



John Donne Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium 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.

The government introduced Pupil Premium Funding to schools in 2011. Children who are eligible are as follows in a primary school:

- a. Pupils in year groups Reception to Year 6 who receive income based free school meals (this also includes those who have been eligible for free school meals in the last six years, known as Ever 6 FSM);
- b. Children who are looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority;
- c. Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order;
- d. Pupils in year groups Reception to Year 6 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence.

Pupil premium funding should be targeted on closing the attainment gap between disadvantaged children and their peers and to support children whose parents are in the armed forces.

School overview

Detail	Data
School name	John Donne Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	43.3%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	John Donne governing body
Pupil premium lead	Jo Rooney
Governor / Trustee lead	Chloe McCulloch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,145
Recovery premium funding allocation this academic year	£25,665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£270,810

Part A: Pupil premium strategy plan

Statement of intent

At John Donne Primary School, we support every child, regardless of their background or individual barriers, to make excellent progress both personally and academically. We equip them with the tools to grow and thrive in order to be successful at school and in the years beyond. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal.

Through understanding the needs of our cohort, as well as taking an evidence informed approach, we aim to achieve this goal by:

- Ensuring the wellbeing of all our children is prioritised
- Providing children with the highest possible quality of teaching
- Ensuring academic and pastoral support is tailored and targeted to children's needs
- Providing children with opportunities to experience a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences and build their cultural capital

Pupil Premium funding is intended to address the underlying inequalities between children by ensuring that funding to tackle disadvantage reaches the pupils who need it most. As a school, we have an excellent track record of ensuring that our pupils achieve above national expectations and our key stage 2 results show that there is no differential between achievements of pupils eligible for free school meals and those who are not. A hugely significant factor in this is the very high quality of teaching they receive across subjects and year groups. In addition to this core entitlement, pupil premium funding at John Donne Primary School also supports pupils who may have barriers to learning, such as emotional and behavioural needs as well as providing support to families experiencing difficulties. As a school we understand that not all socially disadvantaged pupils will be eligible for free school meals and we reserve the right to allocate pupil premium funding to those children we identify as socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Poor verbal communication skills and speech and language levels significantly below their peers
2	Children and families facing social, emotional and mental health issues
3	Poor attendance

4	Parental engagement – families in our community face a number of additional pressures (e.g. housing, high mobility, status, financial difficulties etc.) that can be barriers to providing the support they would like to offer their children
5	Limited exposure to enriching extra-curricular activities outside school

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>Children to make good or better progress in their acquisition of language to catch up with their age-related peers.</p>	<ul style="list-style-type: none"> • Early identification of speech and language need through progress and provision mapping meetings to ensure necessary intervention is put in place. • Adults in school work with small groups of children to deliver appropriate and successful speech and language interventions. • Evidence through work in books, observations in classrooms, discussions at progress and provision mapping meetings that demonstrates that the interventions are accelerating the progress of the children. • Children are able to fully engage in their learning and have the necessary skills to access and maximise learning opportunities throughout the day.
<p>To improve children’s social, emotional and mental health wellbeing so that specifically the pupil premium group of children are able to access all aspects of learning.</p>	<ul style="list-style-type: none"> • Children with social, emotional and mental health needs identified during progress and provision mapping meetings and the relevant intervention put in place (play therapy, learning mentor sessions, HLTA intervention etc.) • Discussions with classroom teachers show that children are more confident within the classroom so are more engaged with their learning.
<p>The attendance of the pupil premium group of children to be near to or at the national average and the percentage of persistent absentees to be reduced.</p>	<ul style="list-style-type: none"> • Attendance of all pupil groups is near to, or at, National Expectations. • Analysis of attendance groups leads to a range of targeted strategies where attendance improves.

	<ul style="list-style-type: none"> • School work alongside specific families to achieve consistent and ongoing improvement. • Parents understand and value education enough to not want their children to be away from school. • Working with Southwark Early Help to target 12 families who need support with attendance.
<p>Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life.</p>	<ul style="list-style-type: none"> • Pastoral Manager builds relationships with families to enable involvement from outside agencies where needed (e.g. Early Help). • Families in need of more targeted support are able to access the appropriate strand of support with help from our Pastoral Manager. • Increased number of families of pupils eligible for pupil premium engaging in parent and family workshops, parent activities etc. (when they are able to run)
<p>All children in school have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences and build their cultural capital.</p>	<ul style="list-style-type: none"> • More children eligible for pupil premium are accessing extra-curricular activities. • Funding is used to give children access to a wide variety of experiences to develop their cultural capital and breadth of experiences.

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: £66,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle phonics	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3, 4
KS2 reading programme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 3
High quality teaching	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 3
Targeted professional development offer based on evidence based approaches	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 4

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

Budgeted cost: £106,083

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapist	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3, 4

Educational Psychologist	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 4
TA intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3

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

Budgeted cost: £97,729

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3, 4
Pastoral manager	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3, 4
Enrichment and extra-curricular activities	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 5

Total budgeted cost: £270,810

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.

Our internal data from 2021/22 suggests that disadvantaged children did not achieve as well as their non-disadvantaged peers for children in Reception to Year 3. The gap narrows as the children move up the school and in Years 4, 5 and 6, disadvantaged children attained as well as, or better than their non-disadvantaged peers especially in reading and writing. This suggests that the longer term impact of consistently high quality first teaching and interventions has an impact on their attainment over time. Whilst we did not fully realise our outcomes from our previous strategy, all children began to catch up for missed learning due to Covid 19 and the gap between disadvantaged and non-disadvantaged is closing so we will continue to focus on these outcomes in our 22-23 strategy.

Children continue to enter the school with low levels of speech and language. Progress data shows that 92% of children in Reception and 95% of children in Nursery made expected or more progress in communication and language by the end of the year. This includes disadvantaged children. Of those disadvantaged children with speech language and communication needs across the rest of the school almost all made progress in line with specialist targets set by the Speech and Language therapist. Approximately 75% of them also made the expected progress in reading and writing. We will continue to focus on this outcome in 22-23 as we continue to see low levels of language skills on entry and a large number of children across the school with speech, language and communication needs.

Overall attendance in 2021-22 was 95% which was above the national average. Absence among disadvantaged pupils was higher than their peers. Persistent absence however was much higher than pre-pandemic statistics, 15% 2021-22 compared to 6.7% 2018-19. For these reasons attendance will continue to be a major focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. As we continue to feel the effects of the global pandemic and pressures on families continue to increase, we will build on our approach to support pupils with the activities detailed in this plan.

As we began to be able to open up our school last year and invite parents back into the building to attend performances and other events, we saw increasing numbers of parents in attendance. Parents began to regain confidence to talk to staff members about worries or were able to ask for help. We want to build on the progress we made in 2021-22 which is why parental engagement continues to be a focus of our plan in 22-23.