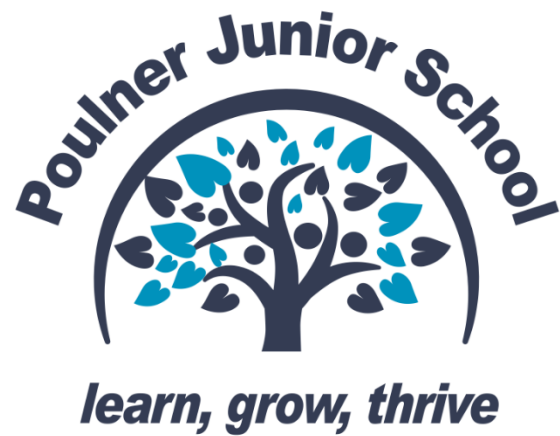




Poulner Junior School
Pupil Premium Strategy Statement
2024-2027

Pupil premium strategy statement

This statement details our school's use of pupil 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 2024-2025

Detail	Data
School name	Poulner Junior School
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	65 pupils or 24% of school population
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2024
Statement authorised by	Jo Walker Headteacher
Pupil premium lead	Katie Cason Deputy Headteacher
Governor / Trustee lead	Claire Yeates and Natalie Jolley

Funding overview 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	£95,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£95,270

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make rapid progress from their starting points and achieve high attainment across all subject areas. We want all pupils to actively engage in every aspect of school life through effective teaching and learning strategies, Thrive and the wider curriculum so that they want to come to school, be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and provide them with a range of opportunities which prepare them for the next stage of their education.

Maintaining high expectations and providing high quality first inclusive teaching is at the heart of our approach, enabling every child to be the very best they can be. We strive to develop children's aspirations, their self-esteem and their academic achievement in a safe and stimulating learning environment; giving feedback that celebrates success in learning and learning behaviours.

Our approach will be responsive to individual needs and rooted in robust diagnostic assessment. Teachers and support staff will have a thorough understanding of their pupils and their individual 'barriers'. We aim to close any gaps and remove any perceived 'barriers' so we can give these pupils the tools to achieve across an ambitious curriculum.

We recognise that mental health and well-being is essential for all our pupils both in regard to their social development and in terms of their readiness to learn. We will strive to build strong relationships with pupils and parents enabling pupils to take an increasing responsibility for their own learning. Every single child can meet their potential.

Our strategy is focussed on identifying what each child needs to be successful.

- Regularly reviewing the progress and performance of all children to ensure that our approaches are impactful – plan, review, adapt.
- Improving the quality of teaching and learning in all curriculum areas for all children; ensuring pupils are challenged in the tasks and activities are accessible.
- Where 'additional to and/or different from' support is required, we will allocate appropriate strategies and targeted support through the use of 'Pupil Premium Champions'.
- A relational approach ensures that any interrupted developmental needs are identified and responded to.

Challenges

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

Challenge number	Detail of challenge
1 <u>Vocabulary</u>	Assessments, observations, work sampling and discussions with pupils indicate vocabulary gaps among many disadvantaged pupils. They have been exposed to less rich texts, vocabulary, and collaborative talk about the experiences they have had. This is evident throughout KS2, and in general is more prevalent among our disadvantaged pupils than their peers.
2 <u>Reading</u>	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading fluency, comprehension and phonics than their peers. They have been exposed to a smaller range of books and less collaborative talk about what they are reading. They have had less opportunities to hear fluent reading modelled to them and to share a book with someone. This negatively impacts their development as readers.
3 <u>Maths</u>	Assessments, observations, work sampling and discussions with pupils indicate that disadvantaged pupils are less confident with their understanding of number and have not developed their number sense or number strategies. Research shows that without appropriate and efficient strategies, pupils will be lower Mathematical attainers. They are at a disadvantage when applying number patterns and methods to reasoning and problem-solving questions.
4 <u>Learning behaviours</u>	Class and pupil observations have shown that disadvantaged pupils are less independent in their learning and have a greater reliance on adult support. Their active participation and engagement in the learning is not consistent throughout the lesson. Thrive profiling and ongoing discussions with pupils and families have identified behavioral, social and emotional issues that mean they are less engaged in the pupil's learning and wider school life. These challenges particularly affect disadvantaged pupils This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5 <u>Attendance</u>	Attendance data shows an improving picture, but a gap still remains between disadvantaged and non-disadvantaged attendance. Therefore, pupils do not fully engage with school life, and this has a negative impact on their social and emotional development as well as academic progress.

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
Improved vocabulary choices and understanding among disadvantaged pupils.	Assessments and observations (formal and informal) indicate improved vocabulary choices and understanding among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Building fluent readers who love reading for pleasure and purpose.	Observations, pupil voice and work sampling show that pupils can engage in book talk and participate in more reading activities. KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils meet the expected standard. There is a reduction in the gap between PP and non-PP pupils; this gap will be no more than 5%.
Building fluent mathematicians who have a strong number sense in order to apply a skill to multiple contexts.	Observations, pupil voice and work sampling show that pupils have developed a greater range of number strategies and are able to apply these in different contexts. KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard. There is a reduction in the gap between PP and non-PP pupils; this gap will be no more than 5%.
Improved active participation and engagement in learning in order to improve independent learning.	Pupils develop strategies to manage their behaviour and emotional needs more successfully in order to engage in lessons for increased periods of time. This will be demonstrated by: • Observations/teacher voice show disadvantaged pupils actively participate in learning. • Learning outcomes (work sampling) shows a better engagement to learning • Pupil voice, through pupil conferences, show pupils have a greater understanding of how they learn best.
Sustain improved attendance for all pupils. Disadvantaged pupils particularly, attend school whenever they are able to.	The average attendance of disadvantaged pupils is at least 92% (23-24). This improves to at least 95% by July 2025. The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance. Sustained high attendance from 2024/2025 demonstrated by: • No more than a 2% gap in attendance between our disadvantaged and non-disadvantaged pupils. • No more than a 5% gap between disadvantaged and non-disadvantaged pupils who are persistently absent.

Activity in this academic year 2024-2025

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding vocabulary building activities across the curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. • Opening Doors approach to reading and writing – rich text drivers/models, vocabulary approach to text analysis, Durran grid • Improving teacher questioning and response strategies, including Dialogic talk • Group or paired work to share thought processes, including read aloud and book discussion with peers • Embedding the use of the learning environment to provide scaffolds to using a wider vocabulary ('Vocabulary that I am learning',	There is a strong evidence base that dialogic activities have a high impact on reading and vocabulary. Vocabulary, comprehension and reading skills benefit from explicit discussion and teaching to support learners' use of vocabulary. The targeted use of approaches may support some disadvantaged pupils to catch up with peers <i>Vocabulary in Action/Improving Literacy at KS2 - Education Endowment Foundation</i>	1, 2, 3, 4

'Vocabulary that I already know', Durrant gird, key Maths vocabulary/ sentence stems, knowledge organisers, wordbanks) Improving teacher instruction, including: i) Vital Vocabulary sessions at the start of every lesson, ii) modelling the use of these words within their verbal and written responses, iii) using the 'Say it better' questioning and response technique, iv) using a range of collaborative techniques (questioning & response)		
Monitor the use of 'Little Wandle' DfE validated Systematic Synthetic Phonics Programme (Rapid Catch-up programme for KS2) to secure stronger phonics teaching for underachieving pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. <i>Phonics/Teaching and learning toolkit/Education Endowment Foundation</i>	2, 4
ECT training x2 teachers – one in their first year, one in their second year.	ECT framework introduced by DfE to improve quality of teaching and teacher retention.	1, 2, 3, 4
Monitoring and providing continuous CPD to embed the implementation of 'Maths No Problem'	There is evidence that Maths teaching based on manipulatives and representations using a range of strategies is highly effective.	3, 4

	Maths No Problem is a government approved/endorsed strategy that supports consistency and rigour <i>Improving Maths at KS1 and 2/Education Endowment Foundation</i>	
Coaching support for all staff to ensure teaching is consistently good across the school • Embedding Rosenshine's 10 principles of instruction • Monitoring and embedding retrieval practice • Developing questioning, response and feedback strategies	The coaching approach to improve teaching and learning has enabled all children, including disadvantaged to make good progress from their starting points. Over time the gap between PP pupils and non-PP pupils attainment has narrowed. <i>Five evidence based strategies for pupils with special educational needs send/Education Endowment Foundation</i> Research shows that explicitly teaching pupils to plan, monitor and evaluate their learning can increase pupil independence in the classroom. Planning questions that encourage learners to follow this process in their learning can be a good starting point. <i>Metacognition & self-regulation/Education Endowment foundation</i>	1, 2, 3, 4, 5
Termly pupil progress meetings and drop-in sessions with children in class to address gaps in learning, raise the profile of pupil's needs and accelerate progress.	Based on our experiences, a senior leader raising the profile amongst staff of all of these children and their individual needs is key to diagnosing the right support and making accelerated progress.	1, 2, 3, 4, 5
Develop Pupil Premium conferencing so that: • disadvantaged pupils have personalised small step targets	Research shows that explicitly teaching pupils to plan, monitor and evaluate their learning can increase pupil independence in the classroom.	1, 2, 3, 4, 5

matched to identified areas of need to enable accelerated progress. • Pupils understand how they learn best (metacognition) and take responsibility/independence to adapt their learning (mind maps, collaborative target setting and review) • Parents understand how their child learns best and can support in celebrating success (postcards home)	<i>Metacognition & self-regulation/Education Endowment foundation</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 2 x Pupil Premium champion TAs to deliver small group or 1:1 catch-up sessions every afternoon to accelerate the progress of disadvantaged pupils in RWM linked to their individual PP trackers • Guided Reading pre-teaching • Maths fluency • Sentence building • Phonics	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups <i>One to one tuition/Teaching and learning toolkit/Education Endowment foundation</i> <i>Small group tuition/Teaching and learning toolkit/Education Endowment Foundation</i>	1, 2, 3, 4, 5

• Reading fluency • Handwriting fluency • Spelling		
Develop pupil premium conferencing so that there is a continuous 1:1 collaborative review with disadvantaged children to support their success with targets, understand how they learn best and adapt scaffolds within the classroom	Research shows that explicitly teaching pupils to plan, monitor and evaluate their learning can increase pupil independence in the classroom. <i>Metacognition/Education Endowment foundation</i>	1, 2, 3, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor and provide ongoing CPD to embed our Thrive principles to improve behaviour and social and emotional issues across the school	Both targeted interventions and universal approaches can have positive overall effects. <i>Behaviour interventions/Education endowment Foundation</i>	4, 5
All disadvantaged children to have an individual Thrive profile completed annually	Both targeted interventions and universal approaches can have positive overall effects. <i>Behaviour interventions/Education endowment Foundation</i>	4, 5
To support pupil's participation in enrichment activities to widen their opportunities and extend their cultural capital	Based on our experiences, a lack of enrichment opportunities can negatively impact on the well-being of the pupils and their progress in their learning	4, 5

Family Liaison Officer to support all families in need and continue the Hardship Community Group	KCSiE 2024 highlights the need for 'Early Help'. As well as working with external professionals and agencies, internal support for children and their families is central to our offer.	4, 5
Family Liaison Officer and Headteacher meet half termly to strategically oversee attendance and provide appropriate support to families.	Targeting support at families, where appropriate, has shown an increase in attendance. <i>DfE Improving School Attendance</i> <i>DfE Working Together to improve School Attendance</i>	5

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 2023 to 2024 academic year.

Intended outcome	Success criteria	As of July 2024
Improved vocabulary choices and understanding among disadvantaged pupils.	Assessments and observations (formal and informal) indicate improved vocabulary choices and understanding among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Observations of the learning environment and lessons show an increased identification of subject specific vocabulary in all subjects. 'The teaching of vocabulary across the school is fantastic.' (LLPR Feb 2024) During pupil conferencing, children were able to identify technical vocabulary and use it in context confidently. Lesson plans, resources (Google slides) and observations show an embedded routine of 'Vital Vocabulary'.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard. There is a reduction in the gap between PP and non-PP pupils; this gap will be no more than 5%.	Phonics data analysis shows that 41% of Y3 children started phonics in September, with 8.6% continuing into Y4. KS2 reading outcomes in 2023/24 show an increase from 46% to 61% for disadvantaged pupils. There is a decreasing gap (16%) between disadvantaged and non-disadvantaged. See breakdown of outcomes below. Leaders have produced a 'Teaching & Learning Handbook' following

		continued coaching programme and CPD about a variety of strategies. As a result of this new guidance, teaching staff continue to teach these strategies and monitoring shows these positively impacting on the progress the children make in each lesson and over time. The children are developing their independence in using this range of strategies.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard. There is a reduction in the gap between PP and non-PP pupils; this gap will be no more than 5%.	Pupil conferencing shows a greater enjoyment of Maths and a greater confidence in identifying the key learning. Observations and evaluations demonstrate an improved lesson structure and content with a clear progression of skills across the KS. The children are more confident to use a variety of methods and are developing their use of vocabulary through the use of sentence stems. KS2 maths outcomes in 2023/24 show an increase from 38% to 67% for disadvantaged pupils. There is a decreasing gap (1%) between disadvantaged and non-disadvantaged. See breakdown of outcomes below. Pupil Premium Champion interventions show that children are closing identified gaps and are mastering basic skills which enables them to access current learning. APM meetings show a forensic analysis of children's barriers to learning and identification of next steps. Year group targets

		established and changes made based on meetings.		
ARE+				
	Reading	Writing	Maths	Combined
All children SATs %	77	77	68	62
All children National SATs	74	72	73	61
PP children SATs %	61	78	67	44
PP children National SATs	62	58	59	45
To address behavioural and social needs for all pupils in our school, particularly our disadvantaged pupils and remove/reduce these barriers to learning.	Pupils develop strategies to manage their behaviour and emotional needs more successfully from 2023/24 demonstrated by: • qualitative data from Thrive assessments and teacher observations • a reduction in CPOMs incidents • an increase in participation in classroom activities, particularly among disadvantaged pupils		Embedding of our behaviour policy and systems have provided a reduction in consequences room and attendance increasing. There is a 50% reduction in CPOMs incidents. Reduction in number of children on part time timetables or out of class in Thrive room Thrive profiling assessments show that 68% children are now secure. Participation in curriculum enrichment activities and after school clubs show that a similar % of disadvantaged children attend clubs and enrichment activities as non-disadvantaged.	