

# Pupil premium strategy statement

## School overview

<b>Metric</b>	<b>Data</b>
School name	John Keble School
Pupils in school	396
Proportion of disadvantaged pupils	29%
Pupil premium allocation this academic year	£94,150
Academic year or years covered by statement	2021-2022
Publish date	July 2021
Review date	July 2022
Statement authorised by	Catherine Allard
Pupil premium lead	Catherine Allard
Governor lead	David Payling

## Disadvantaged pupil progress scores for last academic year (2019 published data)

<b>Measure</b>	<b>Score</b>
Reading	-2.73
Writing	-1.99
Maths	-3.52

## Disadvantaged pupil performance overview for last academic year (2019 published data)

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	56%
Achieving high standard at KS2	0%

## Barriers to future attainment (for all pupils eligible for Pupil Premium)

### In-school barriers

<b>A</b>	A significant percentage 46% of PP students have English as an additional language. This can mean that communication and language skills are generally lower and can slow progress in subsequent years.
<b>B</b>	A significant percentage 27% of PP students are SEND/ initial concerns which can have an impact on the progress in Reading, Writing and Maths.
<b>C</b>	Teacher subject knowledge – how to support a diverse (language, ethnicity, special needs) community as a large number of our staff are newly qualified or overseas trained.
<b>External barriers</b>	
<b>D</b>	Pupil learning can be affected by emotional, behavioural and the need for improved parenting skills.
<b>E</b>	A large number of pupils eligible for PP join us with limited experiences outside of school. This is reflected in their understanding of the world, levels of speech and writing.
<b>F</b>	Attendance and punctuality percentages are lower than expected for PP pupils (7% more of the disadvantaged children are persistently absent). This reduces their in-school hours and can lead to limited progress over the school year.
<b>G</b>	Due to the COVID-19 pandemic, the school was closed for a significant amount of time to some or all pupils. Many PP students were part of the in-school offer. National data shows that disadvantaged students' rate of learning and progress is more significantly impacted by these school closures, despite virtual learning offers.

<b>Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
<b>A &amp; B</b>	<p>The attainment gap between PP pupils and NPP pupils remains narrow (within 10% in Reading, Writing and Maths). At least 85% of PP pupils will make progress from their KS1/EYFS outcomes.</p> <p>-Targeted support through quality first teaching and interventions – cycle reviews -Pupil Progress meetings and termly teacher judgements.</p>	<ul style="list-style-type: none"> <li>• At least 70% of Pupils eligible for PP in all year groups meet age related expectations. This will be seen in end of year teacher assessments and key stage statutory assessments.</li> <li>• Pupils are planned for specifically</li> <li>• Teachers can speak about strengths and development points of PP pupils</li> </ul>
<b>C</b>	<p>Teachers (of all ages, backgrounds and levels of experience) are confident in differentiating the curriculum for pupils of different languages, backgrounds and educational needs. The classroom ethos remains inclusive with a broad curriculum offered to support all individuals within the class.</p>	<ul style="list-style-type: none"> <li>• Staff training delivered in school, by current staff members or external agencies is of a very high-quality and carefully targeted</li> <li>• All staff members take part in professional development and the school coaching approach to support teachers with being able to meet the needs of all.</li> <li>• The consistent pedagogical approach to teaching will be used across the school in all lessons.</li> </ul>
<b>D</b>	<p>Pupils and families with emotional, behavioural or mental health issues receive comprehensive support and advice. -PP pupils communicating their needs well leading to a reduction in PP pupils in negative behaviour interactions Targeted parents and families are well-informed about their child's progress and the curriculum that the school offers, along with any additional support that is in place. -Attendance of PP families to Parent Consultations</p>	<ul style="list-style-type: none"> <li>• Our SENDCo and Deputy Headteacher will be actively engaged in supporting families and working with the school in order to contact agencies where required.</li> <li>• Our Play Therapists provide a safe space for pupils and families to discuss and address social, emotional and mental health concerns.</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• Pupils who are eligible for PP are able to attend all school learning experiences (school-based workshops/daily</li> </ul>	<ul style="list-style-type: none"> <li>• PP funds subsidies for the trip costs to ensure all pupils are able to attend trips.</li> </ul>

	<p>trips/residential trips) to gain the full curriculum experience that the school offers.</p> <ul style="list-style-type: none"> <li>● Pupil Voice will demonstrate the impact and improved Cultural Capital gained by the pupils as a result of the educational experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● PP pupils gain 'life experience' along with valuable hands-on experiences that contribute to learning.</li> </ul>
<b>F</b>	<p>Attendance for PP pupils at least meets the school's target of 96%. – Parent Liaison Officer to monitor.</p>	<ul style="list-style-type: none"> <li>● The number of persistent absentees among PP pupils is reduced by at least 8%.</li> <li>● The attendance and punctuality improves by 10% over the year.</li> </ul>
<b>G</b>	<p>All PP pupils continue to make progress across the curriculum in spite of school closures. -Tracking grids will be broken down into key groups.</p>	<ul style="list-style-type: none"> <li>● Parents, families and pupils have access to the necessary resources and support to complete their learning successfully.</li> <li>● Teachers carefully monitor and track PP pupils and their learning.</li> </ul>

## Strategy aims for disadvantaged pupils

Measure	Activity
<p>Priority 1</p> <p>Improve low attainment outcomes and slow progress rates made by Disadvantaged pupils across 2020/2021 due to lockdown.</p> <p><i>The EEF Guide to Pupil Premium – A tiered approach (Teaching strand)</i></p>	<p>Ensure all staff know their contextual data and can speak about misconceptions held by pupils.</p> <p>All PP pupils are planned for, to ensure progress rates are accelerated further.</p> <p>Maths small group intervention narrows identified gaps across a cycle. Reading interventions narrow the attainment gap for PP children.</p>
<p>Priority 2</p> <p>Developing teacher subject knowledge (<b>Reading, writing and Maths</b>), to ensure the gaps and misconceptions held are narrowed rapidly.</p> <p><b><i>Closing the Attainment Gap, EEF 2018</i></b></p>	<p>All teachers participate in carefully planned CPD with models and guidance through the school's coaching programme.</p>
<p>Barriers to learning these priorities address</p>	<p>Engaging in lessons</p> <p>Ensuring that rates of progress and academic achievement remain high</p> <p>Limiting experiences faced outside of school</p>
<p>Projected spending</p>	<p>£30,000</p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve or exceed national average progress scores in KS2 Reading (0.32)	July 22
Progress in Writing	Achieve or exceed national average progress scores in KS2 Writing (0.27)	July 22
Progress in Mathematics	Achieve or exceed average KS2 Mathematics progress score: (0.37)	July 22
Phonics	Achieve or exceed national average expected standard in PSC (82%)	July 22
Other	Improve attendance of disadvantaged pupils to meet at least the school <b>target 96%</b>	July 22

Measure	Activity
Priority 1	<p>Ensure all staff know their contextual data and can speak about misconceptions held by pupils.</p> <p>All PP pupils are planned for, to ensure progress rates are accelerated further.</p> <p>Maths and writing small group intervention narrows identified gaps across a cycle.</p>
Priority 2	<p>All teachers participate in internal CPD and CPD provided by the National College with models and guidance through the school's coaching programme.</p> <p>Reading interventions narrow the attainment gap for PP children.</p> <p>Phonics is taught for those still at an Early Reading stage, with additional sessions to support.</p> <p>Assessments are tracked closely to ensure targets are met or exceeded for PP pupils.</p>
Barriers to learning these priorities address	<p>Lower Reading outcomes</p> <p>Lower Maths outcomes</p> <p>Poorer progress rates</p>
Projected spending	£30,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Buy and use National College CPD to support the development of pedagogical knowledge teachers have.</p> <p>Link training to the programme of Professional Development Meetings to support teachers to understand how to rapidly narrow gaps.</p> <p>Ensure a coaching model is facilitated through SLT cover.</p> <p>Ensure: Daily Readers, Phonics training takes place, so PP pupils who <b>are not</b> Reading at the expected standard make quick progress.</p> <p>Ensure those working at a <b>GDS</b> standard are targeted in small groups.</p>
Priority 2	Establish small group Maths interventions for disadvantaged pupils falling behind age-related expectations.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness
Projected spending	£30,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Ensuring a wide range of extra-curricular clubs are on offer for PP pupils (Incl.choir, art, sport).
Priority 2	Ensuring all children access breakfast club and have a good start to the day
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£4500

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school maths-lead to support teaching assistant and teachers	Use of SLT to cover
Wider strategies	Engaging the families facing most challenges	Working closely with our Parent Liaison officer and outside agencies to develop the engagement of families.

## Review: last year's aims and outcomes

Aim	Outcome- (despite x2 lockdowns over the last 2 years)
Progress in reading and writing	50% of PP children achieved the national standard in 2021 in writing 56% of PP achieved the national standard in reading
Progress in maths	63% of PP children achieved the national standard in 2021 in maths
Phonics	85% of PP children achieved the national standard in 2021 in phonics
Other	Breakfast provided PP children with a free breakfast Attendance of PP children was above 95%