

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Pennington C of E Junior School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Dec 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Kirstie Richards
Pupil premium lead	Lisa Forrest
Governor / Trustee lead	Karen Simpson and Gillian Cunningham

Current Attainment		
	Pupils eligible for PPG (This school 2024) PP – 49% PP & SEND – 28%	Pupils eligible for PPG (This school 2023) PP – 42%
% achieving ARE+ in reading	50%	48%
% achieving ARE+ in writing	44%	52%
% achieving ARE+ in maths	39%	43%
% achieving ARE+ in RWM	28%	38%

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 77,820
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	n/a

Part A: Pupil premium strategy plan

Statement of intent

At Pennington C of E Junior, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education, to ensure that they are they are numerate, literate, have a love of learning and have high aspirations for their future.

We recognise that disadvantaged children can face a wide range of challenges which may impact on their learning.

Our ultimate objectives are to:

- Remove the challenges to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding, to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

- 43% of pupils are eligible for Pupil Premium Funding in comparison to 23% national.

Achieving our objectives:

In order to achieve our objectives and overcome identified challenges to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Use our training as a Thrive school to support children to develop good mental health, so that they attend school and are able to access learning
- Provide targeted intervention and support to quickly address identified gaps in learning, including the use of small group work
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Behaviour, Mental Health and Wellbeing <ul style="list-style-type: none"> a) Social, emotional and mental health has been identified as more of an issue for our disadvantaged children and impacts on their ability to self-regulate and learn b) Pupils arriving at school unprepared for learning
2	Attendance <ul style="list-style-type: none"> a) Attendance and punctuality is lower for our disadvantaged children and this negatively impacts their achievement and emotional well-being
3.	Academic Achievement <ul style="list-style-type: none"> a) Gaps in Phonics and Reading - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers b) Reading fluency and stamina is an area of development for our disadvantaged pupils. This impacts on their cognitive load across all areas of the curriculum c) Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These, in general, are more prevalent among our disadvantaged pupils than their peers d) Gaps in Maths have been identified, specifically times tables and basic numeracy as well as their reasoning skills (this links to the challenges in reading fluency)
4.	Cultural Capital and Extra-Curricular Activities <ul style="list-style-type: none"> a) Access to wider opportunities
5.	Parent/Carer Engagement

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
Improvements in achievement in reading, writing and maths and oracy as a result of high-quality education	<p>Achieve outcomes at least in line with national by the end of KS2</p> <p>Children have a wide vocabulary and they are able to plan, write and edit for a range of audiences and purposes, with writing outcomes improving to be in line with national</p> <p>Children are fluent readers who have experience a wide range of texts and authors and enjoy books and reading and reading outcomes improve in line with national</p> <p>Children have good basic numeracy, including times tables and they are able to apply their maths knowledge and skills to reasoning problems with resilience to ensure maths outcomes improve to be in line with national</p> <p>Children are able to communicate effectively, expressing their ideas confidently and engage in meaningful discussions and debates.</p>
All children are resilient with good learning behaviours	Behaviour in class is good with all children on task and engaging well with learning. Exclusions are very low, no more than 2 in a year at the very most.
Attendance	Attendance for disadvantaged pupils is at least 96%
Children have access to a range of high-quality experiences to broaden their horizons and enrich their learning	<p>Children:</p> <ul style="list-style-type: none"> • have at least one high quality trip each year • camp on school site each year • have a very high-quality broad education which inspires them • every child can access high-quality sports provision with access to a wide range of sporting competitions – take up for clubs is improved so that over 50% children attend at least one club

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: £ 17,000

Activity	Success Criteria	Evidence that supports this approach	Challenge number(s) addressed
<i>To ensure the teaching of phonics and reading is effective</i>	<p>Children can read fluently – including SEND where possible.</p> <p>Phonics assessments show that phonics gaps have been addressed for all children including SEND where possible.</p> <p>Children achieve ARE in reading at the end of KS2 – aim to be in line with national average – at least 69%</p> <p>Children state that they enjoy reading and have a love of reading</p>	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Toolkit Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.	3a
<i>To embed the mastery approach across the school and improve their numeracy skills e.g. times tables and arithmetic</i>	<p>Children achieve ARE at the end of KS2 – aim to be in line with national average – at least 70%.</p> <p>Children achieve well in the multiplication table check at the end of year 4 – at least 70% above 20.</p>	Numeracy is a key determiner for academic success and financial competency in adult life	3d
<i>To ensure gaps in learning are identified so children can make good progress</i>	Children achieve ARE at the end of KS2 in line with national average – at least 65% (combined reading, writing and maths)	We have clear systems in place and diagnostic assessments which are used to identify where there are gaps in children’s learning so that we can ensure that we give them firm foundations to build upon	2a 3a,3b,3c,3d
<i>To ensure writing sequences are planned and taught effectively to</i>	Children can write effectively for a range of purposes and audiences with a fluency of	Research has shown that struggling writers can benefit from explicit and targeted instruction in	3c

<i>support children in planning, writing and editing.</i>	handwriting and well-chosen vocabulary and sentence construction – shown in book monitoring.	word, sentence and paragraph-level skills, handwriting, spelling, vocabulary and sentence construction skills. (Santangelo and Olinghouse, 2009)	
<i>To improve children's comprehension skills and fluency so they are better able to tackle the SATS tests</i>	Children achieve ARE at the end of KS2 – at least 69%. They read fluently and with good comprehension, identifying which skills they are using to answer different styles of question They enjoy reading a wide variety of books at an age-appropriate level.	EEF Toolkit Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.	3b 5
<i>To ensure the quality of teaching across the school is as good as it can be</i>	Quality of teaching is good in all lessons evidenced through lesson observations, book monitoring and pupil conferencing – where it isn't – this is addressed through coaching and mentoring.	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium	2a, 3a,3b,3c,3d 4a
<i>To ensure the whole curriculum is inspiring, well planned and develops deep learning throughout, with opportunities for retrieval and application of prior learning</i>	Books, planning, lesson observations and pupil conferencing show that children's learning builds on prior learning, has depth across the curriculum and that lessons are effective.	We know that for learning to be 'sticky', knowledge needs to be connected to what we already know and that any gaps in understanding/or misconceptions will result in a weak schema. This surely emphasises even more, the need to revisit prior learning and check that it is secure, before embarking on new topics/areas of learning.	2a, 3a,3b,3c,3d 4a
<i>To improve oracy so that children become effective communicators who are able to engage meaningfully in discussion and debate, sharing their thoughts, ideas and opinions with confidence.</i>	Children will be able to actively listen and respond appropriately in conversation, being able to share and explain their thoughts, opinions and ideas effectively in full and well-constructed sentences across all areas of the curriculum. Children are able to articulate their metacognition – identifying what they have achieved and what their next steps would be.	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. EEF and Voice 21	3c

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

Budgeted cost: £ 11,00

Activity	Success Criteria	Evidence that supports this approach	Challenge number(s) addressed
Targeted group and 1:1 catch-up tutoring for children with significant gaps in their learning	Pupils make accelerated progress Pupils achieve ARE at the end of KS2 – 65% of children at least. Gaps are identified and addressed through diagnostic assessment and targeted support	Small group tuition teaching strategy from the EEF teacher toolkit. “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.	2a, 3a,3b,3c,3d
Daily Reading intervention for those who cannot read fluently	Pupils’ fluency needs are accurately assessed, so that targeted support can be given and as a result pupils read fluently. They make accelerated progress and achieve ARE at the end of KS2 – 69% of children at least.	Each year, pupils consistently make gains over four times the expected rate of progress. On average, pupils make Reading Age gains of over 12 months during the 10 week period of intervention.	3b

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

Budgeted cost: £ 50,000

Activity	Success Criteria	Evidence that supports this approach	Challenge number(s) addressed
To continue to develop as a Thrive school to support children’s SEMH needs and ensure they are emotionally stable and in a good place to learn	Improved SEMH of all pupils. Instances of poor behaviour reduced. Exclusions decrease to fewer than 2 fixed short-term suspensions a year. Children are more able to learn and their attainment improves –all learning plan targets achieved every half term.	Because our emotional state has such an impact on the way we think and act, it profoundly affects our behaviour choices. Our behaviour in turn helps us to get on with others and to be able to settle to learning.	1a, 1b 2a 5

Free/subsidised breakfast club/ meet and greet for specific children	All children have a settled start to the day No children are hungry to start the day	Universal breakfast club provision in disadvantaged schools should therefore be considered by schools allocating their pupil premium budget (and rightly by government) as a way to enhance pupils' experience of school, and ultimately their educational attainment. https://ifs.org.uk/publications/8714	1a, 1b 2a
Wider curriculum opportunities – clubs, trips, school camp etc	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital To inspire them with a love of learning Learning behaviours in class are good in all lessons.	“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.	4a
Thrive and Mental Health Lead, Family Support Worker to support families and children to improve attendance and safeguarding	Pupils are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnership with parents/carers. Parents/Carers feel supported and are more able to parent effectively	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1a, 1b 2a 5
Nurture support – Sensory Circuits, 1:1 support, ELSA/Thrive support, Youth club	Boxall evidence and Thrive assessments show that children are more able to manage their emotions and to cope in the mainstream classroom.	The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life. Nurture UK	1a 4a

Total budgeted cost: £ 78,000

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 2023 to 2024 academic year.

Key areas of impact

Children's vocabulary is developing and their writing outcomes were good at the end of KS2 – 71% ARE Children's times tables improved – 65.5% of children achieved 25/25 in the year 4 multiplication tables check (compared to 34% nationally and 37% in the previous year) and an average score of 23 compared to the national 20.6.

Reading fluency has improved, particularly for the lower ability in lower school (when the children are still working on the book banded books) with an average of 3.7 book bands progress across the year in year 3 and 2.8 book bands progress in year 4.

End of KS2 results are still lower than national, particularly for Reading, Writing and Maths combined. We are working to improve fluency in reading which will support children in both Reading tests and Maths Reasoning. We are also targeting the development of oracy across the school to improve reading, writing and maths. Reading improved by 17% as a result of the changes in the school improvement plan. In Maths, arithmetic scores rose which helped our maths score to increase to 59% ARE from 55% but improvements in problem solving are now our priority, particularly in year 6 content which was where children struggled most in the 2024 tests.

Attendance was at 94.7% for the whole school compared to 94.3% nationally. Disadvantaged children's attendance was 93.2% compared to national average of 91.8% - this is an area we are continuing to focus on.

Behaviour is now good in the school (SIAMS report June 2023 and Ofsted Feb 24) and behaviour for learning is good for the majority of students in the school.

There were no exclusions in the academic year 2023 - 24.

Externally provided programmes

Programme	Provider
Times Tables intervention	Times Tables Rockstars
Nessy Reading and Spelling	Nessy.com
Clicker	Cricksoft