

Pupil premium strategy statement – Polehampton Junior School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our Pupil Premium and targeted pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for Pupil Premium and targeted pupils last academic year.

School overview

Detail	Data
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	6.9%
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	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Phil Sherwood– Executive Head Liz Castell & Helen Medcalf – Head of Schools
Pupil premium lead	Krista Pierro
Governor / Trustee lead	Sarah Tang

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,960
Recovery premium funding allocation this academic year	£2,000
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	£29,960

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention at Polehampton C of E schools is that all children make good progress and aim for aspirational attainment levels irrespective of potential barriers. We intend on all children to develop strong social, emotional skills in order to prepare them with healthy and productive tools for later life. Our schools intend to implement quality first teaching, with a focus on inclusive whole school practices to reduce the attainment gap for our pupils who may be faced with barriers. This is proven to be a highly effective strategy for not only supporting these pupils but also benefitting the wider class.

When considering the use of Pupil Premium funding, other vulnerable groups such as children with social workers or young carers are also considered. We intend to support these groups with the outlined strategies to promote their academic success and emotional wellbeing. With the 'Cost of Living Crisis' we are mindful that a number of families will be facing hardships but may not meet the Pupil Premium eligibility criteria. With that in mind, we intend to support these identified children with similar approaches.

When evaluating how Pupil Premium funding is directed, we have considered the common 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:

- Promote healthy coping strategies to support our targeted children's mental health and wellbeing.
- Enable greater progress in reading, writing and mathematics for our targeted children.
- To meet the individual learning needs of our targeted children, with a focus on Speech and Language needs.
- Support our targeted families to increase attendance and punctuality.

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 (EEF +4) amongst all of its pupils.

Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium and targeted pupils.

Challenge number	Detail of challenge
1	Assessments and teacher feedback show that a higher percentage of our PPG children are demonstrating below age expectation literacy levels than our not PPG children. This percentage is more significant in writing than reading.
2	Informal feedback (monitored through school recording system) from a number of PPG families suggests that there are greater number of barriers to engaging in learning together at home. Barriers include time pressures, being part of a single parent or separated family and limited access to technology and online platforms.
3	Attendance data from 2022/2023 demonstrated an attendance score of less than 95% for over half our PPG children. During the first term, almost half of all PPG children demonstrated an attendance score which was flagged as a possible risk going forwards this academic year (below 90%).
4	Parental feedback (monitored through school recording system) suggests a high percentage of our PPG children have experienced Adverse Childhood Experiences (ACEs). Experiences of ACEs is linked to lower attainment and greater risk of experiencing mental health difficulties.

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
<p>1. Support our targeted families to increase attendance and punctuality.</p>	<p>Attendance data for PP children will demonstrate an increase by</p> <ul style="list-style-type: none"> ○ <i>Breakfast Club</i> ○ <i>Targeted work with individual pupils and families to understand and break down barriers for attendance</i> ○ <i>Early calls for non-attenders</i> ○ <i>Additional adult check ins whilst pupils are in school</i> ○ <i>Strengthen links for PP families.</i> <p>How will we measure?</p> <ul style="list-style-type: none"> ○ <i>Attendance data compared to last year for targeted pupils.</i> <p>All PP children will arrive by 9.00am on 95% of occasions.</p> <ul style="list-style-type: none"> ○ <i>Breakfast Club</i>

	<ul style="list-style-type: none"> ○ Targeted work with individual pupils and families to understand and break down barriers for punctuality ○ Provide meet & greets for targeted children ○ Strengthen links for PP families. <p>How will we measure?</p> <ul style="list-style-type: none"> ○ Attendance data compared to last year for targeted pupils ○ Ensure admin staff and teachers are working closely together to accurately record punctuality. This will enable school to have a robust recording of those arriving after registration.
<p>2. Enable greater progress in reading and writing for our targeted children</p>	<p>All PP children will have met or surpassed their personal end of year writing target.</p> <ul style="list-style-type: none"> ○ Targeted Handwriting interventions (LetterJoin) ○ TA Small group support in writing lessons ○ Precision Teaching ○ Whole School, highly structured writing programme (Jane Constatine – The Write Stuff). Specific resources downloaded to support PP children. ○ Dyslexia Gold intervention ○ Small spelling groups ○ Quality assure targets during pupil progress meetings. <p>How will we measure?</p> <ul style="list-style-type: none"> ○ End of year attainment data ○ Termly Pupil Progress meetings ○ Teacher feedback
<p>3. Promote healthy coping strategies to support our targeted children’s mental health and wellbeing.</p>	<p>All PP children will have access to a therapeutic intervention or group to promote positive wellbeing.</p> <ul style="list-style-type: none"> ○ Nature group (EEF +3) ○ Targeted therapeutic support for specific pupils.(ARC counselling) ○ Access to one sport, music or craft club per term. <p>How will we measure?</p> <ul style="list-style-type: none"> ○ Intervention attendance data (tracking grid and teacher records). ○ Club records (tracking grid) <p>All children will be exposed to a whole school approach to mental health, wellbeing and behaviour to promotes healthy coping strategies.</p> <ul style="list-style-type: none"> ○ On-going engagement from SLT with ‘Therapeutic Thinking’ networks. ○ Refresher training for staff regarding ‘Therapeutic Thinking’

	<ul style="list-style-type: none"> ○ Access to staff training around mental health and wellbeing. <p>How will we measure?</p> <ul style="list-style-type: none"> ○ Exclusion data ○ Teacher records regarding behaviour and mental health on internal recording systems ○ Staff CPD records
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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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted staff training in the following areas:</p> <p>Mental Health, Wellbeing, Emotional Literacy and Communication.</p> <p>Literacy interventions and approaches</p>	<p><i>“Zuccollo and Fletcher-Wood (2020), The effects of high-quality professional development on teachers and students, EPI.”</i> Demonstrated good quality CPD for teachers had the equivalent to providing a teacher with 10+ years experience in the classroom.</p> <p><i>Making the Best out of Teaching Assistants:</i> Demonstrated positive impact on classroom learning when TA's have access to targeted CPD.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1668527984</p>	1, 3 & 4

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

Budgeted cost: £15,176

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dyslexia Gold intervention	Dyslexia Gold targets a number of areas including developing phonics. Education Endowment Fund Teaching & Learning Toolkit + 5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Spelling progress demonstrated 10.5months progress (small scale study) https://dyslexiagold.co.uk/Results/SpellingTutor 1	1 & 2
External agencies to deliver interventions aimed to boost learning engagement and self esteem (such as use of tutors and learning mentors)	Education Endowment Fund Teaching & Learning Toolkit + 4 month (evidence strength = low) “Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4,
ABC 2 Read twice weekly intervention.	Link between reading and writing attainment evidenced within our setting. ABC 2 Read Report states that 97% of teachers feedback an increase in reading levels and attitude to read https://www.abctoread.org.uk/wp-content/uploads/2022/05/annual-report.pdf EEF recommends using strategies such as reading aloud, exposure to varied vocabulary and collaborative activities to rehearse thoughts as effective strategies for improving reading and writing . https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1 & 2

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

Budgeted cost: £13,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Club (to	Education Endowment Fund Teaching & Learning Toolkit + 3 months (evidence strength = moderate)	3 & 4

<p>support emotional well-being & mental health) (staffing and resources)</p>	<p>Engagement with arts and creative activities can create better engagement across the curriculum. It also consistently is reported to improve wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Funding for sports or activity club after school per term.</p> <p>This funding may also be used for specific sports or club fees outside of school.</p>	<p>Education Endowment Fund Teaching & Learning Toolkit + 1 month (evidence strength = moderate) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Participation with sports and other extra-curriculum activities has links with improved mental health and therefore greater access with the curriculum.</p>	<p>1, 3 & 4</p>
<p>Letterbox subscription</p>	<p>To promote home learning, access to high quality texts and resources & parental engagement.</p> <p>67% of our PPG parents/guardians 'opt in' for this scheme and share that they look forwards to sharing the books and learning resources with their child each month.</p>	<p>1 & 2</p>
<p>Funding to access school trips to support mental health and cultural development.</p>	<p>https://promiseofplace.org/sites/default/files/2018-06/Peacock%202006%20field%20trip%20effects.pdf</p> <p>'Changing Minds' study demonstrates the positive impact on school trips on pupils social and emotional development, as well as knowledge and skills.</p>	<p>1, 3 & 4</p>
<p>Supported funding for school uniform and a school photos.</p>	<p>Feedback from parents is positive. Possible impact on sense of belonging, therefore may increase attendance.</p>	<p>3 & 4</p>
<p>Individualised resources and support packages.</p>	<p>Pupil specific support packages and resources for pupil premium pupils. This includes, sensory tools and learning aids.</p> <p>Varied outcomes to analyse. Teachers report that pupils are able to engage more readily, complete homework more regularly and participate in more learning activities with specific resources that are in place.</p>	<p>1,2,3 & 4</p>
<p>Breakfast Club</p>	<p>EEF demonstrated +2mnths in reading, writing in maths for KS1. Not evidence for KS2. However, 70% of schools in this study continued with breakfast clubs due to improvements documented in concentration, behaviour and attendance.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Magic_Breakfast_report.pdf?v=1668526225</p>	<p>1, 2, 3 & 4</p>

	<p>Research and analysis: Securing good attendance and tackling persistent absence highlights breakfast clubs as a way of improving attendance.</p> <p>https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</p>	
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Total budgeted cost: £29,960

Part B: Review of the previous academic year

Outcomes for Pupil Premium pupils

1. Support our targeted families to increase attendance and punctuality.

Attendance data for PPG children will demonstrate an increase for 90% of targeted pupils: *NOT MET.*

- Breakfast Club appeared to have a positive impact on attendance and punctuality for those who attended however uptake was low amongst the targeted group of pupils. Therefore, the overall impact on the targeted groups attendance was marginal.
- Individual pupil and family circumstances had a considerable impact on attendance this year.
- Adjustment to breakfast clubs to be made and 'revamped' to encourage greater uptake.

2. Enable greater progress in reading and writing for our targeted children.

All PPG children will have met or surpassed their personal end of year writing target: *PARTIALLY MET.*

- 47% of PPG children made expected progress in reading during the academic year, with one pupil surpassing their personal target.
- 33% of PPG children made expected progress in writing during the academic year.
- Out of the pupils who did not make expected progress in reading, half still made noticeable progress (4 points +) with the remaining half making less progress.
- Out of the pupils who did not make expected progress in writing, nearly all pupils still made noticeable progress (4 points +).
- Pupils with complex and significant SEND needs in areas of Cognition and Learning, who are also PPG, were amongst the group that made less noticeable progress. It is recorded through these pupils ILP's that small, yet significant steps were made in core subjects.

3. Promote healthy coping strategies to support our targeted children's mental health and wellbeing.

All PPG children will have access to a therapeutic intervention or group to promote positive wellbeing: *MET.*

- All children participated in Nurture Club, Forest Schools, Emotional Literacy groups or Primary Stars.
- Evidenced in intervention trackers.
- Positive engagement from all pupils in the above interventions.

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
Dyslexia Gold	EngagingEyes Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
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 'three-year strategy'; some specific interventions for year 2 pupils to continue during the Autumn term and the 'Transition Art Group' which takes place across both schools in the summer term.

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.

Polehampton Schools have an Inclusion Lead who works closely with Pupil Premium families to signpost and make referrals for community support. Part of this role involves building relationships with these families to further identify barriers for their children, which school can aim to target.