Pupil premium strategy statement – John King

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our Pupil Premium 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 King Infant Academy
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	34 children = 33% eligible 1 service child
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2019/2020-2022/23
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Flying High Trust and the Governing Body
Pupil premium lead	Jess Knighton
Governor / Trustee lead	John Worthy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,090 £320 service child premium
Recovery premium funding allocation this academic year	£4930
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	£52,340

Part A: Pupil premium strategy plan

Statement of intent

Ensuring that all pupils at John King Infant Academy have every opportunity to open any door to their future is a key priority for us. Our Pupil Premium Strategy has been written to identify the challenges that our Pupil Premium pupils face and ways in which we can use the allocated funding to support us to overcome these challenges and maximise their potential.

At John King Infant Academy we are committed to removing barriers to success for all our children and close any gaps between their peers, ensuring that every child maximises their potential. We know that the impact of COVID 19 on disadvantaged pupils is the equivalent to undoing a third of the progress made in the last decade on closing the primary gap in primary schools (DfE, June 2021). With this in mind, it is essential that our school curriculum continues to be designed with equality and equity as a focus. Our curriculum is:
Language rich – to expose children to high quality texts and to improve speech and vocabulary.
Experiential – to challenge children to overcome personal barriers through culturally rich, memorable experiences which expand their knowledge of the wider society.
Aspirational – to create ambitions for themselves and our community.
Purposeful – to give meaning and value to learning, preparing our children for their next step in education.

The Pupil Premium Allocation, alongside the Recovery Premium, will be used to overcome challenges faced by our Pupil Premium pupils that are not just academic challenges, but specific factors that are a barrier to learning. We will ensure that the focus continues to be on overcoming these barriers and maximizing every child's potential. We are ambitious for every child in our care and are relentless in our pursuit to enable every child to maximise their potential.

Although COVID 19 will never be an excuse for our children,research tells us that, following the COVID 19 pandemic, our Pupil Premium pupils have been widely impacted. The DfE findings from the Autumn term 2021 document states *"Pupils from Pupil Premium backgrounds experienced higher levels of loss than their non-Pupil Premium peers"*. We are also aware our families in the community may now access Pupil Premium where they didn't before due to the impact of the pandemic.

We are passionate in our determination to ensure that the provision in our school enables our Pupil Premium pupils to overcome these barriers and close any gaps. As a school, we strive to support and work with our families to increase engagement so that we can be the champion our Pupil Premium pupils and families deserve. We endeavour to go above and beyond to ensure we increase attainment, provide strategies to support pupils socially and emotionally, achieve high levels of attendance, provide cultural capital and prepare our pupils for life in their modern day Britain.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' ability to achieve ARE by end of KS1 due to fragmented build-up of knowledge during school closure. For some children, the opportunity for extended writing and the presentation of handwriting has been limited due to COVID 19.
2	Low levels of engagement in reading, linked to limited automaticity of taught GPC's associated with a reading scheme that was not phonetically decodable.
3	Limited life experiences of some of the pupils, due to the local context (rural, ex-mining village), may inhibit engagement and aspirations for future success.

4	Some families understanding of the value of good attendance could lead to lower rates of attendance and punctuality, particularly for pupils eligible for PP.
5	Lower application for Pupil Premium from families.
6	Across the school population there has been a varied spectrum discipline, routine, structure, capabilities in the home environment, which has impacted on pupil's social and emotional wellbeing and mental health.
7	In some cases, an inherent lack of experience and modelling of correct language that could have a vast impact on the poverty of language across the school.
8	Some of our pupils lack the opportunity for a broad range of experiences; can have lower aspirations and have family backgrounds where education is not highly valued. This includes some families from a traveller background.

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
To increase attainment of Pupil Premium pupils to the national average in reading, writing and maths in order to diminish the difference between school Pupil Premium pupils and their national Non-Pupil Premium peers.	• 100% of teaching is good or better across all schools. • Curriculum delivery diminishes the inherent barriers presented within the context of the schools. • Evidence of improvement in engagement and outcomes of Pupil Premium pupils is present in monitoring and classroom visits. • Remote learning will mirror the high quality education pupils are in receipt of in school. • An increased proportion of PP pupils to achieve the national average for expected and greater depth in external data points.
To ensure Pupil Premium results in Reading and Phonics improve.	• Statistics for attainment in Reading and Phonics will show an improvement for Pupil Premium pupils. • The percentage of Y1 Pupil Premium pupils passing the phonics screening will be above national, with all children who did not achieve in Year 1, achieving in Year 2 re-tests.
To improve the attendance of our Pupil Premium pupils to be in line with Non-Pupil Premium pupils and National attendance figures.	• PP pupils' attendance improves to be at least in line with national expectations (96%) and there is no gap between PP and non-PP pupils at John King. • PP pupils to arrive for school on time. • PP attendance to be supported by attendance team to engage positively with parents and families to increase attendance for PP pupils. • A reduction in persistent absenteeism for PP pupils, and for the school persistent absenteeism figure to reduce to at most the National average. • Attendance incentives in place and to have an impact by increasing the attendance for PP pupils and closing the gap with any non-PP pupils.
To raise the expectations and aspirations of and for PP pupils ensuring everyone maximises their potential, including	• All Pupil Premium pupils can name a career that they would like in the future by the time they leave Year 6. • Teachers and pupils have the mind-set that all pupils can achieve. • Pupil Premium pupils achieve in line with non-Pupil Premium pupils at all external data points.

children from traveller backgrounds.	
To develop PP children's oral language skills to ensure correct use of standard English with wider vocabulary which will narrow the vocabulary gap.	• Progression of vocabulary to mapped out across the curriculum by subject leaders. • Pupils to be immersed in specific vocabulary through displays, working walls and resources. • Pupils exposed to aspirational language through the wider curriculum e.g. picture news and The Word Collector display. • Aspirational language being modelled and promoted consistently across the school. • Evidence of improvement in spoken language is present in monitoring and classroom visits. • Progress is made by pupils with SALT intervention. • No Nonsense phonics program has ambition vocabulary within it so children get exposure to this.
To counteract pupil's poverty of experience by providing wider experiences within and outside the school day for PP children.	• KS1 reading attainment maintains at least National as a result of children's wider knowledge and understanding. • Pupil voice discussions highlight how Pupil Premium pupils are more able and confident to talk about their experiences outside of school. • Monitoring, including book looks and classroom visits, evidence the use of wider experiences as a starting point or enhancement to learning within the classroom • Learning environments celebrate the experiences of Pupil Premium pupils at PVA.
To provide John King pupils with the strategies to support their social, emotional and mental health to overcome barriers to learning and achievement.	• ELSA support results in positive attitudes to learning and positive behaviour for learning in classrooms. • Through learning walks and lesson observations, children are able to self-regulate their behaviour. • Parents pro-actively engage with the Family Support Worker. • PP pupils with social, emotional and mental health issues make accelerated progress and achieve end of year achievement targets. • Parental and pupil feedback shows an improvement in positive attitudes to school and learning and more positive mental health. • A qualified mental health first aider on site to support children with their mental health needs.

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: **£26,170**

Activity	Evidence that supports this approach	Ch allenge number(s) addressed
Quality first teaching supported by evidence informed CPL for teachers and support staff.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1 2 3 7
Curriculum developments have enabled pupils to know and remember more over time with a key focus on reading and vocabulary.	What is a Knowledge Rich Curriculum? https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1 2 3 7
Use of Big Cat Phonics Early Reading scheme, whole class reading and No-Nonsense Phonics Program programme – including CPD and English Hub support.	By ensuring high-quality phonics teaching the government wants to improve literacy levels to: • give all children a solid base upon which to build as they progress through school • help children to develop the habit of reading widely and often, for both pleasure and information In April 2021, the DfE published a revised core criteria for effective systematic synthetic phonics teaching programmes. • John King is using 'No Nonsense Phonics' as their chosen phonics program. This has been implemented from September 2022 with training from the English Hub to all staff.	1 2
The PVA Teaching and Learning Mine (model) is in place as a research approach to quality first teaching.	Rosenshine's Principles of Instruction https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf	1 2 3
The Marking and Feedback Policy is in place and, through book looks and pupil voice, is having a	Teacher Feedback to Improve Pupil Learning 2021 (EEF)	1 2 3

positive impact on learning.		
Accessing professional learning – Trust CPL and Networks are enabling staff to stay up to date with the latest research allowing the school to remain outward facing.	Evidence review: The effects of high-quality professional development on teachers and students https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1 2 3

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

Budgeted cost: **£13,085**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions for reading, writing and maths.	EEF – Small group tuition - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	1
Phonics Group Teaching	The average impact for reducing class size is around 1 month additional progress over the course of an academic year (EEF – Reducing Class Sizes)	2 3
1:1 Interventions for phonics.	EEF – One to One Tuition - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	2 3
Responding to marking and pre and post teaching	Teacher Feedback to Improve Pupil Learning 2021 (EEF) EEF – Small group tuition - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1 2 3
Targeted direct work by Family Support Worker and/or ELSA in 1:1 setting.	Parental engagement EEF https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf	5 6

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

Budgeted cost: **£13,085**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Graduated response and attendance management plans in place and managed by the Family Support worker and Headteacher.	Research into how attendance can impact on attainment – The Key https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/ Improving Attendance – Plans and Case Studies – The Key https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/managing-absence-rates-case-studies/?marker=live-search-q-improving%20attendance-result-1	1 2 3 4
Strategies to engage parents including, reading breakfast with child in school, parental engagement with the authentic outcome of the enquiry, coffee and cake events.	Parental Engagement – EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2 3 4 5
Mental Health First Aiders – a designated John King member of staff.	EEF - Prioritise social and emotional learning to avoid "missed opportunity" to improve children's outcomes. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	6
Training of an additional ELSA Support and ELSA sessions	EEF – Supporting Pupils Social and Emotional Needs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
School contribution to residential visits and day trips.	"One third of school leaders said that they had used the Pupil Premium to subsidise or fully fund educational trips and/or residential visits for specific pupils." OFSTED 'The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils' (published in 2012)	3

Total budgeted cost: £53,550

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 2021 to 2022 academic year.

- A school focus on continued curriculum development and quality first teaching has enabled the school to get better at getting better. The PVA LEAP approach to the curriculum (Language rich, Experiential, Aspirational and Purposeful) and the PVA Lesson Design are in place enabling pupils to know and remember more over time. Using learning walks, pupil voice and book looks the evidence is showing that the gap between the Pupil Premium and their peers is reducing.
- Inspirational learning environments supports Pupil Premium pupils to build on and consolidate their learning within the classroom and be inspired in the aspirational shared learning environment..
- In-school phonics assessments have been completed by school termly to assess the attainment and progress of pupils, including Pupil Premium pupils. This has enabled any gaps to be closed quickly for our pupils due to extra phonics lessons during the daily timetable.
- Pupil premium pupils read daily with an adult at school and are expected to read daily at home too to assist their reading progress and therefore attainment. We have an escalation policy for reading at home in place in the form of text, letter and SLT conversation with pupils not reading at home daily.
- 78% of children in receipt of PP achieved GLD at end of EYFS.
- 89% of children in receipt of PP passed the phonics screening check.
- 80% of children in receipt of PP achieved ARE in reading. 84% of children in receipt of PP achieved ARE in writing and 75% of children (IS THIS ABOVE NATIONAL FIG?) in receipt of PP achieved ARE and 25% achieved GDS Maths.
- PP and Non-PP attendance were broadly in line for 21-22 with a 0.03% difference.

Externally provided programmes

Programme	Provider

Further Information (optional)

This statement forms part of a three year strategic plan for Pupil Premium at John King Infant Academy.