.</p>	<p>Children engage in an enriched curriculum which gives them memorable experiences, builds aspirations and inspires them to follow interests. The children voice enjoyment in their learning and show pride in their achievements.</p> <p>They are supported socially, emotionally and physically enabling them to be 'ready to learn'.</p>
<p>EEF Tier 3</p> <p>Attendance improves for all pupils</p>	<p>The overall attendance rate is at least equal to the national figure and there is no significant difference between pupil groups.</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: £110,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Engagement with English Hub – Training on the delivery of phonics</i></p> <p><i>Little Wandle (Validated scheme)</i></p> <p><i>Reading – CPD on enhancing fluency</i></p>	<p>DFE Mayland English Hub</p> <p>Phonics Support - EEF</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p> <p>Essex Year of Reading</p> <p>AR training</p>	1
<p><i>Staff training and continued implementation of Early Talkboost and Talkboost</i></p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site-searchh&search_term</p> <p><i>Addressing Educational Disadvantage in schools and colleges: the Essex Way</i> edited by Marc Rowland" ISBN 978-1-913622-45-9</p>	1
<p><i>Engagement in Early Number with Maths Hub</i></p>	<p>NCETM Mastering Number Programme</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1
<p><i>Barriers to learning under constant review through Pupil Progress meetings</i></p>	<p>Time for teachers to reflect together and ensure a relentless approach to consistent practices including overcoming identified barriers.</p> <p>Each member of SLT is responsible for the delivery and tracking of interventions including deployment of academic mentor and TAs for two designated year groups.</p>	2

	The provision for Pupil Premium children is assessed at every formal observation and specifically discussed in comparison to the wider class in pupil progress meetings.	
<i>Training for staff in the accurate administration of standardised tests/ interpretation of assessments and planning of intervention/instruction.</i>	Reliable insights into the specific strengths and weaknesses of each pupil - help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3,4
<i>Engagement in NPQs Training for ECTs</i>	High quality CPD enables staff to gain deeper understanding of effective strategies to raise attainment.	1,2,4
<i>CPD for all staff to further develop teaching of vocabulary and reading. Including opportunities in foundation subjects</i>	Alex Quigley – Closing the Vocabulary Gap Guiding Readers -Layers of Meaning. Tennent, Reedy,Hobsbaum,Gamble.2016	1,2,4

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

Budgeted cost: £123,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Academic mentor employed	Tuition targeted at specific needs delivered 1:1 or in small groups One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Numeracy Academic Mentor to be replaced		1,2
Teacher to deliver recovery tutoring. Teaching assistants delivering interventions		1,2
Additional phonics sessions for those who need support		1,2

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

Budgeted cost: £ 83,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Officer employed to support families</i>	Embedding the principles of good practice set out in the DfE's Improving School Attendance advice.	3
<i>Student and Family support team including access to Educational Mental Health Practitioners who were previously based in school</i>	Supporting families and signposting to other agencies enables our families to support their children.	2,3
<i>Continued refresher delivery of elements of Trauma Perceptive Practice Lead for Mental Health trained using DFE grant and focussing on identified individuals</i>	Effective behaviour/ wellbeing strategies impact on learning behaviours. Marc Rowland; Unity research School and Essex LA 2021 'Addressing Educational Disadvantaged Schools and Colleges'	1,2,3,4
<i>Subsidies for PP children to access curriculum enhancement</i>	Marc Rowland; Unity research School and Essex LA 2021 'Addressing Educational Disadvantaged Schools and Colleges'	2
<i>Contingency fund to support mid term admissions</i>	Many of our mid term admissions need support and this enables us to respond quickly.	1,2

Total budgeted cost: £317,625

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 2022 to 2023 academic year.

Pupil premium children meeting age related expected standard at end of KS2 2023

Reading 62%

Writing 62%

Maths 60%

Combined reading, writing, maths 46%

Pupil premium children meeting greater depth at end of KS2 2022

Combined reading, writing, maths 3%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
PIXL Phonics	PIXL Partners in Excellence Little Wandle Letters and Sounds

Service pupil premium funding – Not applicable

Further information (optional)

Our strategy is first and foremost to support all pupils and to use funds to ensure optimum progress for all children.

We aim to identify needs as early as possible and put in the appropriate intervention quickly to close gaps in learning. We are mindful of timetabling and rotating the scheduling of specific interventions.

Our whole school culture of Inclusion means that we have a large number of children who need additional support. Securing, maintaining and training an experienced workforce is a major ongoing challenge.