

Pupil premium strategy statement – Shears Green Junior School 2022.23

This statement details Shears Green Junior School's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	484
Proportion (%) of pupil premium eligible pupils	27.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Matthew Paterson
Pupil premium lead	Emma Ellerington
Governor / Trustee lead	?

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190 455
Recovery premium funding allocation this academic year	£12 494
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£202 949

Part A: Pupil premium strategy plan

Statement of intent

It is our vision to equip every child at Shears Green Junior School with the values, attitudes and knowledge to become the very best versions of themselves. Each and every child, no matter their start point or background, should have equal opportunities to achieve their full potential.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high standards across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers. We will consider 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 all children's needs, regardless of whether they are disadvantaged or not.

There is solid evidence that poor teaching disproportionately disadvantages deprived children whereas excellent teaching disproportionality benefits them. Therefore, high quality teaching is at the core of our approach, with a focus on areas in which disadvantaged pupils require the most support. This approach is proven to impact on closing the disadvantaged gap whilst also benefitting 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 strategy is also integral to wider schools plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point the need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. We also know that the majority of disadvantaged children have not been exposed to the same high quality reading throughout their early development and they continue to read less frequently.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional difficulties for many pupils, including medical and health issues and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals to the pastoral team remain relatively high. 45% of our disadvantaged children currently require additional support with social and emotional needs, with 35% receiving small group or 1:1 interventions.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils (89.4% compared to 93.13%). 40.22% of disadvantaged pupils have been 'persistently absent' compared to 13.67% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Our disadvantaged children make the same or better progress than their non-disadvantaged peers in Reading. The attainment difference at the end of KS2 has been diminished.	Achieve national average progress scores in KS2 Reading. 56% of our disadvantaged children made the expected standard at the end of KS1 in Reading. 66% of our disadvantaged children will make the expected standard at the end of KS2 in Reading.
Pupils and families with identified social, emotional or mental health needs are well supported by school staff and Pastoral Manager, under the direction of a member of SLT (Senior Mental Health and Wellbeing Lead), so that the needs are removed or alleviated.	Sustained high levels of wellbeing demonstrated by: quantitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils the pastoral team (Pastoral Manager, FLO, SENCo and SLT) identify and support families and children to work to alleviate barriers to learning
Knowledge gaps leading to pupils falling further behind age-related expectations are closed.	Achieve national average progress score in KS2 Writing. Of our disadvantaged children, 46% made the expected standard in Writing at KS1; 56% in Reading and 61% in Maths. At the end of KS2, 56% will make the expected standard in Writing; 66% in Reading and 71% in Maths
The attendance of our disadvantaged children is in line with their non-disadvantaged peers.	Increase attendance of disadvantaged pupils to 95%

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: £82 137

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments, suitable for all learners. Training and time for staff to ensure assessments are interpreted and administered correctly.	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.	1, 2, 3 and 4

<p>Train 2 x Oracy Champions through Voice21 campaign to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Shared routines & dialogic practices will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 4
<p>Ensure all staff are fully trained in Reading Plus and all disadvantaged children and their families are engaged with the process.</p> <p>Ensure increased reading (with adult, peers and individually) and exposure to reading and high quality texts.</p> <p>Ensure that a high quality phonics programme is delivered to our lowest achievers. Staff receive CPD for a phonic intervention aligned to the infant school.</p>	<p>Reading will improve for all learners if we can develop pupil's language capability and teach reading comprehension through modelling and supported practice. The EEF toolkit tells us that pupils benefit when parents fully support a shared project. We know that the systematic teaching of phonics allows children to access our curriculum.</p>	1, 2 and 4
<p>2 x staff members trained as Thrive licensed practitioners to strengthen the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Recruit additional TAs to ensure focused group teaching happens in every classroom for Reading, Writing and Maths, to maximise progress for disadvantaged learners in core subjects.</p>	<p>EEF toolkit tells us that regular, accurate and detailed feedback will increase progress.</p> <p>Research shows that the best intervention and support is that which is delivered in the classroom, immediately. Additional interventions can have minimal impact if not first supported by high quality teaching.</p>	4

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

Budgeted cost: £64 108

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 x hub teacher for delivery of small group intervention for lower KS2 children working well below expected	Research has shown that progress improves when schools provide specific interventions that are run by well trained staff. EEF toolkit tells us that regular, accurate and detailed feedback will increase progress. This is possible with a reduced group size and shared starting point.	1, 2 and 4
1 x hub teacher for delivery of small group intervention for upper KS2 children working well below expected	Research has shown that progress improves when schools provide specific interventions that are run by well trained staff. EEF toolkit tells us that regular, accurate and detailed feedback will increase progress. This is possible with a reduced group size and shared starting point.	1, 2 and 4
Delivery of specific, targeted, interventions, related to classroom learning.	Research has shown that progress improves when schools provide specific interventions that are run by well trained staff. EEF toolkit tells us that regular, accurate and detailed feedback will increase progress. This is possible with a reduced group size and shared starting point.	1, 2 and 4

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

Budgeted cost: £ 56 704

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a pastoral lead (Mental Health and Wellbeing Manager) to embed good practices across the school, deliver	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3

<p>training to staff and support pupils and their families.</p> <p>Senior leader to undertake Senior Mental Health Wellbeing Leader.</p>		
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p> <p>Enhancing activities such as piano, part payment for trips including PGL and support for accessing afterschool clubs and activities.</p>	<p>Provision of a range of initiatives to extend children's experiences:</p> <p>www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Education Endowment Trust Toolkit</p>	3
<p>OPAL to improve our outdoor play and learning environment.</p>	<p>Pupils spend more than 20% of their school day outdoors, thus a stimulating, creative learning environment will support the development of pupils' social interaction, independence and problem solving skills.</p>	3
<p>Speech and Language therapist to provide support for our most disadvantaged pupils.</p>	<p>Speech and Language therapists provide targeted intervention which leads to accelerated progress.</p>	1 and 4
<p>Counselling to provide support to our most vulnerable families.</p>	<p>Many pupils eligible for funding have a lower opinion of themselves in terms of being a learner. In addition, there is a correlation between crisis and being disadvantaged.</p>	3
<p>Family Liaison Officer to work with pupils and families to solve issues preventing pupils from attending school. To provide 'Breakfast/ Bagel club.'</p>	<p>Poor attendance contributes significantly to underachievement.</p>	5

Total budgeted cost: £202 949

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021.22 academic year.

End of Key Stage 2 Outcomes

Y6 – Disadvantaged (39 pupils)

Y6 (39 pupils)	Teacher Assessment			Test Scaled Scores			
Subject	Towards	At	Greater Depth	<100	100+	110+	Average
Reading				19 (48.7%)	20 (51.3%)	4 (10.3%)	98.5
Writing	17 (43.6%)	22 (56.4%)					
Mathematics				17 (43.6%)	22 (56.4%)	3 (7.7%)	100.4

Attendance Statistics for Disadvantaged

1st September 2021 – 22nd July 2022

Whole School	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks
All Students	89.4%	7.6%	3.0%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading Plus	
Times Tables Rock Stars	
Pixl	
Spelling Frame	
Reading Hub	