

Pupil premium strategy statement

This statement details John Locke Academy'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	John Locke Academy
Number of pupils in school	629
Proportion (%) of pupil premium eligible pupils	6.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 31st 2021
Date on which it will be reviewed	May 2022
Statement authorised by	Darrell Butler
Pupil premium lead	Rebecca Roebuck
Governor / Trustee lead	Jem Shuttleworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,505
Recovery premium funding allocation this academic year	£6,380
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	£86,885

Part A: Statement of intent

JLA believes that all children have the capacity to make good progress and reach their full potential if they have access to high-quality teaching and learning, irrespective of background. Our vision is to make learning irresistible, ensuring that all our pupils have the skills and strategies they need to prepare them for each stage of their education. We share John Locke's philosophy that education is key to children having control and choice in their lives – opening and broadening minds to the wider world so that they can be successful. We believe that learning should be predominantly engaging, while also being rigorous and challenging. All children should feel that they are being stretched academically and should be recognised for the effort and determination they put into learning. Understanding the process of learning is a vital part of our vision and our ethos celebrates resilience, curiosity, open mindedness and commitment.

Pupil Premium Strategy Aims (PPS)

- *To support the well-being and mental health of all our pupils during and following this disrupted period (impact of covid)*
- *To raise the attainment and aspirations of all pupils to narrow any gaps exacerbated by school closures*
- *To reduce the attainment gap between disadvantaged pupils and their peers*

Guiding Principles of our Strategy

- *We deliver a broad curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life*
- *The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment*
- *Learning is enriched through visits, visitors and as much real-life experience as is possible*
- *We are committed to evidence-informed practice so will base decisions relating to Pupil Premium expenditure upon robust evidence and professional expertise*
- *Interventions are time-limited, robust and based on diagnostic assessments - they are reviewed half-termly to ensure they have impact*
- *Our Covid Recovery Strategy aligns with our PPS and whole School Development Plan and should be read alongside these two documents, as part of a whole school strategy. The Covid-19 pandemic and associated lockdowns have increased the level of need across each year group for those who are already disadvantaged but also those who are not ordinarily in need.*

Evidence Informed Tiered Model

We utilise the EEF's recommended Tiered Planning Model to target recovery in the following areas

- *Quality first teaching - high impact staff training and professional development ensures good or better teaching across the school; curriculum prioritisation and delivery of well-evidenced high impact teaching approaches, including*
- *Targeted academic support - high quality assessments informing targeted approaches where necessary to support pupils to “catch-up”. Effective feedback and target setting will help ensure a coherent learning experience.*
- *Wider Support - these strategies will focus on; mental health and emotional well-being, learning behaviours, social and emotional learning, attendance, punctuality and family support*

Challenges

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

Challenge number	Detail of challenge
1	Under-developed oral language skills on entry, impoverished vocabulary across the whole school
2	Gaps in learning due to covid, across the curriculum, exacerbated by increased emotional needs which have become barriers to learning
3	Lack of reading, writing and mathematics beyond the classroom leading to poor fluency, automaticity and comprehension skills
4	Poor metacognition and self-regulation which leads to lower attainment in R, W and M
5	A range of additional needs that impacts on children's concentration in school including SEND, trauma and attachment issues

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>1. Attendance</p> <p>To achieve and sustain improved attendance for all pupils, particularly those who are disadvantaged.</p> <p>To ensure that there is not a disproportionate level of persistence absenteeism in disadvantaged pupils</p>	<p>Sustain high attendance and secure pre-covid levels of attendance (96%) across the school.</p> <p>Sept 21 - Dec 21 - attendance currently is 95%</p> <p>Current attendance target - 96%</p> <p>Target for PAs - 10% (PAs Dec '21 17% PP, 15% non-PP)</p>
<p>2. Speech, language and vocabulary</p> <p>To improve age appropriate language, vocabulary and communication across the school</p>	<p>Data for Rec, Y2 and Y6 to be above the NA for communication and language, reading and writing by the end of 2024/25 This is evident when triangulated with other sources of evidence including ongoing formative assessments.</p> <p>There will be a reduction in the disproportionate demand for NHS SALT intervention (currently our NHS SALT is not able to support any additional referrals due to capacity issues) over the next three years</p>
<p>3. Metacognition</p> <p>To improve metacognition strategies which will result in children remembering more of what they have been taught</p> <p>To develop confident, resilient, reflective learners</p>	<p>Children use Learnasaurus to help articulate their metacognitive strategies in EYFS and KS1; pupils in KS2 can articulate what helps them to learn, how they can retain more information, what they can do to develop their skills and fluency in all areas, how they can maintain a growth mindset</p>
<p>4. SEMH and Wellbeing</p> <p>To support children's emotional development so they become more resilient and able to self-regulate</p>	<p>Children will show emotional resilience in a range of situations. We will monitor and track this via pupil voice surveys, work via the Learning Mentor, Emotion Coach, Senco and via behaviour analysis</p>

<p>5. Writing, Reading and Maths</p> <p>To increase the number of disadvantaged learners achieving combined (reading, writing and maths) expected attainment by accelerating progress through each key stage</p>	<p>The % of disadvantaged learners achieving ARE by end of reception, KS1 and KS2 is at least in line with national comparisons</p> <p>R,W and M outcomes show that at least 80% of disadvantaged pupils (without other mitigating barriers such as SEN) meet the expected standard</p>
<p>6. Interventions / Programmes</p> <p>Implementation of Neli and a sharper focus on Phonics and early reading delivers an upturn in phonics and EYFS GLD data</p>	<p>Phonics data continues to be high, with an upturn secured within two years, back to pre-covid levels or above</p> <p>GLD data shows significant upturn in the next two years (2019 84% ; no data for 2020; 51% July 2021)</p>

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: £40,737 (£ 25,525, £2612, £12,600)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve writing outcomes outcomes from Reception to Y6, particularly focusing on disadvantaged and cohorts in each year group that are not making good progress		
<p>All staff to model the use of high-quality academic vocabulary in their classroom practice using Alex Quigley’s “Closing the Vocabulary Gap” framework.</p> <p>In EYFS/Y1 language is supported by the Nuffield Early Language Intervention and use of Language Link</p> <p>Staffing - TA in Reception / Y1 £25,525</p>	<p>EEF shows that “overall, studies of oral language interventions consistently show a positive impact on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year.”</p> <p>NELI is recognised as having the potential to have a tangible impact EEF</p>	<p>1 3</p>

To Improve metacognition strategies and self-regulation which results in children remembering more of what they have been taught and be able to remain positive and focused on their learning (even when things are challenging)

<p>CPD half-termly as part of whole school staff development, rooted in understanding memory, metacognition and cognitive science research. All staff engage and understand the research and evidence base around cognitive science and memory.</p> <ul style="list-style-type: none"> • Activate prior learning, implement, retrieval practices, spaced practice, cognitive load theory • Curriculum Design - the curriculum excites and is well-planned for enrichment, spaced affording regular opportunities for retrieval • Each Learning Journey identifies 10 core facts that the children will learn and understand - essential knowledge is clear, prioritised and practised so that it enters long-term memory • SCERTS - JLA participated in a two-year SCERTS project. Teachers and TAs are Scerts trained. Each classrooms behaviour management strategies are rooted in the Scerts model. <p>CPD costs - £2612 (in-house training - prep time) Curriculum Development Days - 7 year groups x 1 day termly = £12,600</p>	<p>Pupil outcomes can be positively impacted by developing their knowledge about themselves as learners. Metacognitive knowledge allows pupils to become increasingly adept at developing effective strategies for learning.</p> <p>EEF toolkit recommends that</p> <ul style="list-style-type: none"> • teachers acquire the professional understanding and skills to develop pupil’s metacognitive knowledge • Pupils are explicitly taught metacognitive strategies, how to plan, monitor, evaluate, make connections in their learning, remain positive, have self-belief / growth mindset • Metacognitive talk is promoted in the classroom and around the school <p>Cognitive Science EEF SCERTS</p> <p>Hillingdon LA funded JLA to participate in a two-year Scerts project to help develop an effective way of helping all children self-regulate more effectively (not just those with ASD).</p> <p>Social Communication, Emotional Regulation and Transactional Support as the highest priorities that must be addressed in any program, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings.</p>	<p>4</p> <p>2, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 26,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that children who had gaps in learning (due to covid or otherwise) in RWM from extended periods off school will make rapid progress		
<p>Termly reviews of evidence base/impact measures for possible interventions</p> <ul style="list-style-type: none"> • Oracy - Neli;Language Link • Reading - 1:1 reading; guided reading from Reception • Writing - teacher conferencing, same day targeted feedback • Non-class based teachers to support PP and lowest 20% readers and writers via fortnightly check-ins and parental support with home-learning / catch-up strategies • Effective use of TAs to deliver before and after-school 	<p>Use of proven programmes delivered by fully trained staff Positive Impact of Neli</p> <p>QFT and daily 1:1 reading for those pupils who are not at ARE</p> <p>Supported by TAs and HLTAs across the school</p> <p>Small group tuition (EEF) The cost and effectiveness of teaching 1:1 or in small groups indicates that greater use of this approach may sometimes be worthwhile.</p> <p>Small group tuition (EEF) - Toe by Toe, Plus 1 and Plus 2, Spelling strategies, catch-up maths</p>	<p>1,3</p> <p>1,3</p> <p>1,3,4</p> <p>3,4</p> <p>2,3,4</p>

<p>interventions which have a six - weekly review</p> <ul style="list-style-type: none"> • Targeted numeracy and English tuition for PP and other vulnerable pupils in KS1 and KS2 - HLTAs funded via Recovery Premium and topped-up via school budget. (To be delivered in Spring 2022 £6380) <p>£26,568</p>	<p>The cost and effectiveness of teaching 1:1 or in small groups indicates that greater use of this approach may sometimes be worthwhile. Timely impact reviews are crucial to the success of this approach.</p>	<p>3,4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SEMH / Circle time strategies</i>	<p>Programmes which have a clear structure, are timely with smart targets are associated with good outcomes. All staff trained in use of SCARF materials and Jigsaw programme to help support children's SEMH. Two staff members are Mental Health First Aid trained.</p> <p>The Learning Support Mentor and Emotion Coach deliver bespoke 1:1 support where appropriate</p> <p>EEF Power of mentoring</p>	2,5
<p><i>Individual support for key children with SEMH needs</i></p> <p><i>(TAF, TAC, 1:1 counselling, emotion caching, play therapy where appropriate)</i></p>	<p>Timely, bespoke 1:1 support is associated with more successful outcomes. We employ a Learning Support Mentor, Emotion Coach, Play Therapist and Counsellor to deliver bespoke 1:1 support where appropriate.</p> <p>EEF</p>	2,5
<p><i>Wellbeing award for Schools (WAS) project</i></p> <p>£13,200</p>	<p>With the correct support, at the correct time, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective and communicate in appropriate ways. Pupils who have well-developed social and emotional skills generally do better academically.</p> <p>TEFAT school evidence</p>	2,5

Total budgeted cost: £ 80,505

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.

Our internal assessment data for reading, writing and maths indicates that there is a gap in attainment between pupil premium and non-pupil premium pupils in reading, writing and maths. We are mindful that we have a relatively low number of disadvantaged pupils and this can skew percentages. The gap is slightly larger than previous years. However, as we had our first Y6 cohort 2020-2021 direct comparisons are also skewed. As evidenced in schools across the UK, school closure was detrimental to many pupils but the greatest impact has been seen in those pupils who were already disadvantaged and those who were already below age-related attainment. Disadvantaged pupils have not been able to fully benefit from planned target interventions to the degree we had planned during the past eighteen months. A combination of partial school closures, staffing difficulties, covid bubbles and remote learning has led to attainment levels being lower than anticipated.

The impact was mitigated via high-quality remote learning provided during the lockdown periods. Teachers held weekly live, online sessions to support any learner who struggled to access and complete online activities. Thorough CPD and support via The Elliot Foundation meant that there was high-quality online teaching and learning available throughout the covid period. We loaned families chromebooks and ensured that no pupils went without internet connection or a suitable device.

We conducted weekly telephone calls to our vulnerable, disadvantaged and PP students, ensuring they were safe, well and able to access their remote learning.

Our attendance figure throughout the covid period has been 94.8%. Attendance of PP and non-PP pupils throughout this period has not been significantly different.

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
PSHE programme	Jigsaw
Toe by Toe Plus 1, Plus 2	

Service pupil premium funding (optional)

Detail	Amount
SERVICE premium funding allocation this academic year	<p>£14,570</p> <p>HLTA oversees the support for these pupils. Targeted academic support is given where necessary.</p> <p>Half-termly activities are offered to parents and pupils in addition to the day-to-day support offered. The Emotion Coach and Learning Mentor gives ongoing 1:1 input where necessary.</p>