

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	232 pupils
Proportion (%) of pupil premium eligible pupils	13 PPG (5.6%) - 12 FSM - 1 CLA/PCLA
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 (reviewed September 2024)
Date this statement was published	September 2024 (ahead of December 2024 deadline)
Date on which it will be reviewed	September 2025 September 2026 September 2027
Statement authorised by	Phil Sherwood– Executive Head Liz Castell & Helen Medcalf – Heads of Schools
Pupil premium lead	Krista Pierro
Governor / Trustee lead	Sarah Tang

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,288
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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>	£26,288

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 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 and numeracy levels compared to non-PPG children. This percentage is more significant in writing than reading. Within our current PPG cohort, nearly all pupils present with an additional need which impacts their learning.
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 of separated family and limited access to technology and online platforms. Cultural differences are also a factor as some families from our targeted PPG groups, such as our GRT families, engage in hands on learning outside of school rather than formally set home learning.
3	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.
4	30% of our PPG children are from a Gypsy Roma Traveller background. Whilst this in itself is not a barrier, we are mindful that learning approaches for some children who identify as GRT may need to be adapted in order to promote greater progress.
5	85% of PPG children currently present with 'below average' attendance. With over half of these being of significant concern. A number of individual reasons contribute to this figure such as; Emotional Based School Avoidance, transport difficulties and health needs.
6	70 % of our current Pupil Premium cohort have an identified area of SEND and are on our SEND or 'additional needs' register.

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
1. Promote healthy coping strategies to support our targeted children's mental health and wellbeing.	<p>All PP children will have access to an intervention or group to promote positive wellbeing.</p> <ul style="list-style-type: none"> ○ <i>Social skills and emotional literacy interventions</i> ○ <i>Access to one sport, music or craft club per term (FSM only).</i> ○ <i>Key adult in every year group to provide additional 'check ins'</i> <p>How will we measure?</p>

	<ul style="list-style-type: none"> ○ <i>Intervention attendance data (tracking grid and teacher records).</i> ○ <i>Club records (tracking grid)</i> ○ <i>Staff CPD</i> <p>All children will be exposed to a whole school approach to mental health, well-being and behaviour to promotes healthy coping strategies.</p> <ul style="list-style-type: none"> ○ <i>On-going engagement from SLT with ‘Therapeutic Thinking’ networks.</i> ○ <i>Refresher training for staff regarding ‘Therapeutic Thinking’</i> ○ <i>Access to staff training around mental health and wellbeing.</i> <p>How will we measure?</p> <ul style="list-style-type: none"> ○ <i>Exclusion data</i> ○ <i>Teacher records regarding behaviour and mental health on internal recording systems</i> ○ <i>Staff CPD records</i>
<p>2. Enable accelerated progress in reading, writing and maths for targeted children (+6 points or more per academic year)</p>	<p>All PP children will have met or surpassed their personal end of year reading, writing and maths targets.</p> <ul style="list-style-type: none"> ○ <i>Targeted Handwriting interventions</i> ○ <i>TA Small group support in writing lessons</i> ○ <i>Whole School, highly structured writing programme (Jane Con-sidine – The Write Stuff). Specific resources downloaded to support PP children.</i> ○ <i>PP children included in small phonics groups.</i> ○ <i>1:1 precision teaching</i> ○ <i>Weekly tutoring phonics group</i> ○ <i>Targeted resources</i> ○ <i>ABC 2 Read (weekly)</i> ○ <i>Quality assure targets during pupil progress meetings.</i> ○ <i>Small group support in Numeracy</i> ○ <i>PlusOne maths interventions</i> ○ <i>Quality First Teaching and adapted learning</i> <p>How will we measure?</p> <ul style="list-style-type: none"> ○ <i>End of year attainment data</i> ○ <i>Termly Pupil Progress meetings</i> ○ <i>Teacher feedback</i>
<p>3. To meet the individual learning needs of our targeted children.</p>	<p>All PP children will have met their overarching ILP targets by the end of the academic year.</p> <ul style="list-style-type: none"> ○ <i>Targeted SALT interventions</i> ○ <i>Working with the SALT team to set and review targets</i> ○ <i>TKAT SALT support</i> ○ <i>Use of ILPs for pupils with SEND. These are reviewed half termly.</i> ○ <i>External agency advice sought and implemented e.g. EP or LSS surgeries.</i> <p>How will we measure?</p> <ul style="list-style-type: none"> ○ <i>End of year review of targets</i> ○ <i>Teacher/TA feedback</i>

<p>4. To increase the average attendance percentage of PPG children so that it is in line with the whole school average.</p> <p>(90% to 95%)</p>	<p>The average percentage of PPG will be in line with the whole school average (e.g. 95%)</p> <p>How will we measure?</p> <ul style="list-style-type: none"> ○ Attendance data ○ Consider individual case by case
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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: £7,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teachers to develop Quality First Teaching and ensure strong, adapted planning for who need it.</p> <p>CPD from expert teachers within Polehampton and TKAT: 3 CPD sessions per term £1,547</p> <p>Additional leadership capacity to improve teaching and learning for PPG pupils: £5,852</p>	<p>Whilst Polehampton Schools adopt a ‘Mastery Approach’, evidence suggests that ‘Individualised Instruction’ could have a greater impact on learning for our PPG children. EEF evidence suggests that for pupils with lower attainment and attendance present with greater gaps in their learning.</p> <p><i>“For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil’s attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.”</i></p> <p>Combining a mastery approach, whilst ensuring teachers can still prepare and deliver individualised learning tasks, where appropriate, is likely to be of greater support for our PPG pupils.</p>	<p>1</p>

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

Budgeted cost: £11,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching assistants to deliver literacy and numeracy interventions for PPG children.</p> <p>Equivalent of 2.5hrs of TA intervention per class p/w</p> <p>= £11,278 p/a</p>	<p>Use of teaching assistants to deliver academic interventions demonstrates an average of +4 months progress (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) . For this impact to be achieved, research shows that teaching assistants must receive relevant training to deliver a specific intervention. At our infant school, this will be through specific SALT interventions (Speech Link), phonics (RWI), maths (Plus One) and Precision Teaching, ABRACADABRA. Where possible, staff will receive training in these interventions. Interventions will be planned and guided by the SENCo and/or class teacher.</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>	<p>1, 2 & 3</p>
<p>ABC to Read twice weekly intervention.</p> <p>£360 per volunteer, per year (x2) = £720.00</p>	<p>Link between reading and writing attainment evidenced within our setting.</p> <p>ABC to 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.pdfing.</p> <p>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</p> <p>Anecdotal evidence from our pupils and teachers indicates that pupils look forwards to these sessions and it improves self-esteem.</p>	<p>1, 2, 3 & 6</p>

<p>Nessy subscription (Reading & Writing)</p> <p>Total cost for targeted pupils annual subscription = £800</p>	<p>https://www.nessy.com/en-gb/shop/research/the-effects-of-the-nessy-reading-and-spelling-program-used-in-a-general-educational-setting</p> <p>Nessy's small research studies demonstrate accelerated progress in pupils who participated in the intervention and a reduced attainment gap for children who were considered to be having the greatest difficulties with reading and writing.</p>	1, 2 & 6

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

Budgeted cost: £7,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>External agencies to deliver interventions / therapeutic support. These aimed to boost engagement, self-esteem and emotional wellbeing.</p> <p>Sports coach to sessions to boost self-esteem/engagement. 1 session p/w = £21 = £819 p/a</p>	<p>Education Endowment Fund Teaching & Learning Toolkit + 4 month (evidence strength = low)</p> <p><i>"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."</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2 & 4,

<p>12 weeks of Play therapy (x2 pupils) = £1,080</p>		
<p>Funding for 'Nature Club' to be planned and delivered by a specific TA as well as resourcing, when required.</p> <p>5hrs p/w 195hrs p/a = £2,895.75 Resources = £200 p/a</p>	<p>Research suggests that outdoor learning experiences can have a positive impact on children's mental health; reducing stress levels and improving educational outcomes.</p> <p>https://publications.naturalengland.org.uk/publication/4792791243161600</p> <p>Anadeotally, we receive positive feedback every year from the intervention. Families report that children look forward to the group and that it has a positive impact on their child's wellbeing. Pupil's themselves appear enthused about the group and ask to continue when sessions draw to a close.</p>	
<p>TA to deliver specific sessions for GRT.</p> <p>1hr p/w 39hrs p/a = £579.00</p>	<p>Key points to promote positive outcomes for GRT pupils include aspects such as: respect, engagement, curriculum flexibility and increasing enjoyment. These sessions would aim to celebrate GRT culture as well as providing learning 'hooks' to increase engagement.</p> <p>https://www.theeducationpeople.org/our-expertise/equality-inclusion/supporting-gypsy-roma-traveller-pupils-in-your-school/#Improving%20Outcomes</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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Participation with sports and other extra-curriculum activities has links with improved mental health and therefore greater access with the curriculum.</p>	<p>1, 2 & 4</p>

<p>Letterbox subscription</p> <p>£152 per child = approx. £1,064 total</p>	<p>To promote home learning, access to high quality texts and resources & parental engagement.</p> <p>Almost all 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>No cost – via DGT and Polehampton Charity</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, 2, 3 & 4</p>
<p>Supported funding for school uniform and a school photos.</p> <p>£150 for uniform</p>	<p>Feedback from parents is positive.</p> <p>Possible impact on sense of belonging, therefore may increase engagement.</p>	<p>1, 3 & 5</p>
<p>Breakfast Club</p> <p>Identified pupils to invite= 2</p> <p>Cost per pupil, per year = £380</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>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>	<p>1, 3 & 5</p>

Total budgeted cost: £26,288

Total spend: £26,564

Part B: Review of the previous academic year

Outcomes for Pupil Premium pupils

1. 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 1:1 nurture.
- Positive engagement from all pupils in the above interventions.

All children will be exposed to a whole school approach to mental health, wellbeing and behaviour to promotes healthy coping strategies. MET – ON TRACK TO CONTINUE TO BE MET IN 2024-2025

- Therapeutic Thinking approach continued to be delivered and monitored across the school.
- Therapeutic strategies advised, trialed and used to support relevant pupils.

2. Enable accelerated progress in reading and writing targeted children (+6 points or more per academic year)

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

- 57% of PPG children made expected or accelerated progress in reading.
- Half of PPG children made expected or accelerated progress in writing and mathematics.
- Some PPG children made accelerated progress (4/14 in reading, 4/14 in writing, 2/14 in maths)
- In those that did not make expected progress across all subjects; half have complex learning needs impacting rate of learning. Within the other half, most pupils still made noticeable progress (5 points).
- Within the PPG group, 3 were identified as concerns in regards to slow progress with no clear learning barriers.
- There is a high cross over with our targeted children who also have complex learning needs. For these pupils, small, yet significant steps were made in core subjects and learning behaviour, evidenced in their ILP’s.

3. Support our targeted families to increase attendance and punctuality PARTIALLY MET

Attendance data for PP children will demonstrate an increase PARTIALLY MET

- Whilst an average decrease in attendance was recorded, there were specific, individual circumstances where some PPG pupils’ attendance decreased and brought down the average (a few families specifically), as there were a number of increased attendances.
- Engagement with breakfast club from those who were invited was very positive. This will continue.
- Feedback from families regarding breakfast club was that children were enthusiastic about attending

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	

Service pupil premium funding (optional)

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

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 Nurture 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 Inclusion Leads who work 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.