

John Henry Newman Academy
Grange Road,
Littlemore,
Oxford,
OX4 4LS



Head Teacher: Ms K. Screaton

Assistant Headteachers:

Mrs. R. Weston and Miss. K. Rudman

'Let your Light Shine'

Email: office.2000@jhnacademy.co.uk

Tel: 01865772495

www.jhnacademy.co.uk



Pupil premium strategy statement 2019-2020

School overview

Metric	Data
School name	John Henry Newman Academy
Pupils in school	335
Proportion of disadvantaged pupils	38%
Pupil premium allocation this academic year	19/20 £146520 (Projected Spend £215542)
Academic year or years covered by statement	2018-21
Publish date	November 2019
Review date	November 2020
Statement authorised by	Katie Screaton
Pupil premium lead	Grace Challans
Governor lead	Ellie Payne

Disadvantaged pupil progress scores for last academic year (2018 – 2019)

Measure	Score
Reading	-2.87 (national -0.62)
Writing	0.87 (national -0.50)
Maths	-0.90 (national -0.71)

Disadvantaged pupil performance overview for last academic year (2018 – 2019)

Measure	Score
Meeting expected standard at KS2	45%
Achieving high standard at KS2	5%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To develop the profile of reading at JHNA and increase the number of children reading for enjoyment with confidence, stamina and the appropriate skills.
Priority 2	Improve standards in writing by ensuring that teachers are providing more opportunities for children to write at length, at the same standard, across the curriculum. Children write for different purposes through opportunities to write in other subjects.
Priority 3	Improve mathematical reasoning and problem solving.
Barriers to learning these priorities address	Encouraging reading for enjoyment in and out of school, creating greater stamina and resilience. Children are confident writers able to write for different purposes. Embedding mathematics teaching to equip children with the skills to make good progress.
Projected spending	£92078

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0.32)	September 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0.27)	September 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0.37)	September 2021
Phonics	Achieve national average expected standard in Phonics Screening Test	September 2021
Other	Attendance of disadvantaged children in line with that of non-disadvantaged	September 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	<p>To develop the profile of reading at JHNA and increase the number of children reading for enjoyment with confidence, stamina and the appropriate skills.</p> <ul style="list-style-type: none"> • Whole class time to read for pleasure • Daily reading by class teacher • More whole school reading including illustrators and authors, poetry week etc • Regular class library visits • Continue to embed the guided reading scheme across the school • Embed and consolidate accurate and rigorous assessment • Develop strategies to improve literacy and reading beyond the classroom for targeted children • Increase the involvement of parents in reading in school and at home. • TA and teacher training for phonics teaching • Parent workshops / play and learn for reading and phonics • Provide parents with appropriate resources to support reading at home to develop phonics and reading for pleasure • Provide decodable home books
Priority 2	<p>Improve standards in writing by ensuring that teachers are providing more opportunities for children to write at length, at the same standard, across the curriculum. Children write for different purposes through opportunities to write in other subjects.</p> <ul style="list-style-type: none"> • Cross-curricular opportunities for sustained writing • Embed and consolidate accurate and rigorous assessment • Implement and embed spelling programme • Implement and embed grammar programme • Embed free write • Develop the role of publishing throughout the school. Showcases during the year. • TA and teacher training • Continue to work with SLN to support teachers professional development in writing

Priority 3	<p>Improve mathematical reasoning and problem solving.</p> <ul style="list-style-type: none"> • Develop a whole school approach to Maths Mastery • Embed and consolidate accurate and rigorous assessment • Use of manipulatives in learning to deepen mathematical understanding • Work with BBO maths hub and teacher research group
Barriers to learning these priorities address	<p>Encouraging reading for enjoyment in and out of school, creating greater stamina and resilience. Children are confident writers able to write for different purposes. Embedding mathematics teaching to equip children with the skills to make good progress.</p>
Projected spending	£92078

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Small group interventions for disadvantaged children falling behind age-related expectations • Weekly support for targeted children by ARCH readers • BookQuest trained TAs support targeted children to diminish the difference • Develop strategies to improve literacy and reading beyond the classroom for targeted children • Guided reading scheme • Schools+ to work targeted disadvantaged children making insufficient progress
Priority 2	<ul style="list-style-type: none"> • Small group interventions for disadvantaged children falling behind age-related expectations • Develop strategies to improve literacy and reading beyond the classroom for targeted children • Spelling scheme • Writing scheme • Schools+ creative writing opportunities for disadvantaged
Priority 3	<ul style="list-style-type: none"> • Small group interventions for disadvantaged children falling behind age-related expectations • Manipulatives to be available for use by all children in all lessons, where appropriate. • White Rose scheme • Schools+ Y5 Maths interventions
Barriers to learning these priorities address	Encouraging reading for enjoyment in and out of school, creating greater stamina and resilience. Children are confident writers able to write for different purposes. Embedding mathematics teaching to equip children with the skills to make good progress.
Projected spending	£92078

Wider strategies for current academic year

Measure	Activity
Priority 1	Embed and further develop the whole school well-being strategy.

Priority 2	Further develop family learning and partnership opportunities
Barriers to learning these priorities address	Improve attendance, resilience and confidence for disadvantaged children.
Projected spending	£123464

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure sufficient time is allocated to provided appropriate and targeted professional development for teachers and teaching assistants without impacting on learning and progress	Use of INSET days, additional cover being provided by appropriate qualified staff
Targeted support	Ensure sufficient time is allocated to provided appropriate and targeted professional development for subject leaders without impacting on learning and progress and staff well-being	Higher level professional qualifications for teaching assistants to maximise deployment
Wider strategies	Engage with the families facing significant challenge	Home School Academy Link Workers Pupil Premium Learning Mentor Inclusion worker to support families with high level SEND Multi -agency working Supervision for Home School Academy Link Workers Attendance and engagement team Behaviour Support TA Behaviour and Inclusion Support HLTA

Review: last year's aims and outcomes

Aim	Outcome
<p>Improve emotional wellbeing for pupils eligible for PP</p>	<p>Home school link workers liaised with families to improve attendance, provide funding for everything from school trips to bedroom furniture and work on wellbeing for pupils. In addition, counselling and mental health work was done with pupil premium children where additional support was required.</p> <p>Well-being strategy devised and implemented. ODSF Family Champion Gold Standard awarded.</p> <p>Inclusion Quality Mark awarded and Inclusion Quality Mark Centre of Excellence awarded.</p>
<p>To address the key skills for PPG pupils so that they can meet age related expectations in order to diminish the difference in attainment between PP pupils and 'other' pupils</p>	<p>For the year phonics screening check in 2019 86% of disadvantaged children reached expected standard, compared to 71% achieved overall.</p> <p>In KS1 65% of disadvantaged children achieved the expected standard in reading, compared to 62% overall.</p> <p>Writing 53 % of disadvantaged children achieved the expected standard the same as the whole cohort.</p> <p>Maths 76% of disadvantaged children achieved the expected standard compared to 78% of the whole cohort.</p> <p>In KS2 45% of disadvantaged children achieved expected standard in reading compared to 56% overall. Writing 70% of disadvantaged children achieved expected standard compared to 78%, and in Maths 70% of disadvantaged children achieved expected standard compared to 78% overall.</p> <p>45% of disadvantaged children achieved expected standard in the combined subjects compared to 56% overall.</p> <p>KS2 attainment has shown a 3 year improving trend.</p>

<p>Increased attendance rates for pupils eligible for PP</p>	<p>Attendance for disadvantaged children has improved over the last 2 years bringing it more close to national.</p>
<p>Increased parental support for pupils eligible for PPG</p>	<p>A wide range of free and very low cost activities have been provided before and after school to support parents and disadvantaged children. All after school activities are oversubscribed. A Wake up Shake up breakfast club is provided for free enabling an earlier drop off and breakfast. A parent group has been established which meets weekly with a different focus each week. Parents have the opportunity to access courses to gain qualifications. Parents have opportunities to access a variety of external support and resources through the continued multi-agency working of the school.</p>