

Pupil premium strategy statement – Shears Green Junior School 2023.24

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	490
Proportion (%) of pupil premium eligible pupils	30.41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Matthew Paterson
Pupil premium lead	Emma Ellerington
Governor / Trustee lead	Martin Avery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195, 103
Recovery premium funding allocation this academic year	£12, 639
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>	£207, 742

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, quality first teaching is at the heart of our approach, with a focus on the areas in which disadvantaged pupils require the most support. All pupils' learning is continually assessed and their progress is tracked to ensure that the needs of all children are met. A significant number of pupils face considerable challenges with regard to SEND, emotional and general well-being. Many of our pupils have gaps in their learning due to poor attendance and lack of support at home. Vulnerable pupils need additional support with basic skills, in addition to specific interventions, to make good progress in their learning.

This approach is proven to impact on closing the disadvantaged gap whilst also benefiting 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. 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 suggest disadvantaged pupils generally have greater difficulties with mathematics than their peers. We also know that most disadvantaged children have not had the same access to high-quality mathematical experiences during their early development, and they may have limited exposure to mathematical language and concepts. Additionally, they may have fewer opportunities to practise and apply mathematical skills outside of school, leading to gaps in their mathematical understanding.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout Key Stage 2 and, in general, are more prevalent among our disadvantaged pupils than their peers. These language and vocabulary gaps can significantly impact their phonics and reading abilities. 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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. We also know that many disadvantaged children have limited exposure to rich language and vocabulary, which can impact their ability to express themselves effectively in writing. Additionally, they may have fewer opportunities for meaningful writing experiences outside of school, which can hinder their development of writing skills. It is important to address these challenges and provide targeted support to ensure that disadvantaged pupils can develop their writing abilities and close the attainment gap.
4	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 required additional support with social and emotional needs last year, with 35% receiving small group or 1:1 interventions. These findings are supported by national studies.
5	Our attendance data (YTD) indicates that attendance among disadvantaged pupils continues to be lower than for non-disadvantaged pupils (89.81% compared to 95.15%). 34.9% (lower than last year) of disadvantaged pupils have been 'persistently absent' compared to 11.7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Many of these children are also SEND.

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.
Improved progress in reading. Disadvantaged pupils make the same or better progress than their peers. The attainment difference at the end of KS2 has been diminished.	Progress in reading was below national in 2023 at -1.4 Progress in reading will be inline with national average in 2024 70% of our disadvantaged children will make the expected standard at the end of KS2 in Reading.
Improved teaching quality for all, including disadvantaged pupils. Knowledge gaps leading to pupils falling further behind age-related expectations are closed.	Of our disadvantaged children, 30.8% achieved combined expected progress compared to 65.9% of our non-disadvantaged; this is a difference of 35.1 percentage points compared to a difference of 22 percentage points nationally. At the end of KS2, the gap between disadvantaged and non-disadvantaged will be less than 25 percentage points.
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
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: £80 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocate 4 days a week release for AHTs to focus on coaching and support. AHTs will observe lessons, model effective teaching strategies (I do), co-teach (we do), and gradually hand over responsibility (you do). AHTs will encourage teachers to reflect on their practice and make adjustments based on coaching feedback.	In a recent study by Knight and Little (2020), it was found that instructional coaching, which includes observation, feedback, and reflection, can lead to improvements in teacher practice and student learning. By modelling effective strategies during the "I do" phase, AHTs can demonstrate best practices and provide clear examples for teachers to follow.	1, 2 and 3
Training and time for staff to ensure assessments are interpreted and administered correctly. Set aside dedicated time for teachers and SLT to meet and discuss the progress of disadvantaged pupils. This allows for data analysis and goal setting. Create targeted interventions based on data analysis from pupil progress meetings.	The DfE emphasises the importance of using diagnostic assessment data to identify specific areas where intervention and support can improve academic progress. DfE - Using Pupil Premium The EEF's guide on implementation emphasises the value of structured peer-to-peer collaboration and using implementation data to tailor and improve approaches. EEF - Putting Evidence to Work: A School's Guide to Implementation	1, 2 and 3
Ensure all staff are fully trained in Destination reader. Ensure increased reading (with adults, peers and individually) and exposure to reading and high quality texts. Deliver a high-quality phonics program to our lowest-achieving pupils, with ongoing support from the English lead.	Research supports the impact of high-quality professional development for teachers. Exposure to high-quality texts broadens knowledge, vocabulary, and fosters a love for reading. Phonics instruction helps struggling readers develop decoding and word recognition skills. Find more information on this recommendation from the EEF here .	2 and 3
Provide high-quality training and CPD for TAs to enhance their instructional skills.	EEF - Teaching and Learning Toolkit tells us that regular, accurate and detailed feedback will increase progress. Research shows that the best intervention and support is that which is delivered in the classroom, immediately.	1, 2 and 3

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

Budgeted cost: £70 000

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 - Teaching and Learning 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 3
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 - Teaching and Learning 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 3
1 x booster teacher for delivery of small group intervention for Year 6 children working well below expected	Research has shown that progress improves when schools provide specific interventions that are run by well trained staff. EEF - Teaching and Learning 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 3
Speech and Language therapist to provide support for the most disadvantaged.	DfE guidance on using pupil premium funding acknowledges the value of targeted interventions, such as Speech and Language therapy, in supporting the language development and academic progress of disadvantaged students.	1, 2 and 3

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

Budgeted cost: £ 57 742

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x staff members trained as Therabuild practitioners to strengthen our therapeutic approach and further promote emotional well-being. SEL approaches will be embedded and supported by CPD for staff.	According to the EEF, establishing a shared vision for Social and Emotional Learning (SEL) and providing training and support to all school staff is recommended to improve SEL in primary schools. Find more information on this recommendation from the EEF here .	4 and 5
2 x staff members trained to effectively implement Dandelion Time and further promote emotional well-being.	Research conducted by the EEF provides evidence that targeted interventions, such as Dandelion Time, can benefit disadvantaged pupils. EEF - Teaching and Learning Toolkit highlights the positive impact of interventions that address the social and emotional needs of students, leading to improved academic outcomes.	4 and 5
Pastoral team employed to embed good practice, deliver training, and offer targeted guidance, ensuring the well-being and academic success of pupils.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4 and 5
All children should have access to enriching activities like piano lessons, supported trips, and after-school clubs to enhance their learning experiences.	Provision of a range of initiatives to extend children's experiences: www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully EEF - Teaching and Learning Toolkit	4 and 5
Family Liaison Officer employed to enhance engagement, improve attendance, and ultimately support the academic progress of disadvantaged students,	Higher attendance rates are associated with better academic outcomes. Regular attendance is particularly important for vulnerable pupils. Link to evidence: DfE guidance on improving attendance .	All

Total budgeted cost: £207, 742

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 2022.23 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					48.7%	12.8%	
Writing		46.2%	2.6%				
Mathematics					41%	10.3%	

Attendance Statistics for Disadvantaged

1st September 2022 – 21st July 2023

Whole School	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks
All Students	89.8%	6.6%	3.6%

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	