

Pupil premium strategy statement

This statement details our school's use of pupil premium and supplementary grant for the 2022 to 2023 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 Keble School
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 - 2025-2026
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Catherine Allard
Pupil premium lead	Catherine Allard
Governor lead	David Payling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,177
Recovery premium funding allocation this academic year	£3407.50
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	£130,584.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve the highest possible attainment across all subject areas. The ultimate objective for our disadvantaged and vulnerable pupils is to bring their attainment in line with the national average through strategies outlined in this document.

We have and will continue to identify the challenges faced and the barriers to achievement experienced by all the pupils attending John Keble School. The activity we have outlined in this statement is intended to support all pupils' needs regardless of whether they are disadvantaged or not.

High quality teaching, high quality safeguarding and high quality pastoral support are central to our strategy.

Our exemplary teaching focuses on the areas that our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap, benefitting the non-disadvantaged pupils too. A robust package of CPD has been built into the school year to ensure that pupils are receiving the best offer. Assistant Headteachers and subject leaders will work closely with teachers to ensure that lessons are planned effectively, carefully sequenced, with essential knowledge and skills identified. Knowledge will be linked across subjects to allow pupils to build on prior learning.

Our high quality pastoral support focuses on building emotional resilience and self-regulation strategies to ensure that pupils can access and benefit fully from our exemplary teaching.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our pupil premium strategy is also integral to our wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, rather than assumptions about the impacts of disadvantage. The approaches we have adopted complement each other to help pupils flourish and excel. To ensure that they are effective, we will:

- ensure that disadvantaged pupils are challenged in the work they are set
- act early to intervene at the point a need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussion indicate that disadvantaged pupils have greater difficulties acquiring phonics skills than their peers, negatively impacting their reading skills.
2	A significant percentage 43% of disadvantaged pupils have English as an additional language. This can mean that communication and language skills are generally lower and can slow progress in subsequent years.
3	A significant percentage 35% of disadvantaged pupils have SEND which can have an impact on the progress in Reading, Writing and Maths.
4	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.
5	Pupil learning can be affected by social, emotional, behavioural issues and the need for improved parenting skills. Referrals for both social and emotional support in school and external multi-agency support are high.
6	Attendance and punctuality percentages are lower than expected for disadvantaged pupils (23% of the disadvantaged pupils are persistently absent). This reduces their in-school hours and can lead to limited progress over the school year.
7	A large number of pupils eligible for pupil premium join us with limited experiences outside of school. Assessments, observations and discussion reflect their lack of experiences in their understanding of the world and limited breadth of vocabulary.
8	Due to the COVID-19 pandemic, the school was closed for a significant amount of time to some or all pupils. Many disadvantaged pupils were part of the in-school offer. Our data and national data shows that disadvantaged pupils' rate of learning and progress has been more significantly impacted by these school closures, despite virtual learning offers.

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
Improved attainment at KS2 in reading, writing and mathematics.	<p>At least 70% of pupils eligible for pupil premium in all year groups meet age related expectations. This will be seen in end of year teacher assessments and key stage statutory assessments.</p> <p>At least 85% of disadvantaged pupils will make progress from their KS1/EYFS outcomes. Pupils are planned for specifically.</p> <p>Teachers can speak about strengths and development points of disadvantaged pupils on an individualised basis.</p>
Establish a whole-school systematic approach to the teaching of pupils who are learning English as an additional language, including those who are new to English.	<p>We have an accurate baseline assessment for each child who is new to the school.</p> <p>Assessments and observations indicate pupils learning English for the first time are taught well so that they make good progress from their starting points.</p>
To continue to refine the provision for all pupils with SEND.	<p>All pupils are equipped to record their learning in the most appropriate way.</p> <p>Staff are used efficiently to maximise provision for pupils.</p>
<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.</p> <p>The classroom ethos remains inclusive with a broad curriculum offered to support all individuals within the class.</p>	<p>Staff training delivered in school, by current staff members or external agencies is of a very high-quality and carefully targeted.</p> <p>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.</p> <p>The consistent pedagogical approach to teaching will be used across the school in all lessons.</p>
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged.	<p>Pupils and families with emotional, behavioural or mental health issues receive comprehensive support and advice.</p> <p>Disadvantaged pupils communicate their needs well, leading to a reduction in disadvantaged pupils' negative behaviour interactions.</p> <p>Targeted parents and families are well-informed about their child's progress and the curriculum</p>

	<p>that the school offers, along with any additional support that is in place.</p> <p>High attendance rates of disadvantaged families to parent consultations and school events</p> <p>Families with an understanding of digital safety and the impact of screen time on neurodevelopment.</p>
<p>Attendance for disadvantaged pupils at least meets the school's target of 96%.</p>	<p>The number of persistent absentees among disadvantaged pupils is reduced by at least 8%.</p> <p>The attendance and punctuality improves by 10% over the year.</p>
<p>Pupils who are eligible for pupil premium are able to attend all school learning experiences (school-based workshops/daily trips/residential trips) to gain the full curriculum experience that the school offers.</p> <p>Improved vocabulary among disadvantaged pupils.</p>	<p>Disadvantaged funds subsidies for the trip costs to ensure all pupils are able to attend trips.</p> <p>Disadvantaged pupils gain 'life experience' along with valuable hands-on experiences that contribute to learning.</p> <p>Pupil voice will demonstrate the impact and improved Cultural Capital gained by the pupils as a result of the educational experiences.</p> <p>Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils.</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: £57,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Carefully planned CPD for all staff, teachers and support staff.</p> <p>National College Membership for all staff.</p> <p>All members of the leadership team teaching intervention groups, supporting planning for all staff and coaching staff.</p> <p>Address areas of under attainment in maths 2021-2022.</p> <p>Investment in curriculum resources and reading books.</p>	<p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p> <p>Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>4</p> <p>2 ,3 ,8</p>
<p>Purchase, training for all staff and implementation of a new phonics scheme, Little Wandle to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>EYFS language development:</p> <p>CPD to develop adult interaction with children,</p> <p>CPD helicopter stories</p> <p>New curriculum map with clear language development identified,</p> <p>teacher coaching</p>	<p>There is increasing evidence of the links between children's early language and children's success in school. Awareness of this is reflected in a number of policy and practice developments that focus on a child's language as a means of raising attainment.</p> <p>There is a considerable body of academic research which shows that children from lower socio-demographic backgrounds tend to have poorer language skills when they start school.</p>	<p>1, 4, 7</p>

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/DFE-RR134.pdf	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 8
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 8
Employment of a full time experienced SENDCo as part of the leadership team. High quality staff training in the area of SEND Early identification of SEND in EYFS/ new arrivals.	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college) Providing pupils with SEND with everything they need to participate in the lesson	3

<p>Robust strategies in place to support pupils with SEND.</p> <p>Applications for EHCPs and support from external agencies.</p> <p>Support for parents of pupils with SEND</p> <p>Additional sensory resources.</p>	<p>https://my.chartered.college/early-career-hub/send-and-the-art-of-detection-an-evidence-based-approach-to-supporting-learners/</p> <p>Effective training for teachers and support staff and working alongside parents</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf</p> <p>Effective SEND leadership</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_SEN_Evidence_Review.pdf</p>	
<p>Employment of a part time leader and teaching assistant to deliver an EAL stream to support new arrivals to the UK.</p> <p>Additional resources</p>	<p>Providing a rich context to learn in, expliciting teaching English language, extending vocabulary and building independence</p> <p>https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/</p>	2

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

Budgeted cost: £39,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a Parent Liaison Officer (PLO) to monitor attendance and work alongside families who struggle to get their pupils to school.</p> <p>PLO to run the food bank and uniform bank.</p> <p>PLO to provide pastoral support for vulnerable families.</p>	<p>Principles of good practice set out in the DfE's Improving School Attendance</p>	6
<p>Employment of two experienced play therapists to work with both pupils and staff addressing social,</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	5

<p>emotional and mental health concerns and training staff.</p> <p>Train support staff as mentors and further build on our mentoring programme.</p> <p>Refresh and relaunch our growth mindset approach.</p>	<p>attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Employment of a member of catering staff to provide toast for all Year 5 and 6 pupils at playtime (as they have a late lunch).</p> <p>Free breakfast club for all disadvantaged pupils.</p>	<p>Pupils who are not hungry learn better</p> <p>https://www.tandfonline.com/doi/abs/10.1080/10409289.2010.514522</p> <p>https://www.heifer.org/blog/how-does-hunger-affect-learning.html</p>	5
<p>Create a progression document showing life skills and share this with parents</p> <p>Parent workshops</p> <p>Enhancement of the curriculum through an extensive programme of trips and visitors in place for every class, free or subsidised for disadvantaged pupils.</p> <p>Start a weekly drop-in toddler group, alongside an external provider.</p> <p>Instrumental lessons for Year 3 (cello).</p> <p>Free/subsidised after-school clubs for disadvantaged pupils.</p>	<p>Supporting pupils to absorb vocabulary and develop new interests</p> <p>https://www.forbes.com/sites/frederickhes/2019/08/19/the-research-based-case-for-field-trips/?sh=18a7a3e916f5</p>	7

Total budgeted cost: £130,585

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.

The quality of teaching and learning was routinely checked; any weaknesses were addressed immediately. All class teachers received coaching and weekly support with planning. The student teachers and less experienced teachers were individually supported with tailored support. All teachers were at least good.

The large and experienced leadership team was able to react quickly and creatively to the school assessment data. The large leadership capacity meant that leaders could keep abreast of the data and provide rapid interventions. This was important as mobility was high, with many pupils returning to the UK from abroad following the lockdowns. Many of these pupils had been out of school for two years. Leaders could monitor these new arrivals and support planning and teaching.

Programmes and timetables for effective interventions were set up, following standards meetings. Overall 33% of the pupils entitled to pupil premium have identified SEND. The SENDCo provided weekly INSET for all teaching assistants, meaning all interventions were judged good or better (or stopped if ineffective).

A service level agreement was set up with two private therapists who were able to work face to face, working with our identified pupils one to one in school. These therapists also provided drop-in sessions for pupils who wanted a safe space to explore their feelings and emotions.

7 out of 14 of the pupils who accessed support in 2021 -2022 from the therapist were entitled to pupil premium.

School attendance for 2021-2022 was 95%. First day calling was adhered to and any welfare concerns were acted on immediately. Alongside the EWO, the Parent Liaison Officer (PLO) helped the school tackle persistent absentees through preventative meetings and on a few occasions issued fines to parents. The PLO regularly performed home visits, collected pupils who were not in school and supported families where parents were unable to drop off or pick up pupils. The EWO supported the school with pupils who were reported as 'Missing in Education.'

The PLO ran the foodbank, identifying parents who needed support and ensuring that they got a bespoke food parcel when needed including gifts at Christmas. School attendance is 95%.

More than 20 disadvantaged pupils regularly accessed the breakfast club. They had free provision. This supported their social skills and ensured that they were ready to engage with learning for the day.

DATA (see below)

2022 KS2 SATS Results

Expected Standard

Subject	National Data Pupil Premium All pupils	School Data Pupil Premium (20 pupils)
Combined	43%	50%
Reading	62%	80%
Maths	56%	65%
Writing	55%	55%

50% of the 20 disadvantaged pupils in Year 6 2022 achieved the national standard in reading, writing and maths. The national figure for disadvantaged pupils was 43%.

80% of the 20 disadvantaged pupils in Year 6 2022 achieved the national standard in reading. The national figure for ALL pupils was 74%.

Greater Depth

Subject	National Data Pupil Premium All pupils	School Data Pupil Premium (20 pupils)
Combined	Not yet published	0%
Reading	Not yet published	30%
Maths	Not yet published	25%
Writing	Not yet published	0%

In both reading and maths, the disadvantaged pupils outperformed the non-disadvantaged pupils.

2022 KS1 SATS Results

Expected Standard

Subject	National	School Data All pupils (58)	Pupil Premium (15)
Combined	Not yet published	26%	27%
Reading	Not yet published	60%	73%
Maths	Not yet published	53%	60%
Writing	Not yet published	26%	27%

The 15 disadvantaged pupils outperformed the non-disadvantaged pupils across the board.

Greater Depth

Subject	National	School Data All pupils (58)	Pupil Premium (15)
Combined	Not yet published	0%	0%
Reading	Not yet published	21%	20%
Maths	Not yet published	17%	13%
Writing	Not yet published	0%	0%

The 15 disadvantaged pupils' attainment was largely in line with all the pupils'.

In EYFS, only 13% of disadvantaged pupils reached a GLD, compared to 38%, all pupils'.

In Year 1, 47% of disadvantaged pupils passed the phonics test, compared to 56%, all pupils.

The longer the disadvantaged pupils are at John Keble School, the smaller the gap in attainment between disadvantaged pupils and non-disadvantaged. In fact, in 2022, KS2 data shows disadvantaged pupils outperforming non-disadvantaged pupils.

Further information (optional)

In this new pupil premium strategy, we are ensuring that the strong practice continues but ensuring that there is a strong focus on phonics teaching and interventions.

Our data and assessments continue to show that well being, mental health and social skills have been significantly affected by the pandemic and the lockdown. The therapeutic support and interventions will continue.