Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	John F Kennedy Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	20% (83)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024/2025 to 2026/2027
Date this statement was published	December 24
Date on which it will be reviewed	November 25
Statement authorised by	Ailsa Taylor
Pupil premium lead	Steph Conner
Governor / Trustee lead	Karen McDermott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	24/25 - £151,659
Recovery premium funding allocation this academic year	None for 24-25
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	24/25 - £151,659

Part A: Pupil premium strategy plan

Statement of intent

At John F Kennedy Primary School, we believe that all pupils irrespective of their background, additional needs they have or challenges they experience make good progress from their starting points in all areas of the curriculum. We are committed to meeting their social, emotional and wellbeing needs in a happy and nurturing environment. The focus of our pupil premium strategy is to remove barriers to learning, to support disadvantaged pupils to develop to their full potential, including those disadvantaged pupils who are high attainers.

Ultimate Objectives for our disadvantaged pupils:

- Remove barriers to learning created through circumstances beyond their control
- Improve oral language skills so that they can communicate effectively in a range of situations
- For pupils to read to a functional level and to have good comprehension skills
- Narrow the gap between disadvantaged pupils and their non-disadvantaged peers in all areas of the curriculum
- Ensure all disadvantaged pupils make good progress from their starting point (unless there are other factors which inhibit their progress)
- Improve the attendance of all pupils including disadvantaged
- Enable pupils to use strategies to manage their social, emotional and wellbeing needs and develop greater resilience
- Access to a range of opportunities for enrichment within the wider curriculum

How our current pupil premium strategy plan work towards achieving those objectives:

- Ensure effective quality first teaching in all classes
- Access to high quality CPD for teachers and teaching assistants
- Training in delivering support and structured interventions for teaching assistants
- Provide high quality support and target interventions which directly meets the needs of pupils
- Purchase appropriate resources and equipment to help deliver our objectives
- Introduce new attendance procedures to ensure challenge and support raise attendance rates
- Use funding to ensure that disadvantaged pupils can access visits and trips
- Target funding to support disadvantaged pupils to access enrichment activities including music tuition, residentials and out of school clubs

The key principles of our strategy plan:

- Use the tiered model to implement the strategy – high quality teaching, targeted academic support and wider strategies
- Act early to support pupils to intervene at the point need is identified
- Use robust assessments to support identification of individuals' needs
- Ensure all teaching and targeted support is good or better
- Review support and intervention at least termly (pupil progress meetings)

• Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve • All staff will receive appropriate CPD

Challenges

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

Challenge number	Detail of challenge
1	Gaps in communication skills - oral language, vocabulary and listening skills on entry to school.
2	Disadvantaged pupils generally have greater difficulties with phonics than their peers, impacting on their development as readers.
3	Attainment on entry to school is below age-related expectations – narrowing the attainment gap in reading, writing and maths.
4	Lower attendance causing disruption to learning and impacting on progress 2023-2024 attendance for disadvantage was 89.19% and non-disadvantage was 94%. Current gap is disadvantage 89.48% and non-disadvantage 94.96%.
5	High proportion of disadvantaged pupils are also SEND (38/83-46%) 24-25.
6	Access to wider opportunities and enrichment activities.
7	Since COVID 19 school has seen an increase in pupils with social and emotional needs, poorer social skills and reduced resilience.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Accurate assessment documentation is used to identify and plan for support and intervention.
Improved outcomes at the end of year 1 in pupils accessing the phonics screening. Improved reading attainment among disadvantaged pupils at the end of KS1 and KS2	Phonics screening outcomes for year 1 increase each year and the gap between disadvantaged and non-disadvantaged has narrowed. Reading outcomes for both KS1 and KS2 pupils show that the gap between disadvantaged and

	non-disadvantaged has narrowed. All disadvantaged pupils have made good progress from their starting points unless there are other influencing factors.
Improved attainment for disadvantaged pupils in maths and writing at the end of KS1 and KS2.	For KS1 and KS2 maths and writing outcomes show that more disadvantaged pupils met the expected standard. The gap has narrowed compared to non-disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly with disadvantaged pupils	Sustained high attendance demonstrated by: • the overall attendance rate for all pupils being no less than 96%, • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 5%. • the percentage of all pupils who are persistently absent being below 5% • the figure among disadvantaged pupils being no more than 5% lower than their peers.
To narrow the gap between pupils who are both disadvantaged and SEND compared with pupils who are disadvantaged but not SEND.	Accurate data, tracking and monitoring ensure that needs are addressed promptly, through support and intervention. Appropriate resources and support from outside agencies is in place, where appropriate. The gap between these two groups has been reduced.
To ensure that all pupils including disadvantaged have accessed opportunities to engage in the wider curriculum and enrichment activities	For all pupils, including disadvantaged, there is a high take up and participation in after school clubs, school visits, residential opportunities, musical instrument tuition and participation in clubs and activities run during school holidays.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by:
	• analysis of pupil voice
	• pupils' ability to identify and use support and strategies to improve their wellbeing
	• feedback surveys and observations of all adults in school
	• a higher uptake of enrichment opportunities such as:
	  ○ residentials
	  ○ music tuition
	  ○ afterschool clubs
	completion of daily mile

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: £ *50, 500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed speaking and listening activities across the school. Explicitly extend pupils' spoken vocabulary to develop dialogue and interaction and their ability to articulate responses.	Evidence from the EEF illustrate that oral language approaches have a high impact on pupils' outcomes where activities are matched the learners' current stage of development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3, 5, 7
Purchase and upkeep of a DfE validated Systematic Synthetic Phonics Programme to ensure consistency, accurate ongoing assessment and stronger phonics teaching of all pupils. Training and continued CPD for all staff. Access support from English Hub. Induction training for new staff.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3,5
Continue to provide CPD for teachers and teaching assistants to develop quality first teaching.	Delivery of high-quality teaching that is differentiated to meet the needs of all pupils has been identified in the EEFs tiered approach as essential to supporting all pupils including disadvantaged. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 2, 3
CPD for Teaching assistants – training, support and useful tools to be able to make a positive impact on pupil outcomes by delivering high quality structured interventions. Time given to access training and support.	Making the best use of teaching assistants a guide produced by EEF – illustrates that TAs make have a positive impact on pupil achievement but schools must have: • effective TA deployment • TAs prepared for their role • support pupils to develop independent learning skills • deliver high quality, small group and 1:1 support using structured interventions	1, 2, 3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Embed skills to enhance and develop social and emotional wellbeing. Support all staff to manage their own wellbeing and to develop educational practices to support pupils.	There is an abundance of evidence that teaching social and emotional skills explicitly in primary age pupils will improve outcomes. This is especially important for pupils from disadvantaged backgrounds and other vulnerable groups, who generally have weaker social and emotional skills than their peers. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	6,7

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

Budgeted cost: £ *54, 080*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of programmes, training to improve speaking, listening, vocabulary and communication skills. Training for staff. School to buy into support from a Speech and Language Therapist, to identify clear targets for pupils. Training by SALT, to improve expertise of staff delivering support.	Approaches that focus on speaking and listening, the development of vocabulary and comprehension have a positive impact on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3
Pupils taught phonics with fidelity to the Little Wandle Scheme. Targeted additional phonics session for disadvantaged pupils and those pupils who require further support.	Extensive evidence indicates that the systematic teaching of synthetic phonics has a positive impact, particularly on disadvantaged pupils, and is an important component in the early development of reading skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3
1:1 and small group structured interventions to target disadvantaged pupils who require further support in maths and writing.	Small group tuition which targets pupils needs and is delivered through appropriate support and intervention ids effective in improving pupil progress. See EEF Small group tuition guide.	

Support and training for staff to be able to deliver targeted support. Review of impact.		

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

Budgeted cost: £ *47, 079*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of a whole school attendance strategy – DfE. Release for staff for training and to support the development and implementation of the new procedures. Conduct half-termly attendance trawls. Ensure prompt action to attendance issues. Compare attendance with local and national data.	In their guidance the DfE have identified systematic processes used by schools to significantly reduced the levels of absences amongst pupils. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4, 6
Access for all pupils to trips, visits, residentials, music tuition, after-school clubs, holiday clubs. Funded and subsidised activities for disadvantaged pupils and those whose parents are on low incomes.	Funded or subsidised activities to ensure disadvantaged pupils have the same opportunities and access to enrichment activities as their non-disadvantaged peers. There is extensive evidence that essential life skills and opportunities in childhood are associated with a range of positive outcomes at school and beyond. EEF - Life skills and enrichment.	6,7
Ensuring all pupils have access to forest schools and that there are opportunities to access forest school activities outside of the school day.	Evidence from government research conducted by the New Economics Foundation (NEF) illustrated that access to forest schools made a difference in 6 key areas: confidence, social skills, communication, motivation, physical skills and knowledge and understanding. https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	6,7
Contingency Fund	Funding set aside in order to respond to arising issues that have not yet been identified.	

Total budgeted cost: £151, 659

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 2023 to 2024 academic year.

End of year statutory assessment data 2023 - 2024:

Yr1 Phonics (56 pupils)

Cohort	70%
Pupil Premium	54%
Non-Pupil Premium	74%
National	80%

Yr4 MTC (54 pupils)

Cohort	30%
Pupil Premium	13%
Non-Pupil Premium	36%
National	34%

Yr6 SATs (52 pupils)

	Reading	Writing	Maths	Combined
Cohort	81%	77%	77%	73%
Pupil Premium	63%	56%	56%	56%
Non-Pupil Premium	89%	86%	86%	81%
National - all	74%	72%	73%	61%
National - Pupil Premium	62%	58%	59%	46%

Attendance 2023 - 2024:
Pupil premium – 89.19%
Non-pupil premium – 94.00%
Whole school – 92.80%

On the most recent IDSR from Ofsted, no groups were identified for 2024,

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
Little Wandle	Collins
Active Maths	Teach Active
Times Table Rock Stars	Maths Circle

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?	23-24 £335 The funding was spent on practical resources that both pupils accessed within continuous provision.
What was the impact of that spending on service pupil premium eligible pupils?	The school have 2 service pupil premium eligible pupils – one was in reception and the other was in yr1.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Info collected from surveys, parent and pupil voice, staff etc

John F Kennedy is part of Oak Learning Trust and as such are seeking to recruit support from Educational Psychologist, Speech and Language Therapist and Occupational Therapists to be used within the trust to support all children as well as those who are disadvantaged.

The school employ an Early Help worker for one day a week to support parents and pupils with regards to attendance and family support.

Within the tutoring programme, disadvantaged pupils were supported across the school – with interventions/lessons being led by teachers employed for this purpose.