

Pupil premium strategy statement

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	Pennington C of E Junior School
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Dec 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Kirstie Richards
Pupil premium lead	Lisa Forrest
Governor / Trustee lead	Karen Simpson and Gillian Cunningham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 101,050.00
Recovery premium funding allocation this academic year	£ 11,059
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. We want them to have the best quality education so they are numerate, literate, have a love of learning with high aspirations for their future.

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

Our ultimate objectives are to:

- Remove barriers 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:

- 39% 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 barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Become a Thrive school to support children to have good mental health so 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, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials, 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	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.
2.	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.
3.	Lockdown has negatively impacted on writing across the school but particularly for disadvantaged children
4	Gaps in Maths have been identified, specifically times tables and basic numeracy as well as their reasoning skills
5	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.
6	Attendance and punctuality is lower for our disadvantaged children and this negatively impacts their achievement and emotional well-being
7	Access to wider opportunities
8	Parental Engagement
9	Pupils arriving at school unprepared for learning

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 as a result of high quality education	Achieve outcomes at least in line with national by the end of KS2 Children have a wide vocabulary and they are able to plan, write and edit for a range of audiences so writing outcomes improve to be in line with national

	Children have experienced a wide range of texts and authors and enjoy books and reading and reading outcomes improve to be in line with national 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
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.
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	Children: <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 accesses high quality sports provision with access to a wide range of sporting competitions – take up for clubs is improved so that over 50% of 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: £ 32,000

Activity	Success Criteria	Evidence that supports this approach	Challenge number(s) addressed
<i>To ensure the teaching of phonics and reading is effective</i>	Children can read fluently – including SEND where possible.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of	2

	<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>	<p>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.</p>	
<p><i>To embed the mastery approach across the school and improve their numeracy skills e.g. times tables and arithmetic</i></p>	<p>Children achieve ARE at the end of KS2 – aim to be in line with national average – at least 69%</p> <p>Children achieve the times tables test at the end of year 4 – at least 70% above 20</p>	<p>Numeracy is a key determiner for academic and success and financial competency in adult life</p>	4
<p><i>To ensure gaps in learning are identified so children can make good progress</i></p>	<p>Children achieve ARE at the end of KS2 in line with national average – at least 65%</p>	<p>We can identify what the children have missed to ensure that we give them firm foundations to build upon</p>	2.3.4.5
<p><i>To ensure writing sequences and their teaching effectively support children to plan, write and edit</i></p>	<p>Children can write effectively with fluency of handwriting and well-chosen vocabulary and style – shown in book monitoring.</p>	<p>research has shown that struggling writers can benefit from explicit and targeted instruction in word-, sentence-, and paragraph-level skills, handwriting, spelling, vocabulary and sentence construction skills (Santangelo and Olinghouse, 2009)</p>	3
<p><i>To ensure the teaching of reading skills is strengthened through high quality guided reading, using the Reading Toolkit</i></p>	<p>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</p> <p>They enjoy reading a wide variety of books at an age appropriate level.</p>	<p>EEF Toolkit Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.</p>	2,5
<p><i>To ensure the quality of teaching across the school is as good as it can be</i></p>	<p>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.</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium</p>	2,3.4.5.
<p><i>To ensure the whole curriculum is inspiring, well planned and develops deep learning</i></p>	<p>Books, planning, lesson observations and pupil conferencing show that children’s learning builds on</p>	<p>We know that for learning to be ‘sticky’, knowledge needs to be connected to what we already know and that any gaps in</p>	2,3.4,5,7

<i>throughout the curriculum, plugging gaps from lockdown</i>	prior learning, is deep across the curriculum and lessons are effective.	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.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,000

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 filled	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.	2,3,4,5
Targeted phonics intervention using No Nonsense Phonics for those with significant phonic gaps	Children read fluently – majority of children Gaps in phonic knowledge are plugged for all children – SEND make good progress	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.	2
Daily Reading intervention for those who cannot read fluently	Children 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 of 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.	2

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

Budgeted cost: £ 65,000

Activity	Success Criteria	Evidence that supports this approach	Challenge number(s) addressed
To become 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 3 fixed short term suspensions a year.	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.	1,6,8,9

	Children are more able to learn and their attainment improves –all learning plan targets achieved every half term.		
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	1,6,9
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.	7
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.	1,6,7
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	1,7

Total budgeted cost: £ 112,000

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 2021 to 2022 academic year.

Key areas of impact

Reading fluency improved across the school due to greater fluency in phonics

PP attendance figures for end of 2020-2021: 95%

1 ELSA trained and 1 trained as a Thrive practitioner and now supporting children with emotional needs (a second ELSA/Thrive practitioner was trained but has now left to pursue higher education)

End of KS2 results were below national for Reading at 64% compared to 74% nationally. 42% of children in receipt of Pupil Premium achieved ARE or more. We need to continue to target this to close the gap.

End of KS2 results were significantly below in maths at 55% compared to 71% nationally. 33% of Pupil Premium achieved ARE or above and we need to ensure this improves.

Writing results improved dramatically and moderation of writing showed that writing had improved across the school and we were in line with national (69% ARE) at the end of KS2.

Good levels of vocabulary have been evidenced in writing books and foundation books across the school when monitored by County.

Externally provided programmes

Programme	Provider
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Times Tables intervention	Times Tables Rockstars
Reading Planet KS1 and KS2	Rising Stars
Nessy Reading and Spelling	Nessy.com
Clicker	Cricksoft