

## Pupil premium strategy statement

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	James Watt Primary School
Number of pupils in school	447 (inc 42 Nursery)
Proportion (%) of pupil premium eligible pupils	48.1% (195)
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Carole Hammond Co Headteacher
Pupil premium lead	Tamara Nener Acting Deputy Head Teacher
Governor lead	Max Vlahakis Lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,545.00
Recovery premium funding allocation this academic year	£23,490.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1615.00
<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	£241,650.00

## Part A: Pupil premium strategy plan

### Statement of intent

At James Watt Primary, our vision is to prepare all pupils for lifelong learning and to equip them with the skills and knowledge to be part of our global community.

We encourage them to succeed and be the best that they can be, through the exploration of new skills and experiences.

We nurture resilience, curiosity and creativity, whilst promoting confident, self-motivated pupils, who are eager to learn.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of communication, language and literacy among many disadvantaged pupils. These are evident from on entry to school through to KS2 but in general, are more prevalent among our pupil premium children.
2	The attendance of pupils in receipt of pupil premium is below the national average and a proportion are classed as persistent absentees
3	Assessments indicate that Maths attainment among pupil premium pupils is below that of non-pupil premium pupils.
4	Assessments indicate that Writing attainment among pupil premium pupils is below that of non-pupil premium pupils.
5	Pupil premium pupils' parental engagement (e.g. attendance at parents evenings) is on average lower than their peers.
6	Pupil premium pupils are not accessing extra-curricular activities compared to their peers.
7	There is limited access to appropriate technology (such as computers, Wi-Fi etc) among pupil premium pupils compared to their peers.

## 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
Improved communication, language and literacy skills at the end of the EYFS. Improved Language acquisition across the school.	<ul style="list-style-type: none"> <li>To improve speech and language skills in Reception through the use of 'Wellcom'.</li> <li>Disadvantaged children are confident to communicate in a wide range of formal and informal situations.</li> <li>Curriculum planning will ensure that pupils have time and opportunity to develop skills.</li> </ul>
To achieve and sustain improved attendance for pupil premium children and reduce persistent absence.	<ul style="list-style-type: none"> <li>Ensure attendance of pupil premium pupils is at least 95%. (Currently stands at 92.2%)</li> <li>Weekly tracking of attendance, actions and interventions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Regular communication between the office and school's attendance officer to ensure children are being correctly identified for actions by EWO. (Instill) EWO will complete home visits for these children.</li> <li>• Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher, followed by a meeting with the schools attendance officer.</li> </ul>
Raised attainment for all pupils, particularly our pupil premium pupils in Maths so that the proportions of pupils working at ARE and above are closer to or broadly in line with other pupils, particularly in KS2.	<ul style="list-style-type: none"> <li>• Summative and formative assessments will indicate more pupil premium pupils meeting the expected standard in Maths.</li> <li>• In year data shows that gaps are closing.</li> </ul>
Raised attainment of disadvantaged pupils in Writing so that the proportions of pupil premium pupils working at ARE and above are closer to or broadly in line with other pupils, particularly in KS1.	<ul style="list-style-type: none"> <li>• Summative and formative assessments will indicate more pupil premium pupils meeting the expected standard in Writing.</li> <li>• In year data shows that gaps are closing.</li> <li>• 2022 EYFS Profile - percentage of disadvantaged pupils achieving the ELGs in writing broadly in line with the percentage of other pupils (to narrow gap within 5%).</li> </ul>
Increase parental engagement, particularly among pupil premium pupils	<ul style="list-style-type: none"> <li>• Close the attendance/engagement gap between pupil premium parents and non-pupil premium parents during school events.</li> </ul>
An increase in participation of pupil premium children to enjoy the wide range of enrichment activities we have on offer at James Watt Primary.	<ul style="list-style-type: none"> <li>• A wide range of extra-curricular activities will be offered.</li> <li>• A significant increase in participation in enrichment activities, particularly among pupil premium pupils.</li> <li>• Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms.</li> <li>• Support in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips visits and residential etc.</li> </ul>
All pupils have access to technology, particularly children who are in receipt of pupil premium	<ul style="list-style-type: none"> <li>• Digital technology can add up to +4 months progress</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: £206,816.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD to improve and to secure stronger phonics teaching for all pupils.	<ul style="list-style-type: none"> <li>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</li> <li>Ensure all relevant staff (including new staff) have received training to deliver the Bug Club phonics scheme effectively and to include new phonic books to send home/ share in class.</li> <li>English and phonics Lead time out of class to embed phonics and reading teaching and learning. – Reading is key to accessing all areas of the curriculum.</li> </ul>	1
Staff CPD	<ul style="list-style-type: none"> <li>High quality staff CPD is essential to follow EEF principles. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. This is followed up during Staff meetings and INSET days.</li> <li>Sutton Trust has shown that quality professional development in key areas can raise attainment of disadvantaged pupils.</li> <li>Subject leader are also given release time once a term.</li> </ul>	1, 3, 4
Purchase of standardised diagnostic assessments.	<ul style="list-style-type: none"> <li>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction to enable the pupils to make progress.</li> <li>Data and tracking indicates that PP pupils are behind Non PP.</li> </ul>	1, 3, 4

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

Budgeted cost: £24,966.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for pupils in Reception and Nursery with additional SEND needs.	<ul style="list-style-type: none"> <li>Research has shown that TAs' can support the development of independent learning skills, which are associated with improved learning outcomes.</li> <li>EEF states "Targeted deployment has a higher impact."</li> </ul>	1
'Withdrawal' groups (specialising in English and Maths) that support targeted pupils;	<ul style="list-style-type: none"> <li>EEF shows, small group tuition has a consistent impact on attainment of approximately three to four additional months' over the course of a year.</li> <li>In reading, small group teaching can sometimes be more effective than either one to one or paired tuition.</li> <li>Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</li> <li>Low attaining pupils particularly benefit from small group tuition.</li> </ul>	1, 4
Targeted support for pupils in RWM, EGPS and the foundation stage Early Learning Goals, in Year R-6.	<ul style="list-style-type: none"> <li>EEF guide to pupil premium – tiered approach states "Teaching is the top priority, including CPD.</li> <li>Ofsted have shown that CPD and coaching increases the impact of TAs interventions.</li> <li>EEF have emphasised deployment of teaching assistants is about an additional four months' progress over the course of a year.</li> </ul>	1, 3, 4
Individual PAT (Precision Teaching) of Reading;	<ul style="list-style-type: none"> <li>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</li> <li>Research informs us that the acquisition of early language is key to all children but in particular disadvantaged making progress and developing a strong foundation for latter years.</li> </ul>	1

<p>Additional Phonics sessions targeted to pupils who identified as requiring further support. Delivered by an intervention specialist 3 days a week.</p>	<ul style="list-style-type: none"> <li>• Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</li> <li>• EEF Teaching and Learning Toolkit states, “Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.</li> <li>• EEF Teaching and Learning Toolkit states “Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment”.</li> <li>• Specialist will train up staff they work with in school, therefore upskilling them and increasing their knowledge.</li> </ul>	<p>1</p>
<p>1:1 pupil progress meetings with teachers and the headteacher and the assistant headteacher (academic)</p>	<ul style="list-style-type: none"> <li>• Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children’s progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</li> </ul>	<p>1, 3, 4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils</p>	<ul style="list-style-type: none"> <li>• 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 and in small groups.</li> </ul>	<p>3, 4</p>

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

Budgeted cost: £5416.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with families	<ul style="list-style-type: none"> <li>Evidence from Ofsted suggests that a critical dimension of effective teaching and learning is the relationship between the teacher, their pupils and their parents. So the degree and quality of engagement that parents have with their child's learning is a crucial factor outside the school environment. (DfE best practice review).</li> <li>EEF Toolkit Parental Engagement suggests +3 months progress.</li> <li>Using Tapestry platform to share communication, targets and achievements.</li> </ul>	6
Inclusion lead works closely with attendance officer (EWO), pupils below 96% are identified and protocols followed.	<ul style="list-style-type: none"> <li>Addressing attendance directly is a key step (NfER) as well as building up trust between home and school.</li> <li>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</li> </ul>	2
The library will be revamped to make it an exciting and fun place to read. Soft furnishings will make the space feel cosy and less formal to encourage reading for pleasure	<ul style="list-style-type: none"> <li>The Reading Agency, 2015 states, "Children who enjoy reading are motivated to read more frequently and make better progress.</li> <li>Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others".</li> </ul>	1, 3
Reduction in cost of trips for PP	<ul style="list-style-type: none"> <li>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Enrichment activities offer children a context for leaning and a stimulus to trigger their interest.</li> </ul>	6
Fund for School uniform	<ul style="list-style-type: none"> <li>Based on our experiences and knowledge of our families we have identified a need to set a small amount of funding aside to help families in need of school uniform.</li> </ul>	5



<p>Outdoor learning encouraged through Wider World Skills (Forest school)</p>	<ul style="list-style-type: none"> <li>• EEF states, outdoor adventure learning shows positive benefits on academic learning and can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</li> </ul>	<p>1, 5</p>
<p>Range of after school clubs available for all pupils</p>	<ul style="list-style-type: none"> <li>• Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. (DFE)</li> <li>• EEF states, there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. After school clubs, can forge lifelong character traits such as discipline, time management, thoughtfulness, resilience, determination, fair-mindedness and support for others.</li> <li>• The benefits of sport and physical activity on our mental health are endless: improved mood, decreased chance of depression and anxiety, and a better and more balanced lifestyle (Sport England).</li> </ul>	<p>6</p>
<p>Purchase web based programs to be used in school at home E.g Bug Club</p>	<ul style="list-style-type: none"> <li>• Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</li> <li>• EEF guide to pupil premium targeted academic support states, Parental engagement has a positive impact on average of 4 months' additional progress.</li> </ul>	<p>1, 4, 7</p>

**Total budgeted cost: £237,198.00**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Contextual Pupil Data								
	ALL YEARS inc Nursery	R	Y1	Y2	Y3	Y4	Y5	Y6
<b>Free School Meals</b>	215	47.2% (26)	41.7% (25)	43.1% (25)	57.4% (35)	47.4% (27)	50.9% (29)	56.7% (33)
<b>EAL</b>	404	78.2% (43)	95% (57)	89.7% (52)	80.3% (49)	100% (57)	93.0% (53)	87.9% (51)
<b>Pupils Eligible for Pupil Premium</b>	210	47.3% (26)	40.0% (24)	41.4% (24)	54.1% (33)	47.4% (27)	50.9% (29)	58.6% (34)
<b>Non Pupil Premium Pupils</b>	253	52.3% (29)	60.0% (36)	58.9% (34)	45.9% (28)	52.6% (30)	49.1% (28)	41.4% (24)
<b>Medical Conditions</b>	76	5.5% (3)	20.0% (12)	22.4% (13)	19.7% (12)	31.8% (18)	12.3% (7)	17.2% (10)
<b>In Care</b>	0	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
<b>SEND Support</b>	104	16.4% (9)	35.0% (21)	25.9% (15)	19.7% (12)	28.1% (16)	24.6% (14)	22.4% (13)
<b>EHC Plan</b>	5	0% (0)	0% (0)	3.4% (2)	0% (0)	0% (0)	0% (0)	5.2% (3)

## 2020 - 2021 Results

Whole School				
% achieving Expected or above in Reading, Writing & Maths	Reading	Writing	Maths	Combined
<b>Pupils Eligible for PP</b>	53.6%	23.2%	43.5%	23.2%
<b>Non Pupil Premium Pupils</b>	48.6%	32.1%	47.9%	31.4%
<b>Gap</b>	<b>+5%</b>	<b>-8.9%</b>	<b>-4.4%</b>	<b>-8.2%</b>

EYFS				
% achieving GLD	GLD	All ELG	Prime Areas	Specific Areas
<b>Pupils Eligible for PP</b>	58.8%	53.1%	65.6%	43.7%
<b>Non Pupil Premium Pupils</b>	66.9%	62.9%	78.2%	52.1%
<b>Gap</b>	<b>-8.1%</b>	<b>-9.8%</b>	<b>-12.6%</b>	<b>-8.4%</b>

Year 1				
% achieving Expected or above in Reading, Writing & Maths	Reading	Writing	Maths	Combined
<b>Pupils Eligible for PP</b>	30.4%	21.7%	21.7%	21.7%
<b>Non Pupil Premium Pupils</b>	29.0%	25.8%	29.0%	25.8%
<b>Gap</b>	<b>+1.4%</b>	<b>-4.1%</b>	<b>-7.3%</b>	<b>-4.1%</b>

Year 2				
% achieving Expected or above in Reading, Writing & Maths	Reading	Writing	Maths	Combined
<b>Pupils Eligible for PP</b>	50%	6.3%	53.1%	6.3%
<b>Non Pupil Premium Pupils</b>	40.7%	14.8%	51.9%	14.8%
<b>Gap</b>	<b>+9.3%</b>	<b>-8.5%</b>	<b>+1.2%</b>	<b>-8.5%</b>

<b>Year 3</b>				
<b>% achieving Expected or above in Reading, Writing &amp; Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Combined</b>
<b>Pupils Eligible for PP</b>	65.2%	52.2%	65.2%	52.2%
<b>Non Pupil Premium Pupils</b>	73.3%	56.7%	66.7%	56.7%
<b>Gap</b>	<b>-8.1%</b>	<b>-4.5%</b>	<b>-1.5%</b>	<b>-4.5%</b>

<b>Year 4</b>				
<b>% achieving Expected or above in Reading, Writing &amp; Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Combined</b>
<b>Pupils Eligible for PP</b>	57.1%	14.3%	35.7%	14.3%
<b>Non Pupil Premium Pupils</b>	32.1%	17.9%	32.1%	14.3%
<b>Gap</b>	<b>+25%</b>	<b>-3.6%</b>	<b>+3.6%</b>	<b>No gap</b>

<b>Year 5</b>				
<b>% achieving Expected or above in Reading, Writing &amp; Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Combined</b>
<b>Pupils Eligible for PP</b>	62.5%	32.2%	40.6%	28.1%
<b>Non Pupil Premium Pupils</b>	70.8%	45.8%	62.5%	45.8%
<b>Gap</b>	<b>-8.3%</b>	<b>-14.6%</b>	<b>-21.9%</b>	<b>-17.7%</b>

<b>Year 6</b>				
<b>% achieving Expected or above in Reading, Writing &amp; Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Combined</b>
<b>Pupils Eligible for PP</b>	65.0%	50.0%	55%	40%
<b>Non Pupil Premium Pupils</b>	62.5%	62.5%	65%	47.5%
<b>Gap</b>	<b>+2.5</b>	<b>-12.5%</b>	<b>-10%</b>	<b>-7.5%</b>

## 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
TT Rockstar Maths	Maths Circle Ltd
Science Bug	Active Learn Pearson
Tapestry (Online Platform)	Foundation Stage Forum
Reading Bugs	Active Learn Pearson
Google Classrooms (Online Platform)	Google
O'Track Data analysis	Optimum
CPOMS Safeguarding online tool	CPOMS Systems Limited
Testbase	AQA

## 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?	We received £2345 and spent some on purchasing an iPad. The rest was pooled together with the total PP funding allocation
What was the impact of that spending on service pupil premium eligible pupils?	This pupil achieved Expected across Maths, Reading and Writing at the end of Year 3.