

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	444 (inc 34Nursery)
Proportion (%) of pupil premium eligible pupils	46.3% (190, exc Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Carole Hammond Headteacher
Pupil premium lead	Tamara Nener Deputy Headteacher
Governor lead	Max Vlahakis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,510
Recovery premium funding allocation this academic year	£19,502
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£272,012

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. 85.9% 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 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 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	Parental Capacity Pupils have limited access to and experience of 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	Attendance The attendance of pupils in receipt of pupil premium (93.2%) 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	Attainment 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	Community and City Facilities 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	Parental Engagement Disadvantaged pupils' parental engagement (e.g. attendance at parent's evenings and workshops) is on average lower than their peers.
6	Enrichment Activities Engagement Disadvantaged pupils are not accessing extra-curricular activities compared to their peers.
7	Resilience and Wellbeing 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>Parental Capacity 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"> • Ensure disadvantaged pupils are not disadvantaged because of parent’s capacity to support and consolidate learning outside of school. • Oracy project will be embedded into learning experiences. (Link with CADMUS schools). • Provide ESOL classes for parents. • Termly parent workshops.
<p>Pastoral 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"> • Ensure attendance of disadvantaged pupils is at least 95%. (Currently stands at 93.2%) • 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. • Pastoral officer will complete home visits for these children. • 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. • Implement strategy around term time holidays.
<p>Lifting Limits to reach ARE and beyond in Mathematics Raised attainment for all pupils, particularly our disadvantaged pupils in Maths so that the proportions of pupils working at ARE and beyond are closer to or broadly in line with other pupils.</p>	<ul style="list-style-type: none"> • Summative and formative assessments will show that disadvantaged pupil’s gaps are closing. • 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%).
<p>Lifting Limits to reach ARE and beyond in Writing 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"> • Summative and formative assessments will show that disadvantaged pupils' gaps are closing. • 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%).
<p>Parental Engagement Increase parental engagement (e.g. attendance at parents evenings and workshops), particularly among disadvantaged pupils</p>	<ul style="list-style-type: none"> • Close the attendance/engagement gap between disadvantaged parents and non-disadvantaged parents during school events.
<p>Enrichment Activities 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"> • A wide range of extra-curricular activities will be offered. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Disadvantaged pupils who chose not to join a club in the autumn term will be prioritised in the spring and summer terms. • 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.
<p>Wellbeing Disadvantaged pupils develop resilience and positive attitude towards becoming more adventurous learners with confidence.</p>	<ul style="list-style-type: none"> • An experienced nurture/pastoral team will support children. • RSE, Rights Respecting and School Charter opportunities to allow disadvantaged pupils to have a positive outlook and aspirations for life beyond Year 6.

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: £136,006

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>English and phonics Lead time out of class to embed phonics teaching and learning.</p> <p>Visit other CADMUS schools.</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>Sutton Trust has shown that Reading is key to accessing all areas of the curriculum.</p>	<p>1, 3</p>
<p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund Maths Lead release time to embed key elements of guidance in school and to access Maths</p>	<p>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:</p> <p>Mathematics Guidance Key Stage 1 and 2</p>	<p>3</p>

CPD with a focus on securing knowledge of number and arithmetic.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Early Years and Key Stage 1 Improving Mathematics in Key Stages 2 and 3	
Purchase of standardised diagnostic assessments and analysis. Training for staff to ensure assessments are interpreted 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	3
Staff CPD 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: £93,956

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonics sessions targeted to pupils who identified as requiring further support. Delivered by an intervention specialist 3 days a week. Specialist will train up staff they work with in school, therefore upskilling them and	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. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading.	1, 3

<p>increasing their knowledge.</p>	<p>Phonics Toolkit - EEF</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Oral Language Toolkit - EEF</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 years 6 whose education have been most impacted by the pandemic.</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.</p> <p>One to One Tuition - EEF</p> <p>And in small groups.</p> <p>Small Group Tuition - EEF</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>
<p>Purchase web based programs to be used in school at home E.g. Bug Club, Class Dojo,</p>	<p>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:</p> <p>EEF guide to disadvantaged – targeted academic support states, “Parental engagement has a positive impact on average of 4 months’ additional progress”.</p>	<p>1, 3, 5, 7</p>

Teaching assistants to provide targeted support in small groups including one to one interventions. 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. Targeted Support - EEF	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
Nurture support (3 x 30 mins per week) focus on personalised learning to build resilience and self-esteem	EEF states that when children's social and emotional wellbeing is increased, their ability to access the curriculum and progress in learning is increased by +4 months.	1, 7

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

Budgeted cost: £42,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality in-school mentoring for identified pupils in KS2 Provide 1:1 and group counselling therapy sessions for vulnerable pupils led by skilled and experienced professionals both within school and externally (Bouncing Statistics)	There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009) Mentoring Toolkit - EEF	1, 3, 7
Parent Workshops for all age ranges to support parents have an understanding of	EEF Toolkit Parental Engagement suggests +3 months progress. Parental Engagement Toolkit - EEF	1, 5

<p>the learning of their child as they progress through school as well as subject specific workshops for reading, maths, handwriting and new developments in school.</p> <p>Parent support guides and advice on the school website.</p> <p>Using Google Classroom and Tapestry platform to share communication, targets and achievements.</p>	<p>Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation.</p> <p>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 Improving School Attendance advice. 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>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>	4

Reduction in cost of trips for disadvantaged pupils	Ofsted research (2019) places emphasis on improving cultural 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. 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: £272,012

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

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 (although these comparisons are to be considered with caution given the caveats stated above). 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.

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.

The Maths attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our observations demonstrate that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly heightened.

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
Cohort	55 pupils	61 pupils	60 pupils	60 pupils	60 pupils	55 pupils	59 pupils	410 pupils
Contextual Pupil Data %								
Pupils Eligible for Pupil Premium	29.1 (16 pupils)	44.3 (27 pupils)	36.7 (22 pupils)	50 (30 pupils)	58.3 (35 pupils)	49.1 (27 pupils)	55.9 (33 pupils)	46.3 (190 pupils)
Non Pupil Premium Pupils	70.9 (39 pupils)	55.7 (34 pupils)	63.3 (38 pupils)	50 (50 pupils)	41.7 (25 pupils)	50.9 (28 pupils)	44.1 (26 pupils)	53.7 (220 pupils)
EAL	80 (44 pupils)	78.7 (45 pupils)	90.0 (54 pupils)	83.3 (50 pupils)	80 (48 pupils)	100.0 (55 pupils)	89.8 (53 pupils)	85.9 (352 pupils)
SEND Support	14.6 (8 pupils)	13.1 (8 pupils)	30.0 (18 pupils)	20.0 (12 pupils)	21.7 (13 pupils)	21.8 (12 pupils)	28.8 (17 pupils)	21.5 (88 pupils)
EHCP	0 (0 pupils)	0 (0 pupils)	0 (0 pupils)	1.7 (1 pupil)	0 (0 pupils)	0 (0 pupils)	0 (0 pupils)	0.2 (1 pupil)
In Care	0 (0 pupils)	0 (0 pupils)	0 (0 pupils)	0 (0 pupils)	0 (0 pupils)	0 (0 pupils)	0 (0 pupils)	0 (0 pupils)
<95% Attendance	61.8 (34 pupils)	59.0 (36 pupils)	46.7 (28 pupils)	50.0 (30 pupils)	43.3 (26 pupils)	29.1 (16 pupils)	25.4 (15 pupils)	45.1 (185 pupils)

Key

<-10%

>-10%

2021 - 2022 Results

Whole School				
% achieving Expected or above in Reading, Writing & Maths	Reading %	Writing %	Maths %	Combined %
Pupils Eligible for Pupil Premium	76.7	47.5	53.3	59.2
Non Pupil Premium Pupils	68.8	45.0	62.1	58.6
Gap	+7.9	+2.5	-8.8	+0.6

EYFS				
% achieving GLD	GLD %	All ELG %	Prime Areas %	Specific Areas %
Pupils Eligible for Pupil Premium	57.7	75.3	82.1	70.2
Non Pupil Premium Pupils	46.9	66.1	75.0	59.4
Gap	+ 10.8	+9.2	+7.1	+10.8

Year 1					
% achieving Expected or above in Reading, Writing & Maths	Reading %	Writing %	Maths %	Combined %	Phonics
Pupils Eligible for Pupil Premium	45.0	40.0	40.0	40.0	57.9
Non Pupil Premium Pupils	36.8	34.2	39.5	31.6	72.2
Gap	+8.2	+5.8	+0.5	+8.4	-14.3
Year 2					
% achieving Expected or above in Reading, Writing & Maths	Reading %	Writing %	Maths %	Combined %	Phonics
Pupils Eligible for Pupil Premium	44.4	42.3	55.6	42.3	70.4
Non Pupil Premium Pupils	51.6	38.7	74.2	35.5	82.1
Gap	-7.2	+3.6	-18.6	+6.8	-11.8

Key

<-10% >-10%

Year 3				
% achieving Expected or above in Reading, Writing & Maths	Reading %	Writing %	Maths %	Combined %
Pupils Eligible for Pupil Premium	61.8	47.4	35.3	36.8
Non Pupil Premium Pupils	57.7	46.7	50.0	33.3
Gap	+4.1	+0.7	-14.7	+3.5
Year 4				
% achieving Expected or above in Reading, Writing & Maths	Reading %	Writing %	Maths %	Combined %
Pupils Eligible for Pupil Premium	64.0	23.1	32.0	7.7
Non Pupil Premium Pupils	73.3	37.5	50.0	25.0
Gap	-9.3	-14.4	-18	-17.3
Year 5				
% achieving Expected or above in Reading, Writing & Maths	Reading %	Writing %	Maths %	Combined %
Pupils Eligible for Pupil Premium	66.7	46.7	50.0	40.0
Non Pupil Premium Pupils	62.1	55.2	55.2	48.3
Gap	+4.6	-8.5	-5.2	-8.3
Year 6				
% achieving Expected or above in Reading, Writing & Maths	Reading %	Writing %	Maths %	Combined %
Pupils Eligible for Pupil Premium	66.7	45.5	51.5	54.6
Non Pupil Premium Pupils	61.5	57.7	53.8	57.4
Gap	+5.2	-12.2	-2.3	-2.8

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
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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A