# Pupil premium strategy statement

## This statement details our school’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

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| Detail | Data |
| School name | Stoke Hill Junior School |
| Number of pupils in school | 359 |
| Proportion (%) of pupil premium eligible pupils | (81/359) 22.6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Yvonne Hammerton-Jackson |
| Pupil premium lead | Claire McKimm |
| Governor / Trustee lead | Amy Bickford |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £113910 |
| Recovery premium funding allocation this academic year | £11455 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £125365 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Stoke Hill 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 have a social worker and young carers. 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 disadvantage 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 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.  Our pupil premium policy is cyclical and fully integrated within our wider Federation Improvement Plan.    We use the EEF model to help us plan strategically across the Infant and Junior Schools to ensure Stoke Hill families benefit from a consistent and impactful approach to Pupil Premium spending. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Increasing crossover of SEND within PP |
| 2 | Persistent absence and lateness |
| 3 | Wellbeing |
| 4 | Family support |

## 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.

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| Intended outcome | Success criteria |
| Quality first teaching underpins the SEND/PP approach in all classrooms. Where necessary, early identification of SEND needs allows for timely and targeted support and provision to help children make progress. | Close monitoring and intervention means that PP children with SEND needs progress well from their individual starting points. |
| PP children attend school regularly, feel part of the class community, do not miss out on learning and wider school experiences. Their attendance is closely monitored and families are supported quickly to address ongoing concerns. | PP children attend school in line with or more than non pp children. PP children enjoy attending school and families understand the importance of, and are invested in, regular school attendance. |
| Improvement in emotional wellbeing and behaviour of all PP children. PP children’s social and emotional skills improve in order to retain friendships and increase cooperation. Children develop resilience to cope with life post Covid and possible further disruption. | PP children use well-being strategies to enable them to make accelerated academic progress and are ready to learn with the aim that PP children are working at ARE or above at the end of the school year. |
| Families in need of additional support are able to access this through the school’s Family Support Worker to ensure children make expected or better progress based on their individual starting point. | Families feel supported by appropriate agencies. Improved engagement with school e.g., attends parents’ evenings and school events etc. Families feel confident supporting their children and work with the school to ensure the best outcomes for the children. |

## 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: £ 10955

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised assessments.  Training for staff to ensure assessments are interpreted and administered correctly.  Leadership time for data analysis | 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:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1,2,3 |
| Staff training on Quality First Teaching and SEND strategies  Monitoring | The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching> | 1 |

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

Budgeted cost: £ 85235

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Third Space Learning – 1:1 maths tutoring - for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. | 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:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 1,2,3,4 |
| Additional adults deployed across the school to focus on gaps in learning for all children. Leaders focus on PP children when putting together interventions.  Training and monitoring costs are also considered. | Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.  [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 1,3 |

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

Budgeted cost: £ 27380

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Federation Family Support Worker | Providing early support for families across the Federation has proven to break down barriers and improve outcomes for children and families. | 2,3,4 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and time for Head of Inclusion, admin staff and Family Support Worker to develop and implement new procedures. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 2 |
| Staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 3 |
| Wrap around care - breakfast provision is offered to PP families to support child care / working parents. | PP families are better supported throughout the school day. Breakfast club provision ensures identified children are well prepared for the school day. | 2,3,4 |
| Subsidised trips, uniform and priority access given to teacher led clubs to ensure PP children are always at the forefront of our minds. | Equality and access to school experiences is essential to wellbeing and development of all children. | 2,3,4 |

**Total budgeted cost: £** 126000

# 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.

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| **What we said we would do (priorities)** | **What we have done (implementation)** | **What difference has it made (impact)** |
| Year 6 PP children to receive additional support to increase progress towards national standards at the end of Key Stage 2 | Third Space Learning online 12 year 6 children in school and at home during lockdown.  Y5 pupils targeted in the summer term. | All children are very positive towards the 1:1 time they are getting, with the gaps in their learning being specifically met. ‘I feel really important, sitting with my headphones on talking to somebody who is helping just me’ |
| Intervention groups | New TAs have been employed and English and Maths groups set up across year 3,4 and 5. | Children more secure in the basic concepts that are being re-visited. |
| Adapted Curriculum | Teachers worked remotely on Planning Days to plan a high-quality curriculum. | During lockdown, children in school and at home had the same learning opportunities. The National Curriculum statutory objectives were met. Slimming down of the curriculum was avoided. |
| Accurate Assessments | PIRA (Reading) and White Rose (Maths) assessments took place in the Autumn and Summer terms | Teachers adapted their planning to address gaps in the children’s knowledge. |
| PP children have access to online learning at home in the event of self-isolation or lockdown | All PP children that have required online learning at home were given access to a Chrome Book. Around 100 Chrome Books were given to children during lockdown. We received around 60 under the government scheme and continue to invest. | Teachers reported a much better engagement from PP children compared with the first lockdown last year. Children had face to face contact from their teachers 3 times a day. |
| Curriculum Champions | There was no release time this year, due to Covid restrictions. However, teachers continued to use the key skills and vocabulary when planning for each subject. | By following the long-term plan, children’s knowledge, vocabulary and skills build year on year. |
| Pupil Attainment and Wellbeing Meetings | These took place in Autumn 2. | All staff have a better knowledge of the needs of each child and the best ways to support them. |
| SEND Resources | All children have access to the programmes Nessy and Numbots and any other resources that are on reports received from outside agencies. | All children can access work at their level, work independently on tasks that continue to ‘catch’ children up. |
| High quality English and Maths resources | This has not been able to happen due to Covid restrictions. Maths and English coordinators worked closely with SENDCo to ensure the best resources were available to PP and SEND children. | Greater independence for each child. More children engaged and completing working. |
| Work effectively with parents/carers to support the children’s learning Support children who may have struggled with Adverse Childhood Experiences (ACE), including Covid, to re-engage with school and learning | Our Education Support Worker continued to support the families whilst she has worked from home. This included emails, zoom calls and phone calls. Where children were being deemed vulnerable due to lockdown, we worked with the families to engage the children or invite them into school. We had 140 children regularly in school during lockdown. The majority of vulnerable children were also PP children. | Teachers reported far better engagement during this lockdown than the previous one. |
| Extra opportunities for PP children | This has been limited due to Covid restrictions, but Lesley (Enrichment) is planning activities for the summer term |  |