

## Pupil Premium Strategy Statement

This statement details Thomas Jones School's use of Pupil Premium (and Recovery Premium) for the 2021/2022 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)	2011
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
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	£117,015
Recovery premium funding allocation	£16,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£133,895</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Thomas Jones has an exceptionally 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. 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, with the next review scheduled for the 2022 autumn term.

### Challenges

Challenge number	Detail of challenge
1	Some of our families live in 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.
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	Many families have been negatively affected by the COVID-19 pandemic, with school closures magnifying disadvantage and disparity between pupils and families.
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 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.

## 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.</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.</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.</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>
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.	<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> </ul>
4. Achieve sustained well-being for pupils.	<ul style="list-style-type: none"> <li>• 97% attendance.</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> </ul>

	<ul style="list-style-type: none"> <li>• Pupil evaluations will demonstrate their positive attitudes towards school and learning.</li> </ul>
5. Develop an increased awareness and orientation to the wider world, on which pupils can build their ongoing learning.	<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>• Ongoing conversations between staff, pupils and families.</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: £ 38,525

Activity	Evidence That Supports This Approach	Challenge/s Number(s) Addressed
Additional Support, Learning Mentor	<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: £ 39,945

Activity	Evidence That Supports This Approach	Challenge/s Number(s) Addressed
'Booster'/ Enrichment Programme	<p>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' progress. When used effectively, this has been proven to have a positive</p>	2, 3, 4, 5

	<p>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 ‘Reading Recovery’.</p> <p><b>Impact of High Quality Interventions: NASUWT</b>  <a href="https://www.nasuw.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf">https://www.nasuw.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: £ 22,150

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	<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>	2, 5
Uniform Budget	At Thomas Jones, equity is paramount. Through anecdotal evidence and	1, 4

	<p>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 a school ethos and the improvement of behaviour and discipline'.</i></p> <p><b>EEF, impact study upon school uniform.</b></p>	
Educational Psychologist	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.	2, 5
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	<p>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.</p> <p><a href="https://www.evolveadvice.co.uk/hqol">https://www.evolveadvice.co.uk/hqol</a></p>	2, 4, 5
Maintenance of school grounds	Evidence from internal school evaluations demonstrates that pupils are proud of their school environment. Pupils play an active part in maintaining the school, through litter picking in the grounds, taking-on lunch time duty roles, and being taught in the EYFS upwards to look after their classroom and resources.	1

**Total budgeted cost: £ 100,620**

## 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 2020 to 2021 academic year.

At Thomas Jones, all pupils, including those who qualify for the Pupil Premium, make outstanding progress as they move through the school. Analysis conducted by the school, based on Analyse School Performance (ASP), LA data and the schools' own data shows a familiar pattern of achievement by pupils who qualify for the Pupil Premium.

Over the last ten academic years, in which Thomas Jones has received Pupil Premium funding, only six children have not achieved at least National Standard 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.

During the academic year 2020/21, 91% of pupils in receipt of Pupil Premium in Year 6 achieved at the expected standard or above in mathematics, reading and writing. Within the context of a small cohort, this equates to one pupil with an EHCP and full-time LSA support.

#### **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, regardless of any disadvantage they may experience, we are determined to ensure this continues with successive cohorts of pupils, year-on-year.

The above is not always 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 continue to achieve this success through being pedantic, careful analysis of tracker data, targeted interventions and above all consistent, insightful, differentiated, high-end teaching.



