

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) 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	Cyril Jackson Primary School
Number of pupils in school	470
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Hodo Dirir, Headteacher
Pupil premium lead	Hodo Dirir, Headteacher
Governor / Trustee lead	Sue Stollery, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,197.59
Recovery premium funding allocation this academic year	£25,241
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,590
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	£266,756.12

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 high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap, and at the same time will benefit the non-disadvantaged pupils in our school. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, 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 impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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.

Priority	Priority number	Detail of challenge
Oracy	1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
Phonics	2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
Reading, Writing and Maths	3	<p>Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. In addition, reading and writing in year 2 and maths in year 4 is significantly below that of non-disadvantaged pupils.</p> <p>A gap of below 10% between disadvantaged and non-disadvantaged remains steady across KS1 and KS2. Where the data is significantly below, this is 20%+ between disadvantaged and non-disadvantaged pupils.</p>
Pupil Wellbeing	4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
Wider Pupil Participation	5	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of peer group interactions and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>In March 2021, the school conducted an engagement pupil progress meeting for all year groups. Individual and groups of pupils were identified for a range of interventions to support their emotional wellbeing and reintegration into school life.</p>

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.

Challenges	Challenge number	Intended outcome	Success criteria
Oracy	1	Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Phonics	2	Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils.
Reading, Writing and Maths	3	Improved reading attainment among disadvantaged pupils.	KS1 & KS2 reading outcomes in 2024/25 show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils.
		Improved writing attainment among disadvantaged pupils.	KS1 & KS2 writing assessment in 2024/25 show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils.
		Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1 & KS2 maths outcomes in 2024/25 show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils.
Pupil Wellbeing	4	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent school improvement plan questionnaires and teacher observations
Wider Pupil Participation	5	To achieve greater access and participation by providing enriching experiences which enhances the curriculum offer for our disadvantaged pupils.	Sustained high levels of attendance and engagement by 2024/25 demonstrated by: <ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: **£213,435.97**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>Priority 2: Phonics</p> <p>Priority 3: Reading, Writing and Maths</p>
<p>Three class teachers teach English and mathematics to each two-form entry cohort from Year 1 – Year 6, the lower pupil: teacher ratios enabling greater opportunities for specific feedback; both orally and through high quality diagnostic feedback.</p>	<p>Reducing class size has a small positive impacts of +2 month, on average. Reduced numbers allow higher quality interactions with people. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. (+2months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Providing feedback is a well-evidenced technique which has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. (+7 months)</p>	<p>Priority 1: Oracy</p> <p>Priority 3: Reading, Writing and Maths</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
Further development of reading comprehension strategies to improve the learners' understanding of the text.	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>Priority 1: Oracy Priority 2: Phonics Priority 3: Reading, Writing and Maths</p>
<p>Additional professional development on the teaching of phonics and early reading in order to raise rates of progress and improve reading and phonic check outcomes in Year 1 and Year 2</p> <p>Model lesson, team teaching, lesson observations with feedback and follow up professional development</p> <p>Additional tracking and early intervention for target groups to raise outcomes in phonics</p>	<p>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: (+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>Priority 1: Oracy Priority 2: Phonics</p>
High quality professional development for Teaching Assistants that mirrors that for teachers, so staff work together effectively to raise the quality of teaching further, leading to increases in attainment.	<p>Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when TAs work in structured settings with high quality support and training.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-download-the-guidance-report-and-poster</p>	<p>Priority 2: Phonics Priority 3: Reading, Writing and Maths</p>

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

Budgeted cost: **£46,611.15**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher focussed: Targeted teaching to enable increased feedback on learning, adapted teaching styles and more flexibility in organisation of learning to meet needs</p> <ul style="list-style-type: none"> ○ Book club ○ Grammar ○ Reading ○ Maths 	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>Priority 1: Oracy Priority 3: Reading, Writing and Maths</p>
<p>The SENDCO supports SEND pupils and teachers in mainstream classes to ensure access to the full curriculum.</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. (+7 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>Priority 3: Reading, Writing and Maths</p>
<p>Teaching Assistant Focused: Targeted one to one and small group speech and language therapy.</p>	<p>Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when TAs work in structured settings with high quality support and training. (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>Priority 1: Oracy</p>
<p>Teaching Assistant Focused:</p> <ul style="list-style-type: none"> ● Maths post teach ● Grammar ● Phonics 	<p>Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when TAs</p>	<p>Priority 1: Oracy Priority 2: Phonics</p>

<ul style="list-style-type: none"> 1:1 reading tuition 	<p>work in structured settings with high quality support and training. (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>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: (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</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: (5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>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 and in small groups: (+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>Priority 3: Reading, Writing and Maths</p>
<p>The school provides bespoke resources for all learners to complete at home.</p>	<p>Homework has a positive impact. Homework that is linked to classroom work is more effective. (+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>Priority 3: Reading, Writing and Maths</p>
<p>Provision of extra-curricular and enrichment activities across the curriculum engages and enriches the learning opportunities for our pupils impacting on their attainment.</p> <ul style="list-style-type: none"> Strong curricular links to external events and experiences for all pupils (passports). Extra-curricular links (theatre trips etc.) 	<p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. (+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>Programmes that extend school time have a positive impact. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits. (+ 3 months)</p>	<p>Priority 4: Pupil Well-Being Priority 5: Wider Pupil Participation</p>

<ul style="list-style-type: none"> Targeted enrichment programme (lunchtime and after school) 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£6,709**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing: Interventions which target social and emotional learning: <ul style="list-style-type: none"> On site play therapist Lunchtime gardening and knitting club 	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): (4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	Priority 4: Pupil Well-Being Priority 5: Wider Pupil Participation

Total budgeted cost: £266,756.12

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.

Evaluation Criteria were:

- Pupils eligible for Pupil Premium Grant continue to achieve above PPG children nationally, including at Greater Depth Standard.
- Pupils eligible for Pupil Premium Grant continue to achieve in line with or above all children nationally, including at Greater Depth Standard.

Because of the Covid-19 pandemic there were no national assessments during 2020-21 but carried out our internal assessments during 2020 – 21. However, the school closures and bubble closures throughout the school year have had a substantial impact on our pupils, particularly in year 2 and year 5. We believe that all other year groups have progressed well with the interventions we were able to put in place during the pandemic.

- In year 1, PP pupils achieved slightly below that of All Pupils in reading, writing and maths.
- In year 2, PP pupils achieved slightly below that of All Pupils in maths and well below all pupils in reading and writing.
- In year 3, PP pupils achieved slightly below that of All Pupils in reading, writing and maths.
- In year 4, PP pupils achieved slightly below that of All Pupils in writing and maths.
- In year 5, PP pupils achieved slightly below that of All Pupils in reading and writing, and significantly below in maths.
- In year 6 PP pupils achieved slightly below that of All Pupils in reading, writing and maths.

The use of Pupil Premium funding for 2021-22, along with the Covid Recovery Grant, will be carefully planned to ensure our Pupil Premium children receive high quality support during the year to mitigate the impact of the last 18 months as quickly as possible. The historic success of our Pupil Premium strategies alongside the availability of additional funding gives us every confidence that we will be able to narrow the gap substantially and quickly.

