



Pupil premium strategy statement

Summary and Introduction

The Pupil Premium (PP) grant is additional funding allocated to publicly funded schools and academies to raise the attainment of disadvantaged students. John Scurr Primary uses the grant to narrow achievement gaps between these students and other (non-PP) students nationally – “closing the advantage gap”. Not all our students eligible for PP funding have lower attainment than their peers, and in such cases, the grant is used to help improve the achievement of these students so that they reach their full potential.

John Scurr Pupil Premium funding in 2022 – 2023 is £250,685 (181 pupils) which represents around 40% of the FTE Year R-6 school population.

Children at John Scurr (disadvantaged and not) will be in receipt of high-quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn. Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum. We acknowledge the direct link between our Pupil Premium children and those children with SEND or EAL needs. Many of our children who are pupil premium are also SEND and teachers work very closely with SEND, EAL support and the Family Support Worker to ensure a holistic approach to meeting their needs. We want to enhance oral language skills, address SEMH concerns, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure children have access to targeted high quality adult support through targeted intervention programmes. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally. We will provide pastoral support for both pupils, parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience at JSP. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

This statement details our school's use of pupil premium (and recovery premium 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 Scurr Primary School
Number of pupils in school	454.5 FTE
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	The Governing Body
Pupil premium lead	Maria Lewington/Helen Davies
Governor / Trustee lead	Kevin Hinde

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,685.00 (£1,385 per pupil)
Recovery premium funding allocation this academic year	£26,245 (@£145 per pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£276,930.00

Part A: Pupil premium strategy plan

Statement of intent

All Curriculum Leaders put in place specific strategies based on barriers identified in their subject areas. These investments are being made from core funding, because they are central to the success of all students. Pupil Premium outcomes are a priority for all staff, and this is reflected in our Appraisal process and SIP.

In recent years, the PP spending has resulted in ensuring those pupils have achieved in line or significantly above national PP attainment in all subject areas and we consider that

“What happens in the classroom makes the biggest difference ... good teaching for all pupils has a particular benefit for disadvantaged students” (EEF Attainment Gap Report 2018). Therefore, the John Scurr Governors prioritise teaching, especially feedback, and further developing our broad, culturally rich, and knowledge-based curriculum as a means to ensuring all pupils to engage and excel in all areas of school life and all curriculum areas.

We acknowledge that our spending plan also addresses the increasing number of working poor families that we now have within the school. These are pupils whose parents may be in receipt of the benefits of pupil premium in the past but are now employed as a zero-hour contract employee. We estimate that this cohort of parents is currently at least 10- 15% in every year group.

The objectives will address our challenges, including ‘learnt helplessness’ and promoting community resilience for our families.

The principles of the plan ensure we are linking the layers of deprivation within our community to ensure that the barriers are broken down so that all pupils ‘learn more, do more and know more,’ through their access to the John Scurr offer.

Challenges

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

Challenge number	Detail of challenge
1	The large majority of our disadvantaged children fall into another vulnerable group especially having an additional EAL or special educational need.
2.	<p>The attendance of pupil premium children as a group is higher than that of the whole school. We have significantly increased number of pupils in receipt of EY PP and their attendance is closely tracked.</p> <p>However, it must be noted that there are a small number of children in each cohort of 60 children who are Pupil Premium so this can sometimes affect the data. Eg/ current Year 6 have 31 pupil premium children and 7 of these who have additional SEND needs – this will have a significant impact. We must also note that these pupils are often part of families supporting wider extended family back in Bangladesh. Travel in term time is not permitted but does happen (with fining) and this can affect our attendance.</p>
3	<p>In KS2 disadvantaged children are meeting or exceeding expected standards in reading, writing and maths.</p> <p>KS2 disadvantaged pupils are not matching national OVERALL Greater Depth standards in reading or maths but are a close match in writing. (FFT predictive data). However we also know that Greater Depth outcomes overall are more challenging for our pupils and we focus our wave 1 teaching on ensuring pupils rise to the challenge.</p>
4	End of Year 1 phonics is now in line with national outcomes as a result of focusing on this for 3 years but this remains a focus for us as EYFS data is below national and local data.
5.	Disadvantaged families do not readily access health visitors or Early Help hubs in the identification and assessment of possible vulnerabilities.
6.	Disadvantaged children far are less likely to access extra-curricular clubs outside of school due to the costs and family priorities. There are fewer or no access to enrichment activities such as cultural events and visits.
7.	The parents of disadvantaged children are often reluctant to declare entitlement to Pupil Premium due to the Mayor of Tower Hamlets Free School meal offer for all primary pupils which many see as making any declaration unnecessary and, in addition to this, the potential stigma involved.

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
<p>A home school link service through our Family Support/VP Team / Counselling service supports pupils and families, identified by the school as vulnerable.</p>	<p>Parents indicate that there are strong links between home and school and support is received for a wide range of needs Parents are signposted to support within the community and within the authority. They are supported to access this. Children are provided with pastoral care, guidance and support to raise esteem and develop skills of resilience, independence and perseverance. Behaviour incidents are reduced in school due to strong links with the family and other outside agencies</p>
<p>For attendance of our PP children to be no lower than the attendance for non-PP children and PA of PP pupils to be closely tracked.</p>	<p>For attendance to be 'good' compared to national attendance. FSW will promptly call families who have an absent child - list will be used by the pastoral team, including children we know who have historic attendance concerns. Family support worker will refer to AWA or complete home visits for these children. Persistent absenteeism(below 90%) will be challenged with communication and a face to face meeting with Robin Cowley (LBTH AWA) or lead for attendance and tracked.</p>
<p>Pupils will continue to make at least expected progress in reading writing and maths</p>	<p>Gaps will close in progress and attainment made between PP and NPP PP children will achieve in line with their peers and make at least expected progress.</p>
<p>Phonics outcomes will be strong at the end of Year 1 and KS1</p>	<p>PP children will leave KS1 having completed the phonics programme and having passed the KS1 Phonics test. For some PP children with EAL / SEND needs, this may be by the end of Year 2.</p>
<p>Pupils access a wide range of interventions to meet their SEND or EAL needs</p>	<p>SEND needs will be clearly outlined and reflected in their IEPS or intervention plans. EAL pupils make rapid progress from assessment on entry. PP children will make</p>

	expected progress in RWM. Pathways to outside agencies set up swiftly.
For pupil premium children to have access to a wide range of enrichment opportunities and experiences in and out of school	A wide range of extra-curricular activities and residential visits will be offered to tap into our children's passions - Pupil Premium children who chose not to join clubs will be contacted and prioritised to clubs. They will have funded places if required. Funded or discounted places will be offered if required in line with our policies.
Strong professional dialogue will be kept open between class teachers, Inco, phase leaders and Vulnerable pupil teams	Termly PPM will take place. Intervention plans/ Provision maps will be made from these discussions. Inco and Early Reading ML to meet with link governor.

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: £12,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Unity Curriculum CPD and Materials</i>	Systematic and progressional approach to quality first teaching- focusing on development of knowledge and vocabulary	1,3,4
<i>CPD for phonics and early reading</i>	Highly trained staff have all the tools to deliver best outcomes A systematic synthetic phonics programme for all ensures outcomes for all. Training and supporting staff will ensure the delivery of target support.	1,3,4
<i>KS1 and attendance Lead /member of the SLT</i>	'Although persistent absence has decreased across the board, it remains high compared with pre-pandemic. In Autumn 2019, primary persistent absence was around 11% and secondary around 15%. This year it's 20% for primary and 26% for secondary.' FFT	1,2

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

Budgeted cost: £ 28,838

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early Words daily reading intervention 1:1 sessions with TAs</i>	A systematic and consistent approach to reading based on strong theoretical research ensuring the best outcomes for pupils	3/4
<i>Readiness Tuition (pre teaching or post teaching to ensure Wave 1 teaching has greatest impact)</i>	EFF guide to pupil premium - tiered approach - teaching is top priority, Sutton trust - quality first teaching has direct impact on student outcomes	3/4

<i>Cusp groups across the school for maths and reading</i>	EFF guide to pupil premium - tiered approach - teaching is top priority, Sutton trust - quality first teaching has direct impact on student outcomes	3/4
<i>Lightening Squad – FFT Phonics intervention for Year 2 pupils who didn't pass screening</i>	Building on the work of FFT research into swift intervention for reading and spelling support	3/4
<i>Third Space Learning – 1 :1 Tutoring for Yr 3- 6</i>	National Tutoring Funding research into the identification and intervention of gaps in learning (post Covid)	3/4

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

Budgeted cost: £101,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Support Worker and Achievement Advocate Signposting Parenting programmes Social Care – Early Help</i>	Children, who are well supported at home, thrive in school. Children's whose basic needs are met, thrive in school Children need all physical, emotional and social needs met in order to achieve academically. EEF Toolkit - Parental engagement	2/6
<i>Attendance Welfare – Robin Cowley</i>	Children with regular and high school attendance do well at school. There is less opportunity for missed learning opportunities or gaps in learning. SEMH needs of family and child identified and met.	2
<i>Child In Time Counselling service</i>		2
<i>After School Club costs</i>	SHUE data EFF - Sports participation increased educational engagement and attainment EFF - outdoor adventure learning shows positive benefits on academic learning and self confidence EEF - describe the benefits to children in learning to play musical instruments	6
<i>Gorsefield Residential – Y6 and visits</i>	Trips and Visit can enhance and enrich the curriculum providing 'sticky learning' opportunities and help to develop cultural capital. Learning is	6

	contextualised in concrete experiences and language rich environments Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils Enrichment activities offer children a context for learning and a stimulus to trigger their interests which can be achieved in pupil books and data	
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Total budgeted cost: £135,845

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 2021/2022 academic year.

Action	Outcomes and impact	Next Step
Attendance	93.5% (national: 90.5%)	Focus on pupil premium pupils across the school and improving their attendance
Cultural Capital – Goresfield and After School Clubs	all pupils (other than 5) attended Gorsefield this year –outdoor offers for other tear groups had similarly good attendance for	Keep this in place for the next year to focus on cost of living crises and access for PP pupils
Attainment in English (KS1)	Reading: 76% (Nat:51.6%) Writing: 76% (Nat: 41.2%)	Track these pupils through school – low baseline now catching up.
Attainment in English (KS2)	Reading: 73% (Nat: 62.5%) Writing: 73% (Nat: 55.7%)	Focus on increasing Greater Depth
Attainment in Maths (KS1)	76% (Nat: 52%)	Track these pupils through

		school – low baseline now catching up.
Attainment in Maths (KS2)	68% (Nat: 56.6%)	Focus on increasing Greater Depth
Phonics Outcomes	94% of PP Y1 pupils passed	Further training of sounds write
Enrichment	Attendance at After School clubs increasing each term- over 20 pupils in each club and we now have pupils representing the school at Borough sports	Attendance at Further tournaments for maths, spelling and sports
Attendance at Parent 1:1 Pupil Conferences	97-100% attendance for these events	Maintain these next year

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Anne Marie Sayers Maths programme	Anne Marie Sayer – a remote tutor who works closely with the maths teaching programme in Y6 to close the gap.

Further information (optional)