

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium funding) for the 2023 to 2024 academic year.

School overview

Detail	Data
School name	The John Moore Primary School
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	42 15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Ruth Laing (HT)
Pupil premium lead	Mrs Heather Philcox
Governor / Trustee lead	Mrs Pip Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,110
Recovery premium funding allocation this academic year	£2,176
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£64,286

Part A: Pupil premium strategy plan

Statement of intent

Every day at The John Moore Primary School, the staff and Governors are working hard to make sure that by the time our pupils leave us:

- They will love learning new things, feel ready for the future and will want to keep on learning more.
- They will know what it feels like to succeed and will have achieved their very best.
- They will understand just how incredible they are, they will believe in themselves and have confidence and resilience to follow their dreams.
- They will understand how to keep their body healthy and strong and how to look after their body and mind.
- They will have known friendship and will have learned how to get along with and care for other people and the world around us.

It is our passion that our children leave us having reached their full potential. Some children will need additional support in order to do this and the Pupil Premium funding will be used to enhance our high-quality interventions, to ensure that our teachers have effective CPD so that we offer high quality first teaching and to ensure that all our children can participate fully in school life.

Challenges

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

Challenge number	Detail of challenge
1	Boys' attainment is broadly in line with national data but lower than the girls. Boys need targeting in writing.
2	Boys' attainment is broadly in line with national data but lower than the girls. Boys need targeting for GDS.
3	To close any gaps in attainment, knowledge and understanding caused by the periods of lockdown and extended periods of time away from school, ensuring that all pupils make at least good progress from their starting points.
4	Social and emotional issues preventing pupils being ready to learn and having a detrimental effect on their peers.
5	PP children's families are sometimes unable to afford the additional opportunities and experiences offered i.e. the residential school trip.

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
Boys' attainment in writing is in line with girls.	School's tracking system will show that boys' attainment in writing is in line with girls. Book Looks highlight pupils' progress.
The number of boys attaining GDS in Reading, Writing and Maths is in line with girls.	School's tracking system will show that the number of boys attaining GDS in Reading, Writing and Maths is in line with girls. Book Looks highlight pupils' progress.
Gaps in pupils' attainment, knowledge and understanding are addressed.	School's tracking system (Insight/Recovery Curriculum documents) will show that gaps in learning have been addressed. School's tracking system (Insight/SEND tracking document/My Plan) will show that pupils are making good progress from their starting points. Book Looks highlight pupils' progress. Y2 and Y6 pupils will perform well in end of year SATs.
Pupils with SEMH needs perform well and do not disrupt the learning of others as their needs are addressed.	Reduced number of incidents recorded on CPOMs. Lesson observations and pupil conferencing show children have positive attitude to their learning and are focused in class. Book Looks highlight pupils' progress.
Pupil Premium children are fully involved in all aspects of school life.	PP children participate in all school trips and wider opportunities. Registers will highlight participation.

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: £3,636

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relational Approach training opportunities (Restorative Practice training, Staff Circles CPD from Restorative team GCC, participation in Restorative Leadership Course)	<p>EEF ‘Improving Behaviour in Schools’ (September 2019) states that:</p> <p>Consistency and coherence at a whole-school level are paramount. Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at whole school level.</p> <p>Teachers should encourage pupils to be self-reflective of their own behaviours.</p> <p>Understanding a pupil’s context will inform effective responses to misbehaviour.</p> <p>Every pupil should have a supportive relationship with a member of school staff.</p> <p>‘Restorative Practices in Three Scottish Councils’ (2004-2005) shows that restorative approaches help schools create peaceful learning environments for children to become successful learners, confident individuals, responsible citizens and effective contributors.</p>	4
Talk 4 Writing training	<p>‘Talk for Writing’ EEF July 2015 states that:</p> <p>School staff reported that the project had a positive impact on pupils’ writing skills and improved their confidence with teaching writing.</p>	1 2 3

	<p>The Sutton Trust states that ‘the most effective teachers have deep knowledge of the subjects they teach’.</p> <p>EEF Guidance report (2017) ‘Improving Literacy in Key Stage 2’. There is extensive evidence for the impact of teaching writing composition strategies from 3 meta-analysis.</p> <p>EEF states that investing in professional development for teaching assistants to deliver structured interventions can be a cost effective approach to improving learner outcomes.</p>	
Talk 4 Reading training	<p>‘Research Evidence on Reading for Pleasure’ May 2012 (Department for Education): “...how teachers could enhance children’s reading for pleasure. The activities included: marked improvements in reading environments, read aloud programmes, book talk and book recommendations and the provision of quality time for independent reading.”</p> <p>PISA (The Programme for International Student Assessment) results from 2009 show that in all countries, young people who enjoy reading the most perform significantly better in reading literacy assessments than who enjoy reading the least.</p> <p>The Sutton Trust states that ‘the most effective teachers have deep knowledge of the subjects they teach’.</p>	2 3
Maths Mastery training (Joint planning, team teaching, CPD with Maths Consultant)	<p>A report by the Fair Education Alliance looks at schools with good outcomes for disadvantaged children in maths. Investigating 20 schools and Early Years providers, it pinpoints the factors in their success. Many of the schools cite teaching for mastery as a key factor.</p> <p>A guidance report from the Education Endowment Foundation ‘Improving Mathematics in Key Stages 2 & 3’ was published in November 2017. It endorses many of the components of teaching for mastery.</p>	2 3

	The Sutton Trust states that ‘the most effective teachers have deep knowledge of the subjects they teach’.	
Sounds Write Phonics Training	The National Literacy Trust highlights that children with poor literacy are more likely to live in PP households.	3

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

Budgeted cost: £24,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group Maths interventions	<p>A guidance report from the Education Endowment Foundation ‘Improving Mathematics in Key Stages 2 & 3’ was published in November 2017. It highlights how effective structured maths interventions can be to provide additional support</p> <p>EEF (January 2021) New analysis on impact of Covid-19 on attainment gap:</p> <p>The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.</p>	2 3
Small group Reading interventions	<p>PISA (The Programme for International Student Assessment) results from 2009 show that in all countries, young people who enjoy reading the most perform significantly better in reading literacy assessments than who enjoy reading the least.</p> <p>EEF Blog February 2020 (Megan Dixon):</p> <p>Teaching reading comprehension strategies is included in the EEF Toolkit; indeed, it is one of the most-visited pages on our website. We</p>	2 3

	<p>know that the teaching of those reading strategies, in small groups, as a targeted intervention in upper Key Stage 2 helps. Reading aloud, and helping children develop these skills by asking questions, may be a useful approach to developing reading comprehension skills.</p> <p>EEF Guidance report (2017) 'Improving Literacy in Key Stage 2'. There is extensive and consistent evidence from at least 6 meta-analysis and reviews, including studies involving pupils aged 7-11 of the impact of structured interventions and intensive one to one support.</p> <p>The National Literacy Trust highlights that children with poor literacy are more likely to live in PP households.</p>	
Small group Writing interventions	<p>'When Fewer is More: Small Groups in Early Childhood Classrooms' (Wasik, 2008) found that there are significant benefits to small group instruction. Specifically, small groups afford the opportunity for teachers to devote more attention to children and this, in turn, has important cognitive and social/emotional implications for children's development.</p> <p>EEF Guidance report (2017) 'Improving Literacy in Key Stage 2'. There is extensive evidence for the impact of teaching writing composition strategies from 3 meta-analysis.</p> <p>The National Literacy Trust highlights that children with poor literacy are more likely to live in PP households.</p>	1 2 3

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

Budgeted cost: £35,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA to offer a timetable of support to targeted pupils. ELSA offered support from EP Service at an annual cost.</p>	<p>EEF (Education Endowment Foundation) Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.</p> <p>‘Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature’ (Carroll and Hurry)</p> <p>Underpinning all the successful programmes in this review was a positive approach adopted by teachers and school leaders to pupils with SEMH. Approaches that are careful to avoid a deficit model perspective and that embrace techniques which encourage pupils to feel secure and that foster good relations with teachers, result in pupils who were more motivated to learn and are therefore at less risk of exclusion.</p> <p>‘Improving Social and Emotional Learning in Primary Schools’ (Guidance Report, EEF)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p>	<p>4</p>
<p>Therabuild sessions offered to identified children.</p>	<p>EEF (Education Endowment Foundation) Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.</p>	<p>4</p>

	<p>‘Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature’ (Carroll and Hurry)</p> <p>Underpinning all the successful programmes in this review was a positive approach adopted by teachers and school leaders to pupils with SEMH. Approaches that are careful to avoid a deficit model perspective and that embrace techniques which encourage pupils to feel secure and that foster good relations with teachers, result in pupils who were more motivated to learn and are therefore at less risk of exclusion.</p> <p>‘Improving Social and Emotional Learning in Primary Schools’ (Guidance Report, EEF)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p>	
<p>Pastoral sessions (NLP for kids) offered to identified children</p>	<p>EEF (Education Endowment Foundation) Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning.</p> <p>‘Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature’ (Carroll and Hurry)</p> <p>Underpinning all the successful programmes in this review was a positive approach adopted by teachers and school leaders to pupils with SEMH. Approaches that are careful to avoid a deficit model perspective and that embrace techniques which encourage pupils to feel secure and that foster good relations with teachers, result in pupils who were more motivated to learn and are therefore at less risk of exclusion.</p> <p>‘Improving Social and Emotional Learning in Primary Schools’ (Guidance Report, EEF)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to</p>	<p>4</p>

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School to employ a Behaviour Support/Pastoral TP for 5 mornings and 2 afternoons a week to work with children with Social, Emotional and Mental Health needs. Develop restorative approaches, nurturing environment and focus on positive behaviours.	<p>EEF (Education Endowment Foundation) Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.</p> <p>'Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature' (Carroll and Hurry)</p> <p>Underpinning all the successful programmes in this review was a positive approach adopted by teachers and school leaders to pupils with SEMH. Approaches that are careful to avoid a deficit model perspective and that embrace techniques which encourage pupils to feel secure and that foster good relations with teachers, result in pupils who were more motivated to learn and are therefore at less risk of exclusion.</p> <p>'Improving Social and Emotional Learning in Primary Schools' (Guidance Report, EEF)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p>	4
Funding is used to pay for/subsidise school trips and extra-curricular opportunities/wider opportunities.	<p>Trips are a fundamental part of the curriculum and the experience gained from them, and the work undertaken as a result of the experience has a positive impact.</p> <p>Pupils are given opportunities to access activities and experiences that will engage and inspire them.</p>	5

Total budgeted cost: £64,286

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 2022 to 2023 academic year.

Overall PP Attendance was 95.4% for 2022/23

KS2 Attainment data

	PP School (at expected level)	School (at expected level)	National (at expected level)
Reading	100%	97%	73%
Writing	100%	100%	71%
Mathematics	66%	80%	73%
GPS	83%	93%	72%
Reading, Writing and Maths Combined	66%	80%	59%

KS1 Attainment data

	PP School (at expected level)	School (at expected level)	National (at expected level)
Reading	70%	84%	67%
Writing	80%	82%	58%
Mathematics	100%	95%	68%

Phonics Attainment data

Phonics Screening Results 2023

	Year 1 (out of 45 children)			
	School % achieving expected standard 2019	School % achieving expected standard 2022	School % achieving expected standard 2023	National % achieving expected standard 2023
Phonics	97	93	89	Not available for 2023 at present. This will be updated once it is published

PP children achieving expected standard 2023= 100% (6/6)

EYFS data 2023

Good Level of Development - End of Year (45 children)	
Expected (School) 2023	84%
Expected (National) 2022	65%
Expected (PP School) 2023	83% (5/6)