

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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  | 442 (inc 34 Nursery)                |
| Proportion (%) of pupil premium eligible pupils   | 44%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2025                           |
| Date this statement was published   | December 2023                       |
| Date on which it will be reviewed   | December 2024                       |
| Statement authorised by   | Carole Hammond<br>Headteacher       |
| Pupil premium lead  | Pelego Powell<br>Deputy Headteacher |
| Governor lead   |                                     |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £257,610 |
| Recovery premium funding allocation this academic year  | £41,798  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £299,408 |

## Part A: Pupil premium strategy plan

### Statement of intent

We are two-form entry primary school in Handsworth, Birmingham, in an area of significant deprivation and children can start school with us from 3 years of age. 77% of our pupils speak English as an additional language and the vast majority of our children start school with very low-level language skills.

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 confidence, curiosity and creativity (our school values), 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 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                | <b>Parental Capacity</b><br>Pupils have limited access to experience high quality spoken and written vocabulary outside the school setting. These are evident from on entry to school through to KS2 but in general, are more prevalent among our disadvantaged pupils.   |
| 2                | <b>Attendance</b><br>The attendance of pupils in receipt of pupil premium is below the national average (95%) and a proportion are classed as persistent absentees. There are an increasing number of families requesting extended, term-time overseas holidays (post Covid-19). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 3                | <b>Attainment</b><br>Assessments and observations indicate that Phonics and Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Particularly for Writing within KS2. Assessments and observations indicate that Maths attainment among disadvantaged pupils is also below that of non-disadvantaged pupils across the whole school.                            |
| 4                | <b>Community and City Facilities</b><br>The school meets the deprivation indicator for one of the most deprived areas in the country and therefore the children have limited access to rich experiences outside of the schools curriculum.  |
| 5                | <b>Parental Engagement</b><br>Disadvantaged pupils' parental engagement (e.g. attendance at parent's evenings and workshops) is on average lower than their peers.  |
| 6                | <b>Enrichment Activities Engagement</b><br>Disadvantaged pupils are not accessing extra-curricular activities compared to their peers.  |
| 7                | <b>Resilience and Wellbeing</b>   |

Children’s social and emotional skills are not secure and they currently lack the confidence to become adventurous learners due to the Impact from Covid-19 school closures.

## 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   |
|--|--|
| <p><b>Parental Capacity</b><br/>           Improve language acquisition across the school and support parental capacity to support pupils learning outside of the school day.</p>                | <ul style="list-style-type: none"> <li>• Ensure disadvantaged pupils are not disadvantaged because of parent’s capacity to support and consolidate learning outside of school.</li> <li>• Oracy project will be embedded into learning experiences. (Link with Oracy 21 schools).</li> <li>• Provide ESOL classes for parents.</li> <li>• Termly parent workshops.</li> </ul>  |
| <p><b>Pastoral</b><br/>           To achieve and sustain improved attendance for disadvantaged children and reduce the number of families requesting extended, term-time, overseas holidays.</p> | <ul style="list-style-type: none"> <li>• Ensure attendance of disadvantaged pupils is at least 95%. (Currently stands at 93.2%)</li> <li>• Weekly tracking of attendance, actions and interventions. Regular meetings between the school’s inclusion and newly appointed pastoral support officer to ensure children are being correctly identified for actions.</li> <li>• Pastoral officer 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 inclusion manager, followed by a meeting with the schools pastoral support officer.</li> <li>• Implement strategy around term time holidays.</li> </ul> |
| <p><b>Lifting Limits to reach ARE and beyond in Reading</b></p>  | <ul style="list-style-type: none"> <li>• Summative and formative assessments will show that</li> </ul>   |

|   |   |
|---|---|
| <p>Raised attainment for all pupils, particularly our disadvantaged pupils in Reading so that the proportions of pupils working at ARE and beyond are closer to or broadly in line with other pupils.</p>   | <p>disadvantaged pupil's gaps are closing.</p> <ul style="list-style-type: none"> <li>• 2023 Data - percentage of disadvantaged pupils achieving the ARE and beyond is broadly in line with the percentage of other pupils (to narrow gap within 5%). It is currently 12+%</li> </ul>   |
| <p><b>Lifting Limits to reach ARE and beyond in Writing</b> Raised attainment of disadvantaged pupils in Writing so that the proportions of disadvantaged pupils working at ARE and beyond are closer to or broadly in line with other pupils, particularly in KS2.</p> | <ul style="list-style-type: none"> <li>• Summative and formative assessments will show that disadvantaged pupil's gaps are closing.</li> <li>• 2023 KS2 Data - percentage of disadvantaged pupils achieving the ARE and beyond is broadly in line with the percentage of other pupils (to narrow gap within 5%).</li> </ul>   |
| <p><b>Parental Engagement</b><br/>Increase parental engagement (e.g. attendance at parents evenings and workshops), particularly among disadvantaged pupils</p>   | <ul style="list-style-type: none"> <li>• Close the attendance/engagement gap between disadvantaged parents and non-disadvantaged parents during school events.</li> </ul>   |
| <p><b>Enrichment Activities</b><br/>An increase in participation of disadvantaged pupils to enjoy the wide range of enrichment activities we have on offer at James Watt Primary.</p>   | <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 disadvantaged pupils.</li> <li>• Disadvantaged pupils 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 disadvantaged families for all enrichment opportunities to include trips visits and residential etc.</li> </ul> |
| <p><b>Wellbeing</b><br/>Disadvantaged pupils develop resilience and positive attitude towards becoming more adventurous learners with confidence.</p>   | <ul style="list-style-type: none"> <li>• An experienced nurture/pastoral team will support children.</li> <li>• School values (3C's) opportunities to allow disadvantaged pupils to have a positive outlook and aspirations for life beyond Year 6.</li> <li>• James Watt Primary School will continue to support children with morning toasts at break times.</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: £228,878**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Continue to monitor, update and train staff in our 'Phonics Bug' programme to secure stronger phonics teaching for all pupils.</p> <p>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.</p> <p>Implementation and embedding of Accelerated Reader across KS2. All teachers to be trained in this area.</p> | <p>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.</p> <p>Strong evidence base shows that AR improves reading ages, comprehension and understanding of all pupils particularly pupil premium pupils.</p> | 1, 3                          |
| <p>New implementation of JWP new curriculum doubling from 3 topics to 6 ensuring connection to the National Curriculum but also local community.</p> <p>JWP funds and ensures that each subject</p>   | <p>A new and a purposeful curriculum ensures high engagement and good progress for every pupil including disadvantaged pupils.</p>  | 3                             |

|  |   |      |
|--|---|------|
| leader is given protected time (a leadership day) to 'deep dive' and monitor their subjects ensuring high quality provision.   |   |      |
| Embedding of our Maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund Maths Lead release time to embed key elements of guidance in school and to access Maths CPD with a focus on securing knowledge of number and arithmetic. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br><a href="#">Mathematics Guidance Key Stage 1 and 2</a> | 3    |
| Purchase of standardised diagnostic assessments and analysis. Assessment lead allocation to ensure consistency in training for staff to ensure assessments are interpreted accurately and administered correctly.  | 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.                      | 1, 3 |
| Staff CPD<br><br>Subject leaders to be given release time once a term.   | 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.  | 1, 3 |

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

**Budgeted cost: £10954.75**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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|---|--|----------------|
| <p>Additional Phonics sessions targeted to pupils who identified as requiring further support. Delivered by an intervention specialist 3 days a week.</p> <p>Specialist will train up staff they work with in school, therefore upskilling them and increasing their knowledge.</p> | <p>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.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading.<br/><a href="#">Phonics Toolkit - EEF</a></p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.<br/><br/><a href="#">Oral Language Toolkit - EEF</a></p> | <p>1, 3</p>    |
| <p>Termly 1:1 pupil progress meetings with teachers, headteacher, deputy headteacher (Curriculum) and Cadmus CEO.</p>   | <p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority.</p> <p>There is a collected responsibility for disadvantaged pupils 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.</p>   | <p>1, 3, 7</p> |
| <p>Provide school-led tutoring for pupils in reading across the school during dinner time interventions.</p>  | <p>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.<br/><a href="#">One to One Tuition - EEF</a><br/>And in small groups.<br/><a href="#">Small Group Tuition - EEF</a></p> <p>Interventions with class teachers are more effective where skills can be transferred back to whole class teaching and can be addressed quickly. Pre-teaching also supports disadvantaged pupils to build resilience and long-term memory.</p>   | <p>1, 3, 7</p> |

|  |  |            |
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| Purchase web based programs to be used in school at home<br>E.g. Bug Club, Class Dojo,   | 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:<br><br>EEF guide to disadvantaged – targeted academic support states, “Parental engagement has a positive impact on average of 4 months’ additional progress”. | 1, 3, 5, 7 |
| Teaching assistants to provide targeted support in small groups including one to one interventions.<br><br>Interventions directed by class teachers. | Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.<br><br><a href="#">Targeted Support - EEF</a>   | 1, 3, 7    |
| Individual PAT (Precision Teaching) and Dyslexia Gold interventions for Reading CPD.   | 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:   | 1, 3, 7    |
| Soundswell Limited supports targeted children Speaking and listening over a detailed intervention.   | A qualified speech specialist is employed 1 day per week to deliver targeted interventions to ensure children are developing in key speaking and listening skills.   | 1, 7       |

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

**Budgeted cost: £17777.25**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Parent Workshops for all age ranges to support parents have an understanding of the learning of their child as they progress | EEF Toolkit Parental Engagement suggests +3 months progress. Parental Engagement Toolkit - EEF Parental involvement in the form of ‘at home good parenting’ has a significant positive effect on children’s | 1, 5                          |

|   |  |   |
|---|--|---|
| <p>through school as well as subject specific workshops for reading (including early reading), maths, handwriting and new developments in school.</p> <p>Parent support guides and advice on the school website.</p> <p>Using shared drive, google classroom, Dojo's and Tapestry platform to share communication, targets and achievements.</p>  | <p>achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</p>   |   |
| <p>Embed the principles of good practice set out in the DfE's <a href="#">Improving School Attendance advice</a>.<br/>This involves training and release time for staff to develop and implement new procedures.</p> <p>Make the best use of our newly appointed pastoral support officer to work with our vulnerable families to improve attendance.</p> <p>Increased rewards for improving good attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>   | 2 |
| <p>Resources to ensure all wider opportunities are accessible to disadvantaged pupils (Swimming kits, extra uniform, PE kits, Coats, Hats)</p> <p>Reduction in cost of trips for disadvantaged pupils</p>   | <p>Public Health England released a report called 'there is emerging evidence of an association between physical activity and attainment.</p> <p>Physical activity can increase self-esteem and reduce depression and anxiety in children.</p> <p>Ofsted research (2019) places emphasis on improving cultural</p> | 4 |

|  |  |      |
|--|--|------|
|  | capital, particularly for disadvantaged pupils. Enrichment activities offer children a context for learning and a stimulus to trigger their interest.  |      |
| Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.<br><br>Disadvantaged pupils will be encouraged and supported to participate. | 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. | 6, 7 |
| Contingency fund for acute issues.   | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.   | All  |

**Total budgeted cost: £257,610**

## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

From the results, it's clear that our non-pupil premium children are out performing that of our pupil premium children however that gap is significantly closing year on year. On average, there is 20%+ progress within pupil premium children and that improves each year.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was above our expectations. Some of the approaches we used to boost outcomes for disadvantaged pupils had the intended impact.

At the end of Key Stage Two (2022-2023), children in receipt of pupil premium attained lower in reading, writing and maths compared to non-premium children. The trends however show that the gap is closing.

We have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to provide breakfast for every single pupil in the form of toasts during break times. Our strong after club provision targets our pupil premium children and we ensure that each child receives First Quality education. A rigorous monitoring cycle exemplifies key areas for development for every teacher which is then targeted and developed through effective coaching.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

| Context Group                            | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | All Year Groups |
|--|-----------|--------|--------|--------|--------|--------|--------|-----------------|
| <b>Cohort</b><br>(number of pupils)      | 54        | 58     | 61     | 61     | 61     | 62     | 58     | 415             |
| <b>Contextual Pupil Data %</b>           |           |        |        |        |        |        |        |                 |
| <b>Pupils Eligible for Pupil Premium</b> | 30%       | 36%    | 48%    | 46%    | 57%    | 55%    | 57%    | 47%             |
|  | 16        | 21     | 29     | 28     | 35     | 34     | 33     | 196             |
| <b>Non Pupil Premium Pupil Pupils</b>    | 70%       | 64%    | 52%    | 54%    | 42%    | 45%    | 43%    | 53%             |
|  | 38        | 35     | 32     | 33     | 25     | 28     | 25     | 219             |
| <b>EAL</b>                               | 57%       | 76%    | 79%    | 89%    | 80%    | 77%    | 97%    | 79%             |
|  | 31        | 44     | 48     | 54     | 48     | 48     | 56     | 329             |
| <b>SEND Support</b>                      | 9%        | 19%    | 30%    | 30%    | 28%    | 26%    | 14%    | 22%             |
|  | 5         | 11     | 18     | 18     | 17     | 16     | 8      | 93              |
| <b>EHCP</b>                              | 0         | 0      | 0      | 0      | 2%     | 0      | 0      | 0.2%            |
|  |           |        |        |        | 1      |        |        | 1               |
| <b>In Care</b>                           | 0         | 2%     | 0      | 0      | 0      | 0      | 0      | 0.2%            |
|  |           |        |        |        |        |        |        | 1               |

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

| <b>Programme</b>                    | <b>Provider</b>        |
|-------------------------------------|------------------------|
| Rockstar Maths                      | Maths Circle Ltd       |
| Science Bug                         | Active Learn Pearson   |
| Tapestry (Online Platform)          | Foundation Stage Forum |
| Bug Club                            | Active Learn Pearson   |
| Google Classrooms (Online Platform) | Google                 |
| O'Track Data analysis               | Optimum                |
| CPOMS Safeguarding online tool      | CPOMS Systems Limited  |
| AR Reading                          | Renaissance            |

## **Service pupil premium funding (optional)**

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

| <b>Measure</b>   | <b>Details</b> |
|--|----------------|
| How did you spend your service pupil premium allocation last academic year?    | N/A            |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A            |