



Pupil Premium Junior Strategy Statement 2021/22

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2019/20:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,300 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Premium

Pupil Premium Strategy Group

Team member	Role
Lisa Willis	Disadvantaged lead
Ali Lockwood	Disadvantaged lead advisor
Jacqui Hyde	Assistant Head of Junior School
Jade Robinson	Assistant Head of Infant School
Review Dates for academic year:	Data drops x 3 - November 2021

Pupil Premium Vision and Strategic Principles

Whole-school ethos of attainment for all

There is a culture of high expectations for all.
 There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
 Disadvantaged pupils and their families are held in high regard.
 Leaders, teachers and other adults understand their role within the school's strategy which is shared with all.

Clear, responsive leadership

A Strategy Group, which includes senior leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.
 Self-evaluation is rigorous and honest.
 The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
 Leaders apply robust quality assurance processes and clear success criteria.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.
 Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
 Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.
 Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.
 Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
 Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
 Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
 PP leader used Venn diagrams to identify children who are not on track and codes SEN to identify and set high expectations.
 Accelerated progress must lead to higher attainment within an academic year and key stages.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.
 The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
 Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
 Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
 Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Current Profile										
Year	2021-2022	Number of Pupils eligible for PP	98/194 Junior School			Breakdown of PP Pupils				
NoR	Junior School 98	Total PP budget Per Pupil - £1345 Service Children - £300 LAC - £2300	Junior School: PP £125,085 SF £3300 LAC 3 = 2/27 (7.4%) 4 = 0/27 (0%) 5 = 1/32 (3.1%) 6 = 0/25 (0%)			Year Group	Sept	Nov	Feb	July
Date of Statement	July 2021	Review Date(s) November 2021				3	27/50	29/52 55.2%		
						4	32/56	33/59 55.9%		
						5	25/53	25/53 47.1%		
			6	16/38	16/38 42.1%					
National PP - 23%			Juniors (November) 103/202 = 50.9%							

Cohort Profile of Disadvantaged Pupils in Key Stage 2 July 2021													
This section may not be published on website if individual pupils could be identified.													
		Number and % of disadvantaged pupils eligible for PP				Number and % of pupils on SEN register				Profile of PP children - November 2021			
						(ARE+) Pupils				(GDS) Pupils from EYFS or KS1			
Year Group: July 2021	Cohort	Number	%	Number	%	R	W	M	C	R	W	M	C
Year 3	50	29	55.2%	10/27	37%								
Year 4	53	33	55.9%	17/32	53%								
Year 5	53	25	47.1%	10/32	31%								
Year 6	38	16	42.1%	7/15	46.7%								

Attainment KS2 (2021 - 2022) Disadvantaged Pupils						
Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	School Gap	National Disadvantaged	National Non-PP Outcomes	National All
Reading, Writing & Mathematics combined						
Reading						
Writing						
Mathematics						

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

External barriers that may affect some disadvantaged pupils

Levels of parental engagement to support some pupils with learning at home.

Levels of absence for PP pupils.

Lack of access to wide ranging cultural opportunities and experiences.

Barriers for learning that make some disadvantaged less successful in their learning

Poor oral language skills - expressive and receptive language that hinders pupils' ability to write, reason and explain (impacting reading, writing and poor speech development resulting in pupils who are unable to articulate phonics sounds. maths).

Higher than National % of pupils with SEND needs

Number of pupils who need additional support to develop positive learning behaviours including pupils with attachment needs and other environmental factors.

Parent access to technology and resources to support home learning.

Summary allocation of funding (April 2021 - April 2022)	Rationale	Expenditure
Teaching and Learning <ul style="list-style-type: none"> Year 4: Continued use of the 3 teacher model 	<ul style="list-style-type: none"> For use particularly in the Year 4 classes. The use of an additional teacher to allow Pupil Premium children access to; <ul style="list-style-type: none"> pre-learning of specific areas of the curriculum additional catch up learning to close the gap caused by Covid-19 additional phonic support 	Costing of additional teacher

<ul style="list-style-type: none"> • Years 5 & 6: Improving AFL • Year 4: Use of phonic tracker. • Transcription: Etymology approach to spelling across the Junior School • Maths (R-6) • GDS Reading PP 	<ul style="list-style-type: none"> • Develop use of AFL and further assessments to fully understand where our Pupil Premium children are at (especially following the Lockdowns). • Use Phonic Tracker to assess and monitor Year 4 Pupil Premium children with the view to revisiting Phase 4 & 5 to move forward to Phases 5 & 6. • The new approach will allow us to; <ul style="list-style-type: none"> ▪ Develop teachers' skills in using a new format to teach spelling across the Junior School. ▪ Purchase of spelling games to support application of knowledge ▪ Provides the opportunity to work in small groups to target high frequency words ▪ Focus on gaps shown by the Phonics Tracker. ▪ Use an adult to use different approaches eg metacognition to narrow gaps in knowledge ▪ Ensure that words are highly visible in class for Pupil Premium children. • To ensure that PP children have access to QFT through; <ul style="list-style-type: none"> ▪ pre-teaching groups ▪ revisiting the learning ▪ break away groups in class <ul style="list-style-type: none"> • In order to support this we will develop; <ul style="list-style-type: none"> ▪ Video CPD to support LSAs in training for supporting PP children ▪ CPD sharing good practice ▪ Commission Kate Spencer (HIAS) to do CPD for LSAs on pre-teaching and language use. • Use of librarian to work with PP GDS with input from extra staff to plan and deliver learning particularly to Year 5 PP children. <ul style="list-style-type: none"> ▪ PP reading for pleasure group (after lunch/school group) ▪ Target hard to reach group of PP children ▪ Promoting reading to learn ▪ Promote child choice in books to develop interest and discussion. 	<p>Buy Phonic Tracker licence for Junior school.</p> <p>All staff CPD (from English budget) KB - purchase of spelling games</p> <p>Maths/PP lead to support staff</p> <p>Costing for Kate Spencer CPD training on supporting PP children</p>
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<ul style="list-style-type: none"> ▪ Improve language of PP children 	<ul style="list-style-type: none"> • Improve PP children's ability to express themselves verbally through; <ul style="list-style-type: none"> ▪ P4C - develop use in class within different subjects eg RE and Personal Development ▪ Exposing PP children to new vocabulary eg Word of the Week ▪ Providing purposeful speaking and listening opportunities ▪ Planning in opportunities for talk in Foundation Subjects ▪ Use of language in Forest Schools ▪ Using Thrive results to promote the language to build into Forest Schools sessions to develop language 	<p>P4C lead to work with RE/Personal Development leads</p> <p>Costing for Thrive licence for PP children</p>
<p>Mental Health and wellbeing</p> <ul style="list-style-type: none"> • Forest Schools lead working with targeted pupils • Thrive CPD and role established across the schools • Young Carers lead working across the schools • Attendance officer disadvantaged families at risk of poor attendance • Service Families group support established • Pastoral support workers mentoring and supporting pupils with check-ins 	<ul style="list-style-type: none"> • Forest schools' sessions for targeted PP children to develop learning behaviours with a focus on social and emotional development. • Thrive programme research based. Primary behaviour support and other network schools have shared evidence of impact when implemented at a whole school, small group and individual level. • Young Carers benefit from meeting together, talking and working together in different situations. These sessions will be used to support pupils' social and emotional wellbeing. • Attendance data for the school has historically been below National. Although improvements have been made further work is needed particularly with the most vulnerable pupils with PA. <ul style="list-style-type: none"> ▪ Development of the Attendance Working Party consisting of Attendance Officer and Governors • Children benefit from this service. DFE guidance states SF funding should be used to support pupils' social and emotional wellbeing • Supporting the mental health and wellbeing of our PP children. 	<p>Forest school and Thrive sessions for targeted pupils.</p> <p>Young carers support groups.</p> <p>Pastoral team mentoring our PP children.</p> <p>Attendance officer.</p> <p>Service families group led by SEND team</p> <p>Attendance Officer released to attend</p>

<p>Enrichment</p> <ul style="list-style-type: none"> Planned programme of trips and experiences through the new school curriculum Clubs (PECS and school led) HIAS music service Learning, creative and sports clubs (target PP children) 	<ul style="list-style-type: none"> All children have the right to a broad and balanced curriculum. The trips and clubs planned give PP children access to opportunities that may not be afforded to them without our intervention. Subject to Covid risk assessments. HIAS music service gives PP children equal access to an enriched curriculum. Subject to Covid risk assessments. 	<p>Funds to allow PP children to engage in a broad curriculum</p>
<p>Total Expenditure</p>		

See school improvement plan for other priorities impacting pupil premium pupils.