

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Joseph Turner Primary
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	44.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 1 st 2024
Date on which it will be reviewed	December 1 st 2025
Statement authorised by	Laura Collins
Pupil premium lead	Laura Collins
Governor / Trustee lead	Myk Wagstaff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,920
Recovery premium funding allocation this academic year	£0
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	£409,394

Part A: Pupil premium strategy plan

Statement of intent

At Joseph Turner, all members of staff and the governing board accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and that we can provide them with the experiences that enable them to take their place in the world, make informed choices about their future and become responsible citizens.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence and more frequent behaviour difficulties. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To support payment for experience days, residential and educational visits.

- To support our parents through workshops and online platforms. Achieving these objectives:
- Ensuring all teaching is good or better

Challenges

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

Challenge number	Detail of challenge
1	SEMH – social deprivation leading to low self-esteem impacting on learning, behaviour for learning and well-being; with emotional and behavioural barriers to learning.
2	Lack of school readiness; low academic baselines on entry, both socially and emotionally.
3	Complex family situations and lack of parental support.
4	Addressing attendance issues.
5	Social difficulties at school during playtimes and lunchtimes
6	Delayed language development, weak language and communication skills

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
Progress in reading, writing and maths for disadvantaged pupils is in line with national averages	Achieve national average progress scores at the end of KS1 and KS2 in reading, writing and maths.
Improved attainment in reading, writing and maths	Achieve national standards or better in reading, writing and maths in KS1 and KS2 with evidence of closing the attainment gap.
Improved phonic standards for disadvantaged pupils	Achieve above national average expected standard in PSC
Improved Attendance for disadvantaged pupils	Ensure attendance of disadvantaged pupils is at least 96%

Improved strategies for dealing with challenges and resilience building of disadvantaged pupils	Pupils have strategies for overcoming challenges and greater resilience.
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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: £ [£175,743]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving RWM outcomes via English and Maths leader release time; with targeted 1-1 planning support for teachers.	The EEF Guide to the Pupil Premium Ensuring that staff at all levels are supported in order to develop teaching quality and enhance children's outcomes in the classroom.	1,2,6
Improving outcomes in RWM through KS1 and KS2 LSP's providing explicit instruction and scaffolding, supporting flexible grouping	EEF - Moving forwards, making a difference; a planning guide for schools 2022- 2023 John Hattie – Small Group Instruction EEF suggests that high quality feedback, mastery learning and 'metacognition' strategies are high impact, low-cost strategies for raising attainment.	1 and 2
Effective continuing professional development in Phonics, Reading, Writing and Maths	EEF Guidance Reports in Improving Literacy and Maths EEF Phonics Toolkit EEF Effective Professional Development High quality staff CPD is essential to follow EEF principles and to ensure that aspirations are raised. Reading hub support Maths support- Maths hub Writing support- Melanie Glazzard	1,2,3,5,6

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

Budgeted cost: £ [£60,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group target intervention sessions in Reading, Writing and Maths led by a teacher/LSP's and a HLTA	EEF Moving forwards, making a difference; a planning guide for schools 2022- 2023 The EEF Guide to the Pupil Premium Additional interventions to involve revisiting foundational knowledge, practising basic skills or pre – learning upcoming content	1,2,6
LSP to deliver targeted interventions in Speech and Language support to ensure target teaching programmes are put in place.	The EEF Guide to the Pupil Premium Weak communication and language skills. Higher than average numbers of children access SALT in Reception/Nursery –and will either require small group support or 1:1 support from the school speech and language lead. Buy into Enhanced SALT provision.	1,2,6
Tackling tables/Spelling Shed/Reading plus	The EEF Guide to the Pupil Premium Curriculum resources purchased to ensure pupils are fully equipped to access the curriculum and to enhance all learning opportunities, including home learning. Disadvantaged pupils are fully equipped in order to enhance their learning opportunities. To include home learning support and resources where necessary.	1,2,6
Targeted Phonics 1:1 support linked to the phonics scheme	The EEF Guide to the Pupil Premium RWI 1:1 daily for children from Reception to Y5. Fresh Start small group in Y5.	1,2,6

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

Budgeted cost: £ [173,651]

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Learning Mentor x2	The EEF Guide to the Pupil Premium Mentor to support pupils dealing with SEMH issues that are proving to be a barrier to their learning in order to develop 'readiness to learn' Reducing behaviour incidents in school.	1,2,5
Implement a KS1 Nurture provision to support children with SEMH difficulties.	The EEF Guide to the Pupil Premium Mentor to support pupils dealing with SEMH issues that are proving to be a barrier to their learning in order to develop 'readiness to learn' Reducing behaviour incidents in school.	1,2,3,5
School Counsellor	The EEF Guide to the Pupil Premium Counsellor to support pupils dealing with SEMH issues that are proving to be a barrier to their learning in order to develop 'readiness to learn' Reducing behaviour incidents in school.	1,2,5
Breakfast Club Provision.	The EEF Guide to the Pupil Premium To improve attendance and engagement in addition to improving concentration levels and social skills	1,2,3,4,5
Ensure that pupil premium pupils are able to access a range of curriculum enrichment activities; including after school clubs, educational visits and residential	EEF T&L toolkit: Physical activity Enable all pupils to access educational visits, residential visits and after school activities for team building skills. This is to ensure that no child misses out on the opportunities experienced by their peers in the school environment and to enhance their well - being.	1,2,3,5,6,
Attendance Officer and Attendance Lead. Maximise the use of attendance strategies to ensure compliance with attendance expectations	The EEF Guide to the Pupil Premium DFE Working Together to Improve School Attendance Improvement in attendance of pupils, plus the improvement in the attendance of Persistent Absentee pupils; Breakfast Club Provision., this will improve the outcomes of pupils with barriers to learning due to low attendance	1,2,3,4

Engage with the Primrose Centre to support the behaviour of our pupils.	The EEF Guide to the Pupil Premium Mentor to support pupils dealing with SEMH issues that are proving to be a barrier to their learning in order to develop 'readiness to learn' Reducing behaviour incidents in school.	1
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Total budgeted cost: £ [£409,394]

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 2023 to 2024 academic year.

Success Criteria

End of year group ARE to increase to 60% in reading, writing and maths by July 2024
To improve the attainment for lowest 20% of pupils across the school by July 2023.

- Reading, Writing and Maths combined was 70% last academic year. 82% of children got ARE in Reading, 72% in Maths and 70% in Writing.
- Having a tutor in really supported our children in Y6 to get ARE.
- Booster clubs supported the children in getting ARE.

☐ Improve Attendance for our disadvantaged pupils

The attendance of pupil premium children last academic year was 91.4%

We are looking at improving this by:

- ☐ Regular meetings with parents that are disadvantaged.
- ☐ Weekly meetings with SLT to track attendance of disadvantaged
- ☐ PA children will be tracked and monitored.
- ☐ Other actions are on attendance action plan.

Externally provided programmes

Programme	Provider
TTRS	Times Table Rock Stars
White Rose Tuition	White Rose
NTP tuition	Connex
Flash Academy- EAL	Flash Academy
IDL Maths	IDL
IDL English	IDL
SHINE	Rising Stars

