



## Pupil Premium Strategy Report Statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ladbroke JMI School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governing Body
Pupil premium lead	Miss Webster/Mrs Prior
Governor / Trustee lead	Mrs Bedford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,800

## Part A: Pupil premium strategy plan

### Statement of intent

At Ladbrooke JMI School, our pupil premium money is used to support disadvantaged children so that they are achieving at least in line with their peers and are achieving the national standards expected of them as they move through the school.

Priority is given to ensure high quality teaching for all. It is important that there is consistency across the school in our approach and targeted CPD for all staff is used to ensure this is achieved. We will ensure that the barriers for each child are identified and targeted support provided to ensure that we are achieving the best outcomes for all our children, including disadvantaged pupils.

We will provide an environment which feels safe and welcoming and encourages children to take risks, have confidence and build resilience. Through supporting enrichment activities, we will provide opportunities for children which will enrich their lives and give them a love of learning and high aspirations.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance</b> When children do not attend school regularly, we find this has a profound impact on their learning and in turn their confidence.
2	<b>Gaps in Learning</b> Due to COVID and in some situations attendance, children have gaps in their learning, especially in maths, which are impacting on them making progress.
3	<b>Self-Esteem</b> Due to being absent or finding learning challenging, children are often low in confidence and think they cannot learn in the same way as the other children which makes them switch off and not display learning behaviours we need.
4	<b>Lack of Experience</b> In some families, due to low income, they are not able to provide children with a range of experiences which they can then draw on to make sense of the work around them. This can then limit them in the classroom.
5	<b>Family Support</b> In some families, education is not highly valued or parents are unable to support children due to their own skills or equipment in the home.

## 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
High quality teaching for all children	<ul style="list-style-type: none"><li>• Strong progress achieved in English and Maths</li><li>• Evidence of targeted support in class and its impact</li></ul>
Targeted intervention	<ul style="list-style-type: none"><li>• Gaps will have been closed in maths for targeted children</li><li>• Confidence to tackle tasks will be established</li></ul>
Raise confidence – well-being	<ul style="list-style-type: none"><li>• Children talk positively about themselves and their abilities</li><li>• Observations will show children more readily engaging in work/lessons</li></ul>
Support families	<ul style="list-style-type: none"><li>• Children’s attendance will be strong though work carried out with key families</li><li>• Homework to support learning is completed as parents have the tools to support this at home (hardware and advice/workshops)</li><li>• Resources available to support the learning of children</li><li>• Communication with parents is supportive and positive resulting in good attendance and support for children</li></ul>

## 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: £11,713

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on supporting children in class	Evidence shows that the quality of TA talk can support the development of independent learning skills (EEF)	1 & 2
RWI group and intervention	Regular, brief sessions with TAs who have received extensive training and where links are made with classroom teaching have been proved to have an impact	1 & 2
TA support in each classroom each morning to support high quality first teaching	By supporting TAs and Teachers to plan effectively together, learning can be enhanced through high quality language and the development of learning skills	1 & 2
Additional TA support in FS to support PP children	Research has shown the at improving the nature and quality of TAs talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes	1, 2 and 3

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

Budgeted cost: £12,849

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 support in the afternoons for children in KS1 and KS2	Evidence (EEF) shows that TAs delivering targeted interventions in 1-1 or small group settings shows a consistent impact on attainment of approximately 3-4 months progress	1,2 and 3
Small group sessions to support targeted interventions	Evidence (EEF) shows that TAs delivering targeted interventions in 1-1 or small group settings shows a consistent impact on attainment of approximately 3-4 months progress	1,2 and 3

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

Budgeted cost: £7,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y1 Protective behaviours work	EEF research says that a planned series of lessons should be used to teach skills in dedicated time	3
Wellbeing 1-1 workshops	A careful programme is in place to support children rather than waiting for 'crisis' moments	1 and 3
Wellbeing small group support	A careful programme is in place to support children rather than waiting for 'crisis' moments	1 and 3
Supporting families so children can attend clubs	There is an established link between home learning environments at all ages and school performance Regular workshops to support parents can help improve outcomes Positive communication helps families feel part of the learning process	3, 4 and 5
Providing enrichment activities to engage children in learning	Where children are provided with experiences outside their usual pattern they are able to use these opportunities to support their writing and understanding of the world around them	1, 3, 4 and 5

**Total budgeted cost: £32,138**

## 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.

#### **Raising Standards**

In 2019 (the last time we had externally moderated data, our disadvantaged pupils all achieved the expected standard in reading, writing and maths. The average standardised scores were as follows:

	Average Standardised Score	Average Progress
Reading	110	3.8pts
Grammar	112	2pts (writing)
Maths	108	1.2pts

Last year, through internal assessments the following progress was achieved by our disadvantaged pupils

	Average Progress
Reading	6.8pts
Maths	1.8pts

#### **Emotional Wellbeing - Support**

Some of the comments below have shown how the children's emotions changed as a result of wellbeing interventions.

#### **Comments from Zones Survey**

At Start	At End
One child said that he sometimes felt angry or sad at school and it got in the way on his learning. Another child gave the lowest score for knowing how to help himself feel better and get back to learning when he felt angry or sad at school.	Both the children said they would now use breathing techniques such as 'Lazy 8' breathing and 'Six sides of breathing' to help them calm down and get on with their learning.

At Start	At End
One child said that she sometimes felt tired at school and it got in the way of her learning	She said she would do jumping jacks to help her feel less sleepy and help her focus and learn

At Start	At End
One child gave the lowest rating for 'I enjoy school' which represented 'No Way!'	The same child said he enjoyed maths and art and had found Zones of Regulation exciting. His attendance had also improved (an area of real concern)

**Pupil Voice on Zones of Regulation Groups**

*If zones had been on in reception, I would have come every year'*

***'It really helped me and I was very happy every Thursday afternoon and was excited about it'***

*'I've loved Zones of Regulation since the start. It was one of my favourite things in the week – I even got a little too excited sometimes!'*

***'Zones of regulation has helped me through the year so much. It's like the best thing that would help me'***

*'I've started to thinking that what you've taught us that it really helps because some of the methods you've taught us – like think before you do – I've started to think before doing actions*

***'I've liked it every week after it's done I'm excited because it's something to look forward to***

*'I find it really helpful because before when I got really angry I would shout, hit out and stuff, but now I don't do this anymore*

***'I liked that every week, if something had upset me, I could tell you (zones teacher)'***

*It's helped me with my confidence because I used to be scared to share things but through the weeks I've become a lot stronger in myself'*

***'I like the fact that what we say stays in the group'***

*'Please, please, please, please – times 1 million – can we do this in Year 6'*

***'It just helped me release so much'***

### Parental Feedback

“So great that the children can speak about any anxiety they have and learn how to deal with it at school as well as at home”

*“My child has really enjoyed this programme. I feel she has got a huge amount out of it. She is definitely more open to talking about her feelings and how to respond when she is angry”*

### 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
None	