



Pupil Premium Strategy Statement – South Stanley Junior School

This statement details our school's use of pupil premium (and recovery premium) 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	180
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	1 st October 2023
Date on which it will be reviewed	1st October 2024
Statement authorised by	Rachel Bell
Pupil premium lead	Rachel Bell
Governor / Trustee lead	Professor Wooff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149, 865
Recovery premium funding allocation this academic year	£14, 935 (TBC)
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	£164, 800

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 and/ or defined as having SEND needs 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 (comparative for individual pupils). • 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 • Yoga (after school sessions) provided for free and PP pupils are prioritised • Whole class Thrive approaches via Quality First Teaching across all lessons/assemblies • Specific Thrive lessons delivered in class weekly and assembly regularly • ‘Family Thrive’ sessions which engage parents/ carers • 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) • Further whole school training for Zones of Regulation and ongoing weekly lessons • Learning Walks/Lesson Observations highlighting examples of resilient children/learners
<p>To develop more accurate systems of assessment</p>	<ul style="list-style-type: none"> • Investment in NFER tests x3 termly • Investment in NFER online analysis tool
<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

	<p>visible in class through learning walks/lesson observations</p> <ul style="list-style-type: none"> • Investment in Lexia and Language Link programs • Guided reading sessions to include elements of retrieval, meaning, fluency and inference • Whole school assemblies weekly focusing on importance of reading and developing 'reading for pleasure' • Daily class novel read by the teacher to the class with key vocabulary discussed • PSHCE/ Thrive lessons where listening and speaking skills are explicitly taught • Each class to display vocabulary displays for curriculum subjects which are updated and accessed in all lessons by all children
<p>A reduction in persistent non-attendees</p>	<ul style="list-style-type: none"> • % of non-attendees 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 • Good attendance and punctuality will be rewarded termly • Fewer pupils with attendance which is below 92%
<p>A greater proportion of children exposed to a wider range of social, cultural, enrichment musical and sporting experiences.</p>	<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 (heavily subsidised by school) • 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. • Development of a 'cultural passport' to be used across school

<p>Increased amounts of children reading at home and at school and development of a reading for pleasure ethos.</p>	<ul style="list-style-type: none"> • An increase in attainment for reading for all pupils (and as a result, increased number of pupils achieving expected level for RWM combined by the end of year 6) • Teachers to read to their class each day • Staff to talk about their love of books and what they are reading with their class • Regular rewards 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 • 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 • Children to be regularly provided with reading for pleasure books for them to keep (e.g. through Borderline books) • Children to be provided with non-fiction/ fiction books linked to topics being studied which they can keep
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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: £49,800

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, 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>Use of AWO (Attendance and Welfare Officer) and Early Help Apprentice in supporting families regarding attendance.</p>	1, 3 and 4
<p>Ensure identified staff have received paid for training</p>	<p>Given the impact of missed teaching and learning opportunities due to COVID/lockdowns and isolations it is a priority to ensure that children who have missed large sections of teaching in KS1 continue to have</p>	2 and 5

<p>to develop high quality teaching standards (including training whole staff in the Sounds Write Phonics programme and specific reading training).</p>	<p>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>	
<p>Train staff to employ a metacognitive approach to teaching (and learning) in order to accelerate learning for pupils in all subjects</p>	<p>SLP Trust -wide 'Metacognition' CPD (led by Northern Lights) will train two SSJS staff who will then disseminate this to the whole school through scheduled CPD sessions.</p> <p>EEF findings show that use of 'metacognitive strategies' – which get pupils to think about their own learning- can be worth the equivalent of an additional 7+ months' progress when used well.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>4 and 5</p>

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

Budgeted cost: £ 70, 0000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to ensure that there is a good range of high interest-low ability reading books for struggling readers to ensure children are reading books of interest and age appropriate matched to their ability</p>	<p>Funding will be spent on purchasing new non-fiction books, <i>'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 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>5</p>
<p>Set up small group phonics intervention for children in lower key stage who are struggling to apply taught phonics (based on findings from diagnostic) and/ or those who did not pass the phonics screening check in year 2</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>	<p>2</p>

<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>	<p>5</p>
<p>Targeted small group intervention for identified pupils (after school or as part of afternoon). Identified children to receive 10 sessions of tuition and staff to ensure that pupils working at greater depth (GDS) are selected for tutoring as well as those working below EXS.</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>	<p>5</p>

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

Budgeted cost: £ 45,000

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</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>4</p>

ensuring uptake of this.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation +3 months impact EEF	
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
Provide parent and child learning sessions (e.g. cookery, first aid)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 4
Heavily subsidise/ totally fund all after school clubs, visits and visitors to school to ensure that all pupils can access enriching experiences	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment (Particularly arts participation)	4
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: £164, 800

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 2022 to 2023 academic year.

<u>Academic Data Impact</u> (63% of cohort were eligible for PP)				
End of KS2 Data – July 2023 (provisional and unvalidated data)				
KS2 Results	Expected standard		Greater depth	
	National 2023	SSJS 2023 (38 children)	National 2022*	SSJS 2023**
Reading	73%	74%	28%	32%
Writing	71%	66%	13%	13%
Maths	73%	74%	23%	29%
RWM Combined	59%	66%	7%	13%
Spelling, punctuation and grammar	72%	71%	28%	29%
*National greater depth figures for 2023 have not yet been released. **Greater depth results require further validation.				
In the year 6 SATs tests, 54% of our PP pupils (24/38 pupils) achieved reading, writing and maths (RWM) combined at the expected level. Performance for PP eligible pupils at the expected standard in individual subjects were as follows: Reading 58%, Writing 50% and Maths 58%				
<u>Attendance Data Impact</u>				
Persistent absenteeism has been addressed through the use of pupil premium funding during 2022-2023 with some positive outcomes. The school's AWO Mr Howard and Attendance lead Mr Patterson have utilised weekly FFT data to closely monitor and amend support accordingly.				
Personalised attendance trackers have been effectively used with a small number of pupils whose attendance was below 92% and also pupils approaching the level of persistent absenteeism. Below is a table summarising our school's				

360 Attendance view

Download PDF

Time period: Year To Date



South Stanley Jun (8402226)

Comparator: FFT National

Attendance Headlines

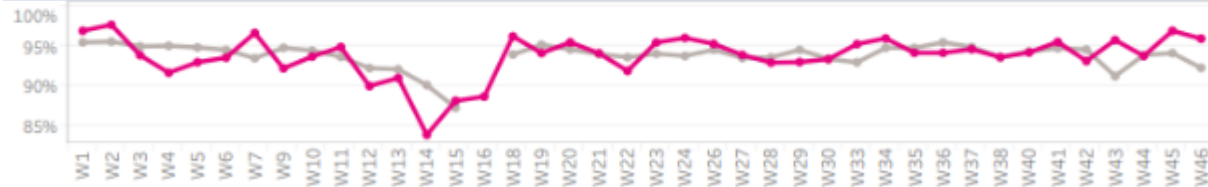
YEAR TO DATE

9/5/2022 - 7/21/2023

All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees
93.8%	94.1%	93.5%	93.1% ●	95.1%	15.5%

Weekly Attendance

School FFT National



Attendance breakdown

YEAR TO DATE

9/5/2022 - 7/21/2023

Emotional Resilience Impact

- 11 children accessed weekly counselling sessions with the school's counsellor and/ or Durham bereavement service and all of these pupils were eligible for pupil premium (100%)
- All children accessed weekly 'Thrive' sessions in class and/ or assembly
- 12 children accessed one to one/ group 'Thrive' sessions with a licensed practitioner and these were all pupils eligible for PP (100%)
- 6 children accessed weekly 'Connecting with Children' sessions and 5/6 of these pupils were eligible for pupil premium (83%)
- All children in school are aware of 'Zones of Regulation' and use these on a daily basis to monitor, discuss and regulate their emotions
- Ofsted report (Feb 2022) reported: *'The headteacher has enlisted the support of the whole staff to create a culture of well-being for staff and pupils. Leaders have established systems to support pupils with identified social and emotional needs. This has ensured most pupils are calm, confident and ready to learn when they enter school in the morning'*