

Pupil premium strategy statement

School overview

Detail	Data
School name	JKPS
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	(25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	27/9/21
Date on which it will be reviewed	20/6/21
Statement authorised by	Sam Coy
Pupil premium lead	Jo Ryan
Governor / Trustee lead	Sam Coy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,625
Recovery premium funding allocation this academic year	£ 3625
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	£37250

Part A: Pupil premium strategy plan

Statement of intent

As a school we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment; we create an overall package of support aimed to tackle a range of barriers as specified in the PP spending plan attached.

Guiding Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure 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
- In 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.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Challenges

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

Challenge number	Detail of challenge
1 Phonics	We have a lot of new staff who need to be trained in phonics External audits show a new need for more training in phonics
2 Slow to progress children	Data analysis show that there are small groups of children in KS2 who are slow to progress and working at just below ARE
3 Not enough physical movement	That many children are missing out on enough physical activity, due to the pandemic
4 Access to cultural capital	Due to the pandemic and changes in peoples living situations, not all children have been able to access the wealth of local cultural capital

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
To improve the rates of reading in the bottom 20%	Fidelity to programme Bottom 20% receive daily targeted interventions
To improve the participation rates in games and clubs	Children move more Less minor behavioural problems at lunchtime Children have a greater offer of sports and clubs on offer to them
To ensure that all children access trips and outings	Funding for families who cannot afford trips Funding for coaches to ensure that trips are affordable

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- teaching of RWI

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upskill new staff in teaching RWI phonics	To ensure that the bottom 20% of children have accelerated progress in reading	Ensuing fidelity to programme
<i>Purchase resources to match</i>		

Targeted academic support- tutoring

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ tow tutors to support with stuck children in Years 3,4,5,6	To pre-teach to those children who have been identified with struggling with maths concepts	Ensure misconceptions are addressed To allow children to consolidate and build upon their learning That rates of progression with previously slow to progress ch improve
	Writing conferencing with children who need support in there writing	

Wider strategies- play time and after school offer

Budgeted cost: £ 20,000 + £6000 = £26000

Activity	Evidence that supports this approach	Challenge
<ul style="list-style-type: none"> Employ sports coaches at breaktimes and lunches to improve provision 	To ensure quality games are on offer at break time and lunchtimes That children can access ASC club Wellbeing of children will improve Enable all children to access their local cultural capital	Staff are aware of how physical activity improve wellbeing After Covid- coaches need to be used for trips- which makes the trips prohibitive
<ul style="list-style-type: none"> To offer a greater variety of free and paid for physical ASC 		
<ul style="list-style-type: none"> To ensure that all children can access trips and outings 		

Total budgeted cost: £ 37000

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.

Last year's targets: Priority 1 Outcomes:

All FSM children received additional guided groups and were offered catch up session, end of year data.

End of year data show that more FSM meal are working just below ARE, which is inline with whole school data.

Measure	Activity
Priority 1	To ensure all FSM children receive additional guided group and catch up sessions
Priority 2	To support social and emotional wellbeing of FSM to ensure they can access learning as well as possible
Barriers to learning these priorities address	That 40% of our disadvantaged children are on the SEN register and this may make progression rates hard to achieve
Projected spending	£32,000

	Reading			Writing			Maths		
	WB	W+ and Sec	GD	WB	W+ and Sec	GD	WB	W+ and Sec	GD
1	9%	70%	21%	2%	80%	18%	8%	54%	38%
2	10%	52%	38%	10%	52%	38%	8%	54%	38%
3	6%	57%	37%	21%	61%	18%	17%	61%	22%
4	12%	55%	33%	15%	64%	21%	19%	52%	29%
5	16%	64%	24%	15%	64%	21%	12%	64%	24%
6	12%	53%	35%	20%	62%	18%	21%	38%	41%



Steps Attainment Summary

Y1, Y2, Y3, Y4, Y5, Y6, Y7 - FSM (20 pupils)

27 September 2021

Year 1 (4 pupils)	Subject	Not Assessed	Number of Pupils (%) assessed in each Step as at Year 1 Autumn 1					
			2w	2w+	2s	2s+	3b	3b+
	Reading	4 (100%)						
	Writing	4 (100%)						
	Mathematics	4 (100%)						

Year 2 (3 pupils)	Subject	Number of Pupils (%) assessed in each Step as at Year 2 Autumn 1					
		1w	1w+	1s	1s+	2b	2b+
	Reading		1 (33.3%)	2 (66.7%)			
	Writing			3 (100%)			
	Mathematics	1 (33.3%)	1 (33.3%)	1 (33.3%)			

Year 3 (1 pupil)	Subject	Number of Pupils (%) assessed in each Step as at Year 3 Autumn 1					
		2w	2w+	2s	2s+	3b	3b+
	Reading				1 (100%)		
	Writing				1 (100%)		
	Mathematics				1 (100%)		

Year 5 (4 pupils)	Subject	Number of Pupils (%) assessed in each Step as at Year 5 Autumn 1					
		2b	2w+	4b+	4w	4w+	4s
	Reading		1 (25.0%)			2 (50.0%)	1 (25.0%)
	Writing	1 (25.0%)				1 (25.0%)	2 (50.0%)
	Mathematics		1 (25.0%)	1 (25.0%)	1 (25.0%)		1 (25.0%)

Year 6 (3 pupils)	Subject	Number of Pupils (%) assessed in each Step as at Year 6 Autumn 1					
		4s+	5b	5b+	5w	5w+	5s
	Reading				1 (33.3%)		2 (66.7%)
	Writing			2 (66.7%)			1 (33.3%)
	Mathematics			1 (33.3%)	1 (33.3%)		1 (33.3%)

Year 7 (1 pupil)	Subject	Number of Pupils (%) assessed in each Step as at Year 7 Autumn 1					
		5s+	6b	6b+	6w	6w+	6s
	Reading						1 (100%)
	Writing						1 (100%)
	Mathematics						1 (100%)

Priority 2

During the pandemic when the school was closed, we ensure that we invited in all of our most vulnerable students and with any family who struggled with DFE laptops and routers, or emote learning in general, we invited them into school to ensure that all families could access education. Out take up of remote education and those that were in school ensure all children at JKPS received their normal excellent education.

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
London South Teaching Alliance NQT programme	NQT Programme
Teach First Programme	ECT programme

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	On tutors Additional ELSA funding and adults in classrooms
What was the impact of that spending on service pupil premium eligible pupils?	That the gap between FSP and non did not grow

Year 4 (4 pupils)	Number of Pupils (%) assessed in each Step as at Year 4 Autumn 1					
	3b	3b+	3w	3w+	3s	3s+
Reading				1 (25.0%)	1 (25.0%)	2 (50.0%)
Writing					2 (50.0%)	2 (50.0%)
Mathematics					3 (75.0%)	1 (25.0%)

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.