

Pupil premium strategy statement – Thomas Johnson Lower School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	6.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	24/25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Simon Bolger
Pupil premium lead	Simon Bolger / Karen Blythe
Governor / Trustee lead	Miles Tawell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,400
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£7,400

Part A: Pupil premium strategy plan

Statement of intent

Our key ethos and aims include –

- TJLS a whole school approach with all being empowered and accountable for our pupil premium pupils.
- There should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programs as required.
- All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.
- Pupil Premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Governors, especially our Pupil Premium governor, to be fully involved in the monitoring and evaluation of the Pupil Premium interventions, analysis and costings.
- At TJLS our strategic vision for Pupil Premium pupils is to ensure outstanding provision at two levels - whole school level and bespoke, specific interventions for each pupil.

Whole School Level:

- Our whole school offer is deep rooted in academic research and years of staff experience in piloting new ideas with our most vulnerable being our benchmark.
- Parental engagement is key to providing a positive and nurturing environment in which our Pupil Premium pupils can achieve their potential.
- Early intervention and targeted learning support are central to our strategy. Diminishing attainment gaps very early on allows us freedoms to layer pupils with the huge number of experiences as they continue their journey through our school.

Bespoke provision for individual pupils:

- We believe that pupil premium should be used to impact the wider school but it is also pertinent that the pupil premium is specifically tailored to meet the needs of individual pupils, in addition to, and in different ways from our other intervention programmes.
- No one child is the same and this is reflected in the wide variety of ways pupil premium is utilised.
- The provision provided encompasses both direct approaches to 'diminishing the difference' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment in early reading
2	Outcomes in KS1 Phonics Screening

3	Outcomes in core subjects
4	Lack of wider experiences for PP children

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
Strengthen the quality of provision in early reading	<p>KS1 reading outcomes show that disadvantaged pupils meet the expected standard in line with their peers.</p> <p>KS1 reading outcomes show that disadvantaged pupils meet the greater depth standard in line with their peers.</p>
Improve attainment in KS1 phonics	Children who did not achieve the ARE in the phonics screening at the end of Y1 will pass at the end of Y2
Improve reading, writing and maths outcomes in Y4 (our last year in KS2 as we are a lower school)	<p>KS2 core subject outcomes show that disadvantaged pupils meet the expected standard in line with their peers.</p> <p>KS2 core subject outcomes show that disadvantaged pupils meet the greater depth standard in line with their peers.</p>
Improve aspirations, enrichment and extended opportunities attendance for PP children	<p>Sustained high levels of aspirations demonstrated in qualitative data from pupil voice, student/teacher observations</p> <p>A mixture of external and internal enrichment opportunities.</p> <p>Exposure to people from different careers, backgrounds and cultures.</p> <p>Links with key entities in the community police, firefighters, parish council, mayor etc.</p>

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training staff in QFT strategies to enhance provision in all classes across school	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2, 3
Small group sessions for children in Y1 and Y2	Through small group lessons in core subjects, high quality feedback is always given. The children have the opportunity to engage with each other and the adults around the room and receive more personalised learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 3

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with	Some children need extra support from the beginning. Schools should identify such children as soon as they begin to fall behind their peers. To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found.	1, 2

our phonics scheme.	Government research	
Regular intervention with focus children to improve outcomes in reading, writing and maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A wider cross curricular approach to ensuring visits and visitors to enhance the school offer. Continuation of prioritising Pupil Premium children for clubs and supporting widely as necessary. Pupil voice of the Pupil Premium children to ensure clubs and activities they are interested in are on offer.	It is the right of all children to be given the opportunities for inclusion in extra-curricular activities and trips. Children should not be denied these experiences due to any home circumstances. "Cultural capital is the essential knowledge that children need to prepare them for their future success" (Ofsted Inspection Handbook)	4
Greater involvement with families and school to support the social and emotional wellbeing of the pupils.	Through observations and professional discussions, it is noted that upon entry children have often moved school mid-term and this can affect their emotional wellbeing. Their emotional and social wellbeing has a direct impact on their ability to fully engage with whole school curriculum and after school activities. Encourage a greater home school link through open lines of communication, an open-door policy,	4

	social media to celebrate successes and through email/direct phone call. Invite parents in for enrichment days to encourage difficult to reach families to be part of our growing school community.	
--	---	--

Total budgeted cost: £12,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Percentage of children at the end of KS1 meeting the ARE

	Reading	Writing	Maths
PP 0 children	-	-	-
Non-PP 14 children	86	64	86

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT Rockstars	Maths Circle
Little Wandle	Wandle Learning Trust
The Write Stuff	Jane Considine, The Learning Space
Oxford Owl	Oxford University Press
White Rose Maths	White Rose

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

Bomber, L. M., 2020. Know Me to Teach Me. 1st ed. s.l.:Worth Publishing .

Department for Education (DfE) , 2018. Mental Health and Behaviour in Schools. [Online]
Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

Department for Education (DfE), 2012. Research Evidence on Reading for Pleasure. [Online]

Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf

Department for Education (DfE), 2021. Choosing a Phonics Teaching Programme. [Online]

Available at: <https://www.gov.uk/government/publications/choosing-a-phonics-teachingprogramme/list-of-phonics-teaching-programmes>

Early Intervention Foundation , n.d. Why is it good for children and families?. [Online]

Available at: <https://www.eif.org.uk/why-it-matters/why-is-it-good-for-children-and-families>

Education Endowment Foundation , 2018. One to One Tuition. [Online]

Available at: <https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/one-to-one-tuition/>

Education Endowment Foundation , 2018. Small Group Tuition. [Online]

Available at: <https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/small-group-tuition/>

Education Endowment Foundation , 2020. [Online]

Available at:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guida_nce_iPDF.pdf

Education Endowment Foundation , 2020. Nuffield Early Language Intervention. [Online]

Available at: <https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/nuffield-early-language-intervention/>

Education Endowment Foundation , n.d. Behaviour. [Online]

Available at: <https://educationendowmentfoundation.org.uk/school-themes/pupil-engagementbehaviour/>

14

Education Endowment Foundation, 2018. Making Best Use of Teaching Assistants. [Online]

Available at:

https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/T

[A_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/T_A_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf)

Education Endowment Foundation, 2019. Magic Breakfast. [Online]
Available at: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/>

GOV.UK, 2020. Pupil absence in schools in England: autumn term. [Online]
Available at: <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england-autumn-term>

Great Teaching Toolkit, 2020. Great Teaching Toolkit , s.l.: Great Teaching Toolkit .

National Center for Educational Statistics, n.d. Every School Day Counts. [Online]
Available at: <https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp>

Popli, A. D. a. G. K., 2015. Persistent poverty and children's cognitive development, s.l.: Royal Statistical Society .

Popli, A. D. a. G. K., 2015. Persistent poverty and children's cognitive development. [Online]
Available at: <https://rss.onlinelibrary.wiley.com/doi/pdf/10.1111/rssa.12128>