

## Pupil Premium Strategy Statement 2023-24

This statement details Thomas Jones School's use of Pupil Premium (and Recovery Premium) for the 2023/2024 academic year funding to improve the attainment of our most disadvantaged pupils.

It outlines 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 the school.

### Overview

Detail	Data
Name of School	Thomas Jones Primary
Number of pupils (Reception to Year 6 inclusive)	210
Proportion (%) of pupil premium eligible pupils	33% (70 children)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	David Sellens, Head teacher
Pupil Premium Lead	David Sellens, Head teacher
Governor Lead	Sarah Danes, Vice-Chair

### Funding

Detail	Amount
Pupil premium funding allocation this academic year	£132,025
Recovery premium funding allocation	£11,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£143,335</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Thomas Jones has a strong ‘track-record’ for ensuring that all pupils achieve the highest academic standards, certainly by the time they depart at the end of Key Stage 2. The line from the song *‘It’s not where you start it’s where you finish’* resonates powerfully. Any disadvantage is addressed as early, expediently and effectively as possible. The school has enjoyed huge success in this area. Analysis of attainment shows that traditionally, by the time pupils depart at the end of Year 6, there are no anomalies or discrepancies between the achievements of pupils per se and those in receipt of Pupil Premium funding.

Broadly, Pupil Premium funding is spent in three ways at the school: Significant sums are allocated to direct academic support to ensure that all disadvantaged pupils have the necessary ‘boost’ to achieve at national standards in the core areas of reading, writing and mathematics by the time they leave at the end of Key Stage 2.

Further, Pupil Premium funds are used to ensure that the above pupils play a full and active part in the life of Thomas Jones and removing any differences in opportunity that might exist as a result of financial constraint at home. Pupil Premium funds are directed too, to other less-tangible forms of support to ensure pupils can access the curriculum more effectively (see various strands below).

Ultimately all funds, both those specifically derived from the Pupil Premium, and those from the main school budget, are utilised to ensure that equity of experience and quality outcomes remain absolute.

Whilst in receipt of Pupil Premium funding in line with the financial year (April to April), we measure impact from September to September. Our Pupil Premium strategy is reviewed annually, in November of the autumn term.

### Challenges

Challenge number	Detail of challenge
1	Some of our families experience acutely overcrowded, noisy living conditions. Financial hardship can be a factor, which can, and frequently does, impact on pupils having limited access to books, opportunities to visit places of interest, and sufficient ‘life experiences’ that can better enhance one’s understanding of the world in which we live. The notion of cultural capital can be compromised.
2	There exists a paucity of aspiration amongst certain families, with limited value placed upon attainment and education as a means to becoming fulfilled and successful in later life.
3	It is common for pupils to join Thomas Jones in Reception with limited spoken language skills and vocabulary. This can negatively impact on their communication and access to the full breadth of the curriculum. Some families profoundly struggle with literacy, and may not be able to read in English or indeed in their first language, profoundly impacting upon capacity to support their child’s learning.
4	Despite the worst of the COVID-19 pandemic passing, many families continue in one way or another negatively affected by their experiences. Thomas Jones did what it always does (Grenfell Tower fire 2017) when something momentous arises that has the potential to undermine and erode the quality of that which is afforded. In 2020/2021/2022 and in the present, we have turned that situation on its head and made it work for us on our terms. Even at the height of the

	pandemic, school continued to enjoy 97% attendance – in real terms evidencing how important the school is to the community it serves. Much of the support that has been afforded pertains to families struggling with their emotional and mental health, exacerbated sometimes by the limitations of their economic circumstances. Ambition, aspiration and an uncompromising desire to see everyone shine remains absolute.
5	Some pupils enrol at the school with a limited frame of reference for their learning. Their cultural capital is limited and experiences in their early life can perhaps best be described as ‘meagre’. Home visits that take place within the EYFS often demonstrate the wide disparity of experiences between pupils who are disadvantaged and those who are not.
6	Many of our pupils from disadvantaged backgrounds do not upon arrival exude confidence in themselves and have low self-esteem as learners. Pupils’ anxiety about life outside of school often impacts upon their capacity to focus during the school day, with all three factors combining to create significant barriers to learning and progress. Balancing pupil’s mental and emotional wellbeing remains a focus.

## 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, in real terms, been achieved.

Intended Outcomes	Success Criteria
1. Establish and sustain a ‘high-end’ environment conducive to pupils excelling and provide an antidote to any barriers to learning that may exist at home. This extends to our school grounds and the overtly positive, warm and encouraging ambience within the premises, affording opportunities that many do not have access to outside of school – an exceptionally stimulating, safe place in which to develop and grow as a learner.	<ul style="list-style-type: none"> <li>• 97% attendance for children in receipt of Pupil Premium funding.</li> <li>• Children are committed to learning and want to come to school every day.</li> <li>• Thomas Jones is a stimulating environment – a place in which its pupils want to spend time. <i>In October 2023 Ofsted described the school as an oasis of calm.</i></li> <li>• To have further enhanced ‘the environmental offer’ by reconfiguring the School House (extra learning space), specialist provision.</li> <li>• Pupil evaluations will demonstrate their effusive attitudes to learning and the school.</li> </ul>
2. Enable pupils to graduate from Thomas Jones with an exacting sense of aspiration.	<ul style="list-style-type: none"> <li>• 97% attendance for children in receipt of Pupil Premium funding.</li> <li>• Strong end of Key Stage 2 results.</li> <li>• Robust, tenacious, assiduous pupils, keen to engage and discuss with some aplomb their success.</li> </ul>

<p>3. Pupils are articulate, communicate confidently and with conviction; their vocabulary, employing the language of Thomas Jones, is scholarly and reflects the learning ethic that is an integral part of the school.</p>	<ul style="list-style-type: none"> <li>• Observations indicate significantly improved language skills amongst disadvantaged pupils.</li> <li>• Evidence of strong triangulation with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• Many visitors to the school comment effusively, particularly in regard to pupils' assiduous qualities.</li> </ul>
<p>4. Achieve sustained well-being for pupils.</p>	<ul style="list-style-type: none"> <li>• 97% attendance for children in receipt of Pupil Premium funding.</li> <li>• Observations and ongoing assessment will provide evidence that any negative impact triggered by the pandemic is reducing over time.</li> <li>• Observations and ongoing assessment will demonstrate pupils increased self-esteem and positive view of themselves and others as learners.</li> <li>• Pupil evaluations will demonstrate their positive attitudes towards school and learning.</li> </ul>
<p>5. Develop an increased awareness and orientation to the wider world, on which pupils can build their ongoing learning. Equally, to extend pupil's appreciation of others cultures, faiths, ethnicity and gender.</p>	<ul style="list-style-type: none"> <li>• Observations and formative assessment will demonstrate pupils' progress.</li> <li>• Exceptional end of Key Stage 2 outcomes.</li> <li>• Positive pupil engagement with the school's broad curriculum.</li> <li>• Ongoing conversations between staff, pupils and families.</li> <li>• Pupils to demonstrate a magnanimous and authentically expansive view of society in Britain and beyond.</li> </ul>

## 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: **£ 72,154.60**

Activity	Evidence That Supports This Approach	Challenge/s Number(s) Addressed
Additional Support - Learning Mentor Initiative	<p>When used appropriately, Learning Mentors are shown to have a positive impact upon pupils' progress, engagement and well-being.</p> <p><b>Mentoring: EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	2, 3, 4
National College Subscription	<p>Ensuring all staff have access to regular and high-quality Continual Professional Development (CPD) allows teachers to further develop skills and knowledge, having a positive impact upon the quality of teaching, learning and pupil progress.</p> <p><b>Impact of High Quality Professional Development: EPI</b>  <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p>	2, 3

### Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£ 51,180.40**

Activity	Evidence That Supports This Approach	Challenge/s Number(s) Addressed
'Booster'/ Enrichment Programme – School led tutoring programme	Identifying pupils who may benefit from additional support and enrichment allows class teachers to dedicate specific and focused time to working either 1-1 or in small groups to support and 'boost'	2, 3, 4, 5

	<p>progress. When used effectively, this has been proven to have a positive impact upon pupils most at risk of not achieving at age-related expectations.</p> <p><b>Small group tuition: EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	
Interventions and Reading Programme	<p>Timely and well-planned interventions are proven to have a resolutely positive impact upon the progress of pupils most at risk of not achieving age-related expectations. This includes the use of dedicate intervention programmes, such as “First Class @ Number” and our own in-house reading recovery programme.</p> <p><b>Impact of High Quality Interventions: NASUWT</b>  <a href="https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf">https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf</a></p>	2, 3, 4, 5

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

Budgeted cost: **£ 20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality literature and Year 6 books	<p>Research identifies that pupils who have access to high quality literature are more likely to read for pleasure, having a significant impact upon their progress, vocabulary and knowledge of the world around them. This then widens pupils’ horizons, and provides them with a source of inspiration and enrichment.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a> (published 2012)</p>	2, 3, 5
Music Curriculum	<p>Pupils who show an aptitude for music, be it singing, playing a string instrument or the piano, are afforded</p>	2, 5

	<p>opportunities to excel in lessons and recitals.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
Uniform Budget	<p>At Thomas Jones, equity is paramount. Through anecdotal evidence and observations, it has been shown within our school that maintaining a uniform for all pupils helps to support children's self-esteem and has a positive impact upon pupils' view of themselves.</p> <p><i>'Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of an ethos and the improvement of behaviour and discipline.'</i></p> <p>David Sellens, OBE</p> <p><b>EEF, impact study upon school uniform.</b></p>	1, 4
Filial Therapist	<p>The school purchases the services of a remarkable and highly effective filial therapist to work with a specific number of pupils and families in receipt of pupil premium. This initiative has an exceptionally high success rate in supporting these families to engage with school and support their child's education.</p>	1, 3, 4
Educational Psychologist	<p>Having access to a highly skilled educational psychologist supports class teachers in their duty to provide high quality education to all pupils, including those who are disadvantaged, and giving targeted advice to support those pupils, including individuals with acute anxiety, low self-esteem and behavioural difficulties.</p>	2, 5
Wraparound Care Provision (Breakfast Club and the school's in-house post 3.20 Play Plus venture and standalone clubs)	<p>The school runs a varied high quality programme of before and after school activities including coding, yoga, art, creative dance, cookery and multiple sports clubs. Most clubs incur a termly fee for parents. The school has allocated these funds to facilitate access to these opportunities for <i>all</i> children. We endeavour to remove any economic barriers which may prevent a child from</p>	1, 2, 3, 4, 5

	attending our wraparound care provision.	
School Journey	Anecdotal evidence shows that providing Year 6 pupils with an enriching school journey experience builds upon their cultural capital, widening their knowledge of the world around them, and provides a wide range of experiences that develop self-esteem and confidence in themselves.	4, 5
Educational Visits	Educational visits provide pupils with life-affirming enrichment experiences that allow pupils to broaden their knowledge of the wider world. Evidence of the impact of educational visits can be seen in pupils' books and through pupils' learning.  <a href="https://www.evolveadvice.co.uk/hqol">https://www.evolveadvice.co.uk/hqol</a>	2, 4, 5
Further improve the school grounds to ensure that vulnerable pupils, who benefit most from multi-sensory experiences (where possible learning in the outside environment) are enhanced	Evidence from internal school evaluations demonstrates that pupils are proud of their school environment – in real terms this manifests itself in a large number of pupils assisting in the process of sustaining the quality of the grounds. One such example pertains to caring for honey bees. We have found that this has a profoundly positive impact on pupil's wellbeing.  Creating vibrant and stimulating school grounds that present opportunities for learning and safe play  <i>'In our experience, a quality environment impacts positively on all pupils and in particular those who live in overcrowded and harsh living conditions'.</i> Abi Kantoch, Senior Leader	1

**Total budgeted cost: £ 143,335**



## 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.

At Thomas Jones, all pupils, including those who qualify for the Pupil Premium, continue to make outstanding progress as they move through the school. This is evidenced using Analyse School Performance (ASP) and LA data, plus the schools' own internal tracker which shows a familiar pattern of achievement by pupils who qualify for the Pupil Premium. In addition, most recently the above has been scrutinised by Ofsted (October 2023).

Over the last ten academic years, in which Thomas Jones has received Pupil Premium funding, only six children have not achieved at least National Standards in reading, writing and mathematics at the end of Key Stage 2. All six had complex needs, either medical or global development delay; all had historical Statements of SEND or EHC Plans.

These pupils aside, there has been no difference in achievement at the end of Key Stage 2 between those qualifying for the Pupil Premium and those who do not – a remarkable achievement, all the more so if one considers the starting point for most pupils upon entry into Reception (please refer to the school's 2023 document *EYFS Context and Outcomes*).

In 2022-23 academic year:

- 100.0% of our disadvantaged cohort achieved the expected standard in reading and mathematics, 19 pupils out of 19, and 18 out of 19 pupils achieved the expected standard in writing.
- Average progress Scores for disadvantaged pupils were 5.52 for reading, 3.7 for writing and 7.2 for mathematics, compared to 0.93, 1.6 and 1.58 for the local authority and -0.88, -0.69 and -1.06 nationally.
- The overall school attendance figure for 2022-23 was 97%.
- The overall attendance figure for children in receipt of Pupil Premium for 2022-23 was 96.5%.

#### **Moving Forward/Looking Ahead**

Whilst satisfied that our provision for pupils in receipt of the Pupil Premium is exemplary, and that the school is effective at ensuring equality of outcomes for all pupils by the time they are at the end of key stage 2, regardless of any disadvantage they may experience, we are determined to ensure this is sustained with successive cohorts of pupils, year-on-year, 2024/25/26 and beyond.

The above is not linear. It can be labour intensive but has, over many years become an integral element of our success. Indeed, it is no exaggeration to say that the Pupil Premium is one of the key reasons why we have managed to ensure pupils from the most disadvantaged backgrounds shine so brightly.

We will endeavour to achieve this success year on year through being pedantic, careful analysis of our tracker data, targeted interventions (a significant factor) and above all, consistent, insightful, differentiated, high-end teaching.

### 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