

Stamshaw Junior School Pupil premium strategy statement 2021-2022

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

Detail	Data
School name	Stamshaw Junior School
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	107 (47%) Dec 21
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	17 th December 2021
Date on which it will be reviewed	March 22 & July 22
Statement authorised by	Rob Jones
Pupil premium lead	Sam Cantini
Governor / Trustee lead	Sherri Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,155
Recovery premium funding allocation this academic year	£14,935
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	£154,090

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to diminish, the attainment gap between disadvantaged pupils and their peers. We will also consider the challenges faced by vulnerable pupils, such as those with social workers and young carers. The activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. These strategies will also benefit all pupils in school as they have been proven to be effective in having the greatest impact supporting pupil development.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through tutoring for those pupils whose education has been more significantly affected, including disadvantaged pupils.

Our key principles within the strategy are to:

- Ensure quality first teaching for all
- Provide an ambitious curriculum so it further supports all children, and particularly disadvantaged
- Support pupils to become happy, resilient, confident and caring; with exemplary attitudes in their learning.

Challenges

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

Challenge number	Detail of challenge																																																				
1	<p>The attainment gap between disadvantaged and non-disadvantaged has widened in most year groups. Assessment data shows that overall the attainment of pupils has dropped.</p> <p>Percentage of children working at ARE (Nov21)</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Year 3</th> <th colspan="2">Year 4</th> <th colspan="2">Year 5</th> <th colspan="2">Year 6</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44 19/44</td> <td>42 8/19</td> <td>57 35/62</td> <td>42 11/26</td> <td>63 38/60</td> <td>56 17/30</td> <td>58 35/60</td> <td>47 15/32</td> </tr> <tr> <td>Writing</td> <td>41 18/44</td> <td>31 6/19</td> <td>39 24/62</td> <td>23 6/26</td> <td>52 31/60</td> <td>43 13/30</td> <td>62 37/60</td> <td>57 18/32</td> </tr> <tr> <td>Maths</td> <td>44 19/44</td> <td>37 7/19</td> <td>39 24/62</td> <td>27 7/26</td> <td>55 33/60</td> <td>43 13/30</td> <td>55 33/60</td> <td>44 14/32</td> </tr> </tbody> </table>									Year 3		Year 4		Year 5		Year 6			All	PP	All	PP	All	PP	All	PP	Reading	44 19/44	42 8/19	57 35/62	42 11/26	63 38/60	56 17/30	58 35/60	47 15/32	Writing	41 18/44	31 6/19	39 24/62	23 6/26	52 31/60	43 13/30	62 37/60	57 18/32	Maths	44 19/44	37 7/19	39 24/62	27 7/26	55 33/60	43 13/30	55 33/60	44 14/32
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2	<p>Multiple, complex barriers exist for 27% of our children. These include SEND (pupils who have a learning difficulty or disability, EAL (English as an additional language), Vulnerable (involvement from a social worker or on the edge of, adopted or recently adopted, temporary housing, young carers, care leavers etc.) and those in receipt of Pupil Premium</p> <p>Number/percentage of children with multiple complex needs across the school community</p> <table border="1" data-bbox="347 448 1029 698"> <thead> <tr> <th></th> <th></th> <th></th> <th>Total</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>EAL</td> <td>SEND</td> <td>5</td> <td>2</td> </tr> <tr> <td>Pupil premium</td> <td>EAL</td> <td></td> <td>6</td> <td>2</td> </tr> <tr> <td>Pupil premium</td> <td></td> <td>SEND</td> <td>34</td> <td>15</td> </tr> <tr> <td>Pupil premium</td> <td></td> <td></td> <td>60</td> <td>27</td> </tr> </tbody> </table>				Total	Percentage	Pupil Premium	EAL	SEND	5	2	Pupil premium	EAL		6	2	Pupil premium		SEND	34	15	Pupil premium			60	27
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3	<p>Attainment gaps between disadvantaged and non- disadvantaged pupils in early reading has widened. Attainment overall in reading has dropped.</p>																									
4	<p>Parental engagement</p> <p>Parents of disadvantaged children are under-represented at parental events e.g. parents' evenings, consultation meetings, learning workshops, assemblies</p>																									
5	<p>Poor attendance for a number of children impacts on their learning.</p> <p>Number of disadvantaged children with attendance at less than 90% since the start of the academic year during the Autumn 1 half term: PAR</p>																									
6	<p>Further develop Well-being opportunities to support SEMH (social, emotional and mental health) needs.</p>																									

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
1	<p>Raised attainment in reading, writing, maths.</p>	<p>Difference is diminished within school and levels are in line with national outcomes for disadvantaged</p> <p>Children will leave KS2 with similar outcomes to their non-disadvantaged peers.</p>
2	<p>Pupils with multiple complex barriers to their learning make good progress and their attainment in reading writing and maths raises</p>	<p>Attainment for these pupils is in line with targets set during personalised pupil progress meetings</p>
3	<p>Improve early reading development to enhance reading skills and influence reading for pleasure for pupils in the lower phase of the school</p>	<p>Improved reading scores and more pupils in year 3 & 4 are reading at the age related expectation.</p>

4	A reduction of the number of pupils who are categorised as persistent absentees, especially if they are in receipt of PP	For the vast majority of pupils attendance is above 95%
5	A wider range of methods of engaging with parents are introduced that support parent more easily interacting with staff and as a result are more engaged with their children's learning.	All parents interact with staff through at least one means of communication to support and engage with their child's learning.
6	To ensure that the wellbeing and SEMH needs of pupils are met to ensure that they are ready to engage in learning.	Progress from all starting points is at least, in line with peers in school across the curriculum Evidence in books and behaviours for learning, as well as in the data.

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: £ 27,658

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD/mentoring/ coaching to further develop teaching in all classes	EEF guidance report: High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,2,3,4,6
Increase training for teaching assistants, including how to support QFT in classrooms. Starting earlier to meet with class teacher each day.	EEF guidance report: Making the Best use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3
Ensure mathematical fluency to support rapid progress.	EEF guidance: Improving mathematics in KS2 & 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,2,6
Develop writing and spelling across the school by reviewing the curriculum, strategies, sequencing etc to support writing development.	EEF Guidance report: Preparing for Literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years EEF Guidance report: Improving Literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,3,6

Improve the effective provision for SEND pupils across the school. This includes further development of the using assessment tools for SEND categories	EEF Guidance report: Special Educational Needs in Mainstream https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send EEF guidance report: Making the Best use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4,5,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 65,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and individual tuition led by experienced school staff.	Teaching and Learning Toolkit EEF Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,5,6
National tutoring programme – small group; 1:1 interventions to support attainment in English and Maths funded by the recovery and tutoring funding	Teaching and Learning Toolkit 1:1 Tuition and small group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,5
Further development of using targeted interventions to close the learning gaps in English (Dyslexia Gold)	Teaching and Learning Toolkit EEF Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Brooks' What works for Literacy difficulties http://www.thedyslexia-spldtrust.org.uk/media/downloads/119-what-works-for-literacy-difficulties-6th-edition-2020.pdf	1,2,3
Phonics intervention in lower phase is reviewed and streamlined to ensure that it is well structured and sequential to support early reading skills	The Reading Framework:DFE https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf	1,2,3,

(further development of No Nonsense Phonics)	Teaching and Learning Toolkit EEF: Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 63,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in the number of methods of interaction between staff and parents. This includes further development of the Pastoral Team	Teaching and Learning Toolkit: Parental Engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement EEF Guidance report: Working with parents to support children's learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4,5,6
Pastoral Support and ELSA intervention:	Swindon County 2020 research shows: https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/education/emotional-literacy-support-assistant-elsa-reports-2020/	1,2,3,4,5,6
Support student wellbeing; identified pupils are supported to acquire strategies for emotional wellbeing.	Teaching and Learning Toolkit: Social and Emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF Guidance report: Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel EEF Guidance report: Metacognition and self-regulation https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/metacognition-and-self-regulated-learning/EEF Metacognition and self-regulated learning.pdf	1,2,3,4,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. These may include subsidised breakfast club place; subsidised costs of trips; uniform	All

Total budgeted cost: £ 154,747

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 assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than expected in key areas of the curriculum (see data in challenge 1) and therefore our aims for these pupils were not fully realised.

Our assessment of the reasons for these outcomes were primarily due to the impact of COVID and the disruption this caused to their education, this has been a pattern that has been reflected across the country. This impact was despite the high quality remote education and the strong pastoral support that was provided by the school during this time.

The pastoral offer for pupils and parents/carers has supported many vulnerable families throughout the pandemic. Many families received weekly contact from the Pastoral team. This further strengthened relationships between the school and the community. The work needs to continue into the current situation with regards to the pandemic and post pandemic period. By supporting the mental health and wellbeing of all, the impact on learning will improve.

Our initial assessment on return to school is that pupil's learning to learn skills and stamina for learning have been impacted, alongside their academic progress and therefore these will need to be addressed throughout the year to ensure that strategies and support offered to children has the most impact.