

Pupil premium strategy statement – South Stanley 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	South Stanley Junior School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	60%
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	4 th October 2021
Date on which it will be reviewed	4 th October 2022
Statement authorised by	Rachel Bell
Pupil premium lead	Claire Guy
Governor / Trustee lead	Professor Wooff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,465
Recovery premium funding allocation this academic year	£14,355
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	£147, 820

Part A: Pupil premium strategy plan

Statement of intent

At South Stanley Junior School we see raising the achievement of disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children*
- Make decisions based on detailed data analysis and responding to evidence*
- Providing children with enrichment activities and opportunities beyond what they would otherwise experience*

Challenges

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

Challenge number	Detail of challenge
1	Emotional resilience of pupils who are eligible for pupil premium is low compared to their peers and they may need to develop their learning skills to be ready to learn such as organisation, focus and resilience.
2	Low starting points in verbal communication and language mean that for many pupil premium children a lack of decoding skill, fluency, comprehension and a limited vocabulary can adversely affect reading and writing.
3	Low attendance rates for some pupil premium children impacts on their learning adding to greater gaps in conceptual understanding across the curriculum as well as their basic skills.
4	Some pupil premium children lack experiences that enrich their understanding and knowledge which negatively impacts on their learning and comprehension.
5	Many pupil premium children do not have support for reading at home which means staff have to ensure that there are opportunities in school to support and value reading.

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>Improved emotional resilience for pupils with emotional regulation difficulties, anxiety and those lacking in emotional resilience via targeted and direct interventions as well as whole school ethos and Quality First Teaching.</p>	<ul style="list-style-type: none"> • A lower level of behavioural incidents for PP pupils on CPOMS. • Children who need to, will have access to a school counsellor • Children who require support with emotional resilience or anxiety to be identified and placed in targeted groups for Thrive interventions • Relax Kids interventions for specific groups to boost emotional resilience and self-regulation • Yoga and after school 'Relax Kids' sessions provided for free and PP pupils are prioritised • Additional staff member to become 'Thrive licensed practitioner' • Whole class Thrive approaches via Quality First Teaching across all lessons/assemblies • Specific Thrive lessons delivered in class weekly • Promote good relationships with parents to address underlying concerns or refer to specialist agencies for further support (HT, SLT, SENCO, Attendance Officer, Family Support Worker) • Whole school training for Zones of Regulation and ongoing weekly lessons • Learning Walks/Lesson Observations highlighting examples of resilient children/learners
<p>For all pupils to have improved Oracy, vocabulary and opportunities to enhance and boost their language skills in school</p>	<ul style="list-style-type: none"> • Oracy to be developed throughout the school curriculum and speaking and listening opportunities to be visible in class through learning walks/lesson observations • Guided reading sessions to include elements of retrieval, meaning and inference • Whole school vocabulary assemblies weekly • Daily class novel read by the teacher to the class with key vocabulary discussed • PSHCE lessons to include circle time where listening and speaking skills are explicitly taught • Each class to display vocabulary displays for curriculum subjects

	<p>which are updated and accessed in all lessons by all children</p> <ul style="list-style-type: none"> • Weekly whole school assemblies focus on vocabulary (DF)
A reduction in persistent non-attendeess	<ul style="list-style-type: none"> • % of non-attendeess at least in line with national average • Increase in attendance rates for pupil premium children • Improved parent/school relationships supported by the Attendance Officer • Out of hours provision/wrap around care will be offered to priority pupils • 100% Attendance will be rewarded termly
A greater proportion of children exposed to a wider range of social, cultural, enrichment musical and sporting experiences.	<ul style="list-style-type: none"> • Opportunities to participate in a wide range of extra-curricular activities both within and outside of the school day • Visitors in school to support and enhance learning • Access to school trips and external visits to support knowledge and understanding • Chances to develop personal skills such as resilience and confidence through access to roles of responsibility in school e.g. school councillors, team captains, monitors.
Increased amounts of children reading at home and at school and development of a reading for pleasure ethos.	<ul style="list-style-type: none"> • An increase in attainment for reading for all pupils • Teachers to read to their class each day • Staff to talk about their love of books and what they are reading with their class • All pupils to receive a Head Teachers Award for reading 5 times per week • All pupils to receive extra play time for reading 3 times a week at home • All reading journals to be checked twice weekly and recorded how often pupils have read at home • All children to read a book matched to their ability in school • Parents contacted if persistent non-reading or returning journals by class teacher

	<ul style="list-style-type: none">• Parents contacted by Deputy Headteacher if persistent non-reading continues• Each class to have identified target readers who do not have support for reading at home and read with them in school each week
--	---

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: £60,000

Please note, where 'EEF' is referenced, this relates to the Education Endowment foundation and their 'Teaching and Learning Toolkit'.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve wellbeing and emotional resilience for pupils by providing in school counsellor, Relax Kids sessions, Thrive, access to SEMH support services and implementing whole school self-regulation via Zones of Regulation.</p> <p>Whole school staff training for Zones of Regulation.</p> <p>Staff training to deliver Thrive.</p> <p>Prioritise referrals to outside agencies for PP pupils</p>	<p>High rate of behavioural incidents for pupils with unaddressed SEMH difficulties. Pupils have difficulty in regulating and expressing their emotions.</p> <p>Low levels of participation, productivity, self-belief and love of learning in pupils with underlying anxiety or emotional resilience.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning (impact+4 months)</p> <p>Swifter access to support from external agencies has shown that early support has a greater long term impact on families.</p> <p>Ensuring a multi-faceted approach, including improving staff CPD and buy-in, whole-school approaches alongside targeted intervention and whole school teaching of wellbeing strategies and small group work is planned.</p>	<p>1 and 4</p>
<p>Ensure identified staff</p>	<p>Given the impact of missed teaching and learning opportunities due to COVID/lockdowns and isolations it</p>	<p>2 and 5</p>

<p>have received paid for training to develop high quality teaching standards (including training two staff in the Sounds Write Phonics programme).</p>	<p>is a priority to ensure that children who have missed large sections of teaching in KS1 continue to have systematic phonics tuition. Targeted interventions for individuals are also key.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefits from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer spoken words and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>The Sounds Write phonics programme will be used for whole class and targeted intervention and benefits have been reported by DfE.</p> <p>https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/55-dfe_report_on_sounds_write.pdf</p> <p>EEF findings show that high quality teaching has a positive impact on outcomes and that consistency in delivery is key. (impact +5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
---	--	--

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

Budgeted cost: £ 45,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy a new range of high interest-low	Funding will be spent on purchasing new non-fiction books, 'A key issue is selecting suitable texts in order to extend pupils' reading comprehension capabilities: too easy and pupils do not need to use the strategies, too hard and they cannot	5

<p>ability reading books for struggling readers to ensure children are reading books of interest and age appropriate matched to their ability</p>	<p><i>understand the text. Teachers should read and carefully consider the challenges and opportunities presented by a text before using it'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>+6 months impact EEF.</p>	
<p>Set up small group spelling intervention for children in upper key stages struggling with spellings, vocabulary and writing (based on findings from diagnostic)</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>+4 months impact EEF</p>	2
<p>Targeted 1:1 reading with children in school who do not receive support for reading at home (with a focus on reading comprehension strategies)</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>+6 months impact EEF</p>	5
<p>Targeted small group intervention for identified pupils (after school or as part of afternoon)</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>+4 months impact EEF</p>	5

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

Budgeted cost: £ 41,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establishing an after-school music club/music offer on a 1:1 basis and ensuring uptake of this.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>+3 months impact EEF</p>	<p>4</p>
<p>Developing a cohesive offer for parents with access to a part time social worker within SLT, SENCO surgeries and Family Liaison Officer to support families with early help and access to support agencies to develop home/school support of child via coffee morning, information sharing events, online training, courses, access to</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>+4 months impact EEF</p>	<p>3</p>

support agencies.		
Holding pupil attendance interviews to ascertain barriers to school attendance for disadvantaged pupils.	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	3
Uptake of after school club for disadvantaged pupils and engagement of parents working closely with school.	See above in relation to parental engagement and arts engagement.	4

Total budgeted cost: £147, 820

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.

Please see separately reviewed document (available via our school website)

Service pupil premium funding (none received 2020-2021)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	