

Pupil premium strategy statement - Junior School

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	Polehampton C of E Junior School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 1 st 2021
Date on which it will be reviewed	November 1 st 2022
Statement authorised by	Helen Ball – Executive Head Liz Castell – Head of School Helen Medcalf – Head of School
Pupil premium lead	Krista Pierro
Governor / Trustee lead	Sarah Tang

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,855
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£22,855
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Commented [JT1]: excludes PP+ funding for EG and BG from 1.9 -31.3 as were missed off Oct 2020 census. NB funding is included but we need to apply for this through EPEP so will only get if apply

Commented [KP2R1]: thanks Jo, how do we apply for NB's - is this something I should be doing?

Commented [3R1]: Need to do this through the ePEP system - Liz can show you...

Commented [JT4]: estimated as not sure whether we will get for EG and BG

Part A: Pupil premium strategy plan

Statement of intent

When evaluating how Pupil Premium funding is directed, we have considered the challenges faced within the context of our school. By using research conducted by EEF we are able to support our decisions around the usefulness of different strategies and their value for money.

Polehampton C of E Junior School will aim to direct our Pupil Premium Funding towards the following key principles:

Key principles:

- Reduce the attainment gap between our advantaged and disadvantaged pupils across core subjects.
- Promote good mental health and well-being.
- Promote the development of social skills and positive peer interactions

Literacy: We plan to accelerate our junior pupil's attainment in reading and writing. Our current plan works towards this objective by funding additional TA's who are able to deliver explicit and systematic phonics (EEF +5), and small group supporting during writing lessons (EEF+4).

Numeracy: To support progress in numeracy, additional hours to fund part-time teaching assistant has been employed to work with our Pupil Premium children who need to most targeted support in this area. This member of staff supports the pupils within the lesson as well as delivering targeted maths intervention (EEF+4)

Mental Health and Wellbeing: Our current provision involves delivering weekly 'Art Club' sessions which aims to reduce stress and anxiety for identified pupils (EEF+3) as well as provide further opportunities for supported social interaction. Polehampton Junior Schools will also be using external agencies to provide therapeutic interventions such as JAC or Arc counselling for targeted vulnerable pupils. We have further funded additional support staff hours to ensure a key adult is able to engage in regular check-ins and reflective activities with our Pupil Premium children. Furthermore, we actively encourage our Pupil Premium families to sign their children up for extra-curriculum activities such as music lessons, sports, crafts or language clubs. Polehampton Schools funds its Pupil Premium children to partake in one club per term. (EEF+1). These clubs aim to develop confidence, self-esteem and provide opportunities for positive peer interactions.

Polehampton C of E Schools are currently engaging in a four-year plan to become a Therapeutic Thinking school. Staff CPD in this area has been part-funded by Pupil Premium. This approach aims to develop staff's knowledge and skills in supporting children's mental health and behavioural needs, particularly for children who may have experienced adverse childhood experiences. By the end of our four-year plan, Polehampton Schools aim to promote self-awareness, self-management, social awareness, relationship skills and responsible decision making (EFF +4) amongst all of its pupils.

Challenges

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

Challenge number	Detail of challenge
1	Below age expectation reading skills.
2	Below age expectation writing skills.
3	Emotional and Mental Health needs e.g., anxiety and attentional difficulties.
4	Reduced opportunities to practice learning skills outside of school
5	Difficulties with social interactions and positive peer relationships.

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
To reduce the attainment gap in reading for our pupil premium children by teaching an explicit and systematic phonics program (EEF+5).	<i>All PP children will have met their personal end of year reading target. TA RWI Phonics intervention (EEF+4) Regular readers</i>
To reduce the attainment gap in early writing for our pupil premium children.	<i>All PP children will have met their personal end of year writing target. Handwriting intervention (LetterJoin) TA Small group support in writing lessons (EFF+4) TA RWI interventions (EFF+4) Whole School Dyslexia Friendly Spelling approach</i>
To effectively support our pupil premium children's emotional and mental health needs.	<i>All PP children will have access to a therapeutic intervention within the academic year 2021-2022. Art group (EEF +3) Targeted therapeutic support for specific pupils. Access to one sport, music or craft club per term.</i>

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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic Thinking (Senior Leadership Team training)	Education Endowment Fund Teaching & Learning Toolkit: Universal approach + 3 The Therapeutic Thinking approach reports that schools who trained their SLT as tutors had a higher success rate at implementing the approach e.g. 60% reduction in fixed term exclusions, comparatively to 16% reduction in schools who did not have SLT tutors.	3
Therapeutic Thinking (Whole school INSETS)	Education Endowment Fund Teaching & Learning Toolkit: Universal approach + 3 The Therapeutic Thinking approach reports evidence of a reduction in exclusions and RPIs as well as increased staff confidence and pupil wellbeing in schools that have adopted the approach.	3

Commented [JT5]: not sure if this will be enough - how many INSETS?

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of additional TAs to deliver RWI interventions.	Education Endowment Fund Teaching & Learning Toolkit + 5 months Evidence shows that explicit and systematic phonics teaching such as RWI interventions strongly supports progressing for early readers.	1 & 2
Additional TA hours to support small group work during lessons and enhanced flexibility to pupils needs e.g.	Education Endowment Fund Teaching & Learning Toolkit + 4 months	1 & 2

Commented [JT6]: this covers staffing cost of a FT nurture TA (e.g. JS) - could allocate less and include some of VP Forest schools time includes Letterbox and £100 resources per child

Commented [KP7R6]: Thanks, will add these in. Letter box is May-Oct. I think sign up is in Nov so I will ask parents next month who would like to opt in for it. We had lots of left over ones at juniors :(

Commented [KP8R6]: I think VP's forest school was more for SEN the PP? However @Liz Castell, there will be pupils then sit in both e.g. BG, EG, ES?

Commented [KP9R6]: If we pooled the £100 per child for resources across both schools would be able to fund any extra TA hours? Very few on them need specific resources and I wonder if the ones that do could be covered under SEN/subject specific budgets? Just an idea..

sensory breaks, additional support.	Small group enables the TA and teacher to focus exclusively on a small number of learners. This allows them to respond more effectively to the pupils needs and identifying gaps in their understanding.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art Club (to support emotional well-being & mental health)	Education Endowment Fund Teaching & Learning Toolkit + 2 months Engagement with arts and creative activities can create better engagement across the curriculum. It further allows for develop of social and emotional skills.	2
Funding for sports or activity club after school per term	Education Endowment Fund Teaching & Learning Toolkit + 1 month Education Endowment Fund Teaching & Learning Toolkit + 1 month Participation with sports and other extra-curriculum activities has links with improved mental health and therefore greater access with the curriculum.	2
Therapeutic interventions for targeted pupils.	Use of counselling services and therapeutic interventions for vulnerable pupils with SEMH needs aims to promote self-regulation strategies and support their mental health needs.	3
Letterbox subscription	To promote home learning & Parental engagement (Education Endowment Fund Teaching & Learning Toolkit + 4 months)	4
Funding to access school trips and school swimming to support mental health and cultural development.	<i>Parental questionnaire will be used in final draft to present evidence.</i>	3
Supported funding for school uniform and a school photos.	<i>Parental questionnaire will be used in final draft to present evidence.</i>	3

Commented [JT10]: includes 1 club per term, per child includes funding for trips and swimming lessons uniform and school photos art club with RH

Commented [KP11R10]: great! adding these in, thanks!

Total budgeted cost: £ 22,500

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.

Progress has been identified in teacher assessments for all pupil premium children. Pupils with limited progress and/or working below their age expected attainment level have been identified through teacher assessments and had interventions identified for them.

Details of data to follow.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nessy	NessyLearning Ltd
LetterJoin	Green and Tempest Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Polehampton Infant and Junior School are working in collaboration to ensure that vulnerable pupils receive continued support when transitioning from infant to juniors. Examples of this include: working together on a 'four-year strategy'; phonic interventions for year 2 pupils to continue during the Autumn term of Year 3 and pupil premium children taking part in Art group at the end of Year 2 to continue with sessions for the first term of Year 3.

In addition to this, Polehampton schools will be working with the Keys Academy Trust to provide Outdoor Adventurous Educational trips for its pupil premium children across the schools' trust. These trips will aim to promote self-esteem, confidence and social development.