

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	Jewell Academy, Bournemouth
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	26.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	1st September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Alex Waddington Principal
Pupil premium lead	Alex Waddington
Governor / Trustee lead	David Herbert, Regional CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,985
Recovery premium funding allocation this academic year	£21850
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	£156835

Part A: Pupil premium strategy plan

Statement of intent

At Jewell Academy, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who are young carers or those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the 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 and access to extracurricular opportunities such as after school clubs, trips and visits.

Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and pupils' priorities change. We also ensure that in order to make the biggest difference we focus on a small number of strategies.

Our primary objectives are:

- to close the attainment gap between disadvantaged and non-disadvantaged pupils.
- for all disadvantaged pupils in school to make or exceed nationally disadvantaged expected progress rates.
- to improve attendance and persistent absence of disadvantaged pupils so that their attendance is in line with the national average.
- to support our children's health and wellbeing to enable them to access learning at an appropriate level.
- to provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum.

Achieving these objectives:

The range of provision for this group would include but is not limited to:

- ensuring that the quality of teaching is high. This can be achieved through professional development and training of staff and structured support for Early Careers Teachers.
- provide targeted, academic support for those who are not making good progress. This can be achieved through teachers and learning support assistants running structured small group or 1:1 interventions, further supported through the National Tutoring Programme.
- adopt a whole school approach where all staff have an awareness of and take responsibility for improving outcomes for disadvantaged pupils.
- provide a range of support such as ELSA for disadvantaged pupils that enables them to access learning in and beyond the classroom.
- remove financial barriers so that disadvantaged pupils can access extra-curricular clubs, trips, visits and real-life experiences that enhance learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and monitoring data show that the progress of disadvantaged pupils is lower than that of non-disadvantaged pupils. For example, at the end of KS2, 39% more non-disadvantaged children achieved a combined EXS score in reading writing and maths.
2	Our observation and monitoring show that the attendance and persistent absence of disadvantaged pupils over the past three years has been between 5% and 10% below their non-disadvantaged peers. A greater proportion (17%) of disadvantaged pupils have been persistently absent and analysis of assessment data shows that absence negatively impacts on their attainment and progress.
3	Our observation and discussions with parents show that disadvantaged pupils have been greatly affected by the closure of schools than others. This has led to gaps in knowledge and missed opportunities to engage with wider-curricular opportunities and experience culture capital. The RWM combined figure for Y6 widened by 22% from the KS1 result.
4	Assessment through baseline, phonics and observations have identified underdeveloped oral language, vocabulary gaps, speech sound production and communication in Early Years among many disadvantaged pupils.

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>Improve the progress and attainment of disadvantaged pupils in reading, mathematics and writing across all year groups.</p>	<p>Progress data for all year groups shows a closing of the gap by 2024.</p> <p>In 2023/24, KS2 combined RWM will show 69% of disadvantaged pupils met the expected standard.</p> <p>The difference between disadvantaged pupils' attainment compares favourably to targets and non-disadvantaged pupils.</p> <p>Interventions meet the needs of pupils and 90% of children will meet the targets set.</p> <p>Attendance of disadvantaged pupils improves and is no more than 5% below their non-disadvantaged peers.</p>
<p>To raise and sustain improvement in the attendance and persistent absence of disadvantaged pupils across all year groups.</p>	<p>Sustained high attendance from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. ● the percentage of all pupils who are persistently absent is no lower than 8% and the figure among disadvantaged pupils being no more than 2% lower than their non-disadvantaged peers.
<p>To achieve and sustain improvement in the Quality First Teaching in all classrooms, taking into account principles of effective classroom practice.</p>	<p>School and Trust quality assurance identify that all pupils experience high-quality lessons that enable them to make at least good progress.</p> <p>Effective CPD is in place for all staff.</p> <p>Teachers and leaders can articulate the targeted support that is in place for their disadvantaged pupils and the impact this has had.</p>

Improve disadvantaged pupils' participation in a wide range of enrichment activities offered at Jewell Academy.	At least 80% of disadvantaged pupils are accessing after school clubs, before and after school provision, school trips, residentials and enrichment activities throughout the year.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, observations and data indicate significant improvement in oral language and speech sound production among disadvantaged pupils. The gap between disadvantaged and non-disadvantaged diminishes.

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: £74985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for whole school in validated phonics scheme, Supersonic Phonic Friends, with particular emphasis on EYFS and KS1 staff.	EEF Impact: +5 months 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3, 5
Teacher release time to be funded so as to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training), Phonics, Subject Leadership Time, general CPD as identified across the year.	EEF Impact: +5 months The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 <ul style="list-style-type: none">Roseshine's principles - repetition and revision	1, 3

<p>Additional staff in place (inc. NTP) to work with Recruit extra teaching assistants to work with targeted pupils to increase reading speed, comprehension, fluency and arithmetic.</p> <p>Feedback:</p> <ul style="list-style-type: none"> • CPD for developing staff subject knowledge in all areas of the curriculum is a focus for development this year, thus supporting teachers to spot misconceptions • AFL and Steps To Learning in classrooms is effective to move learning forward and address misconceptions quickly. 	<p>EEF Impact: +1 month</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</p> <p>EEF Impact: +6 months</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/ 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be further supported by the National Led Tutors who will work with specifically identified pupils.</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 Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>1, 3, 5</p>
<p>Funding through the National Tutoring Programme enables skilled staff to deliver interventions to those children who have been identified in having significant gaps in phonics, reading comprehension, arithmetic and writing.</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 (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3</p>
<p>Homework:</p> <ul style="list-style-type: none"> • CGP books have been purchased for pupils in reading, maths and SPAG to support with home learning • Working with parents to engage and support at home 	<p>EEF Impact: +5 months</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</p>	<p>1, 3</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2</p>
<p>Provide a minibus service for children who are persistently absent/have barriers to attendance.</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>2</p>
<p>Pupil Premium hardship fund to prevent pupil premium pupils from being unable to access enrichment opportunities, have resources and equipment required for learning, including uniform.</p>	<p>EEF – Arts Participation +2 months impact EEF – Sports Participation +2 months</p>	<p>4</p>
<p>Improve parental engagement through communication, Parent Forum, Marvellous Me, Tapestry, Google Classroom and workshops.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
<p>To improve wellbeing services for pupils by prioritising ELSA provision for pupil premium pupils as required and supervision of the trained ELSA's.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <ul style="list-style-type: none"> • MIND 2021: Two thirds (65%) of adults and more than two thirds (68%) of young people with mental health problems say their mental health has got worse since the first national lockdown. One in four (26%) adults and over one in six (18%) young people experienced mental distress for the first time during the pandemic. People living in a household receiving benefits saw their mental health hit hardest by the pandemic. 	1, 2, 4
<p>To improve wellbeing services for pupils by prioritising a senior mental health leader.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	1, 2, 4

<p>To improve behaviour for learning through staff CPD on metacognition and self regulation through the introduction of Trickbox and Zones of Regulation.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=metacognition</p> <p>About Us – Trick Box</p> <p>Research & Evidence Base - THE ZONES OF REGULATION: A CONCEPT TO FOSTER SELF-REGULATION & EMOTIONAL CONTROL</p>	<p>1, 2, 4</p>
<p>Cultural capital / arts and sports participation</p>	<p>EEF Impact: +3 months</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</p>	<p>3</p>
<p>To provide a contingency fund to meet emerging and newly identified needs of disadvantaged pupils</p>	<p>To be reviewed regularly to ensure effective financial planning to support best outcomes for all pupils.</p>	<p>1, 2, 3, 4 & 5</p>

Total budgeted cost: £156835

Teaching £96,835

Targeted academic support £30,000

Wellbeing £30,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes: 2021/22

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our data shows that 90% of our disadvantaged children in the EYFS made GLD. All children in Y2 who did not pass the phonics screen in Y1 were in receipt of School Led Tutoring. All children have scored 20+ marks on their tests. 77% passed in year 1. Those that did not will continue with school led tutoring.

Y4 have been in receipt of NTP for times tables. 4 children were disapplied and only one child scored below 10 on the national check. All but 2 children who had NTP support made positive progress in reading.

In Y6, all children have made positive progress in arithmetic. The lowest readers have improved their reading speed and on average can read between 18 and 23 words more per minute. Those that had not met EXS in reading by AP2 have made positive progress since KS1.

Attendance has been above the national average at 93.1% for the whole school. For PP children it is 91%. PA for PP children continues to be high at 17.88%. The school continues to work with these families and the introduction of a BCP Navigator supports this work by making links with these families and can include working in the home.

Three further NTP tutors were appointed in June after having previously used school led tutoring. There has already been some progress with the children they are working with but it is too early to analyse the impact just yet. Their focus has been on phonics for Y2 and two children in Y3, arithmetic in Y4 and Y5 and reading comprehension in Y5 in readiness for Y6.

The introduction of the phonics scheme has gone well. 77% of Y1 children passed the phonics screen and although this is lower than previous years, early indications would suggest this may be a local/national picture. All teachers and support staff in the EYFS and KS1 have been trained in a newly implemented phonics scheme. Staff new to KS1 for the academic year 2022/23 are already identified and in receipt of training. Further whole school phonics training is scheduled for October 2022. The handwriting scheme that is attached to the phonics programme is already having positive impact on presentation, particularly in Year 1 as identified through monitoring.

BCP's mental health funding has positively impacted individually identified children and families for targeted support such as counselling, mentoring, play therapy, Think Bricks and the Cedar project.

Fair and equal access to clubs and residential has been ensured through funding as required and identified. All Y5 and Y6 children attended their residential. PP attendance at clubs is between 30-60% with PP children also representing at competitive sporting fixtures. On average six PP children attend more than one extra-curricular club a week.

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
Phonics	Supersonic Phonic Friends

Further information (optional)

Forest School for each child which supplements and enhances our curriculum.

BCP Navigator based within the school 1.5 days a week supporting identified children and families with issues such as attendance and access to services such as Early Help.

The National Breakfast Scheme, where every child in the school is offered a Grab and Go breakfast on arrival.

National Tutoring Programme, where identified children will receive additional support in English and Maths.

Arts programmes (supported through MBNArts) and mentoring programmes such as Learn to Live support children with additional needs or on bespoke timetables.