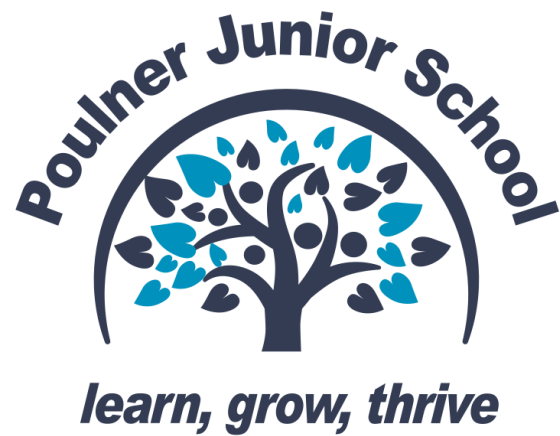




Poulner Junior School
Pupil Premium Strategy Statement
2021-2022

Pupil premium strategy statement

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	Poulner Junior School
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	61 pupils or 21% of school population
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Jo Walker Headteacher
Pupil premium lead	Katie Cason Deputy Headteacher
Governor / Trustee lead	Claire Yeates and Natalie Jolley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,525
Recovery premium funding allocation this academic year	£7,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£94,065

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 good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Maintaining high expectations and providing high quality first inclusive teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. Teachers and support staff will have a thorough understanding of their pupils who are eligible for pupil premium funding and their personal 'barriers'. We recognise that mental health and well-being is essential for all our pupils both in regards to their social development and in terms of their readiness to learn. We aim to close any gaps and remove any perceived 'barriers' so we can give these pupils the tools to achieve across the curriculum.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of 'Pupil Premium Champions' for pupils whose education has been worst affected, including non-disadvantaged pupils.

Careful analysis of any underachieving pupils will take place and where 'additional to and/or different from' support is required, we will use evidence to allocate appropriate strategies. Data (hard and soft) will be used to check the impact of planned interventions and to adapt accordingly. Governors will be involved routinely.

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, and discussions with pupils indicate underdeveloped vocabulary gaps among many disadvantaged pupils. These are evident through KS2 and in general, are 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 and phonics than their peers, especially in LKS2. This negatively impacts their development as readers.
3 <u>Maths</u>	Internal and external (where available) assessments indicate that disadvantaged pupils are less likely to meet age-related expectations than non-disadvantaged pupils. Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. At the end of KS2 in the last 4 years, between 44-69% of our disadvantaged pupils achieve age-related expectations compared to 69-81% of other pupils.
4 <u>Thrive</u>	Our assessments (including CPOMs data), observations and discussions with pupils and families have identified behavioral, social and emotional issues for many pupils, notably a reluctance to engage in classroom activities. These challenges particularly affect disadvantaged pupils and have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Teacher referrals for support have markedly increased during the pandemic, 67% of whom are disadvantaged, with 18% of pupils (43% of whom are disadvantaged) currently requiring additional support with social and emotional needs.

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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 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%.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 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%.
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 2024/25 demonstrated by: • qualitative data from Thrive assessments and teacher observations • a reduction in CPOMs incidents • a increase in participation in classroom activities, particularly among disadvantaged pupils

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**

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. • Read aloud and book discussion with peers • Dialogic talk • Group or paired work to share thought processes • Model inference through structured questioning • Frayer model to pre-teach vocabulary CPD £2,000	There is a strong evidence base that dialogic activities have a high impact on reading. Comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary the targeted use of approaches may support some disadvantaged pupils to catch up with peers <i>Oral language interventions/Teaching and learning toolkit/Education Endowment Foundation</i>	1, 2
Purchase 'Little Wandle' DfE validated Systematic Synthetic Phonics Programme and training to secure stronger phonics teaching for underachieving pupils Resources and training £10,000	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

Enhancement of our Maths teaching and curriculum planning by purchasing 'Maths No Problem' Resources and training £10,000	There is evidence that Maths teaching based on manipulatives and representations using a range of strategies is highly effective. <i>Improving Maths at KS1 and 2/Education Endowment Foundation</i>	3
Coaching support for all staff to ensure teaching is consistently good across the school Flexible grouping/guided focus groups to close gaps, focus on reading fluency, APM target time CPD £10,000	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. There is strong evidence that high-quality teaching is firmly based on strategies that include flexible grouping as they are effective in supporting underachieving pupils. <i>Five evidence based strategies for pupils with special educational needs send/Education Endowment Foundation</i>	2, 3
A contribution towards one TA per class for every Maths and English lesson to support flexible grouping £21,000	There is strong evidence that high-quality teaching is firmly based on strategies that include flexible grouping as they are effective in supporting underachieving pupils. <i>Five evidence based strategies for pupils with special educational needs send/Education Endowment Foundation</i>	1, 2, 3
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. £2,000	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
Ensure PP children have personalised small step targets in	Based on our experiences, a senior leader raising the profile amongst staff of all of these children and their	1, 2, 3

their individual PP trackers matched to identified areas of need on their passports that enable accelerated progress in order to close the gap. £5,000	individual needs is key to diagnosing the right support and making accelerated progress.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£21,065**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 4 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 • Reading fluency • Handwriting fluency • Spelling £21,065	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

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

Budgeted cost: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed our Thrive principles and continue with training more Thrive practitioners to improve behaviour and social and emotional issues across the school £3,000	Both targeted interventions and universal approaches can have positive overall effects. <i>Behaviour interventions/Education endowment Foundation</i>	4
To support pupil's participation in enrichment activities to widen their opportunities and extend their cultural capital £10,000	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

Total budgeted cost: £94,065

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.

Attainment Data for PP compared to Non-PP 2020-2021

Year 3	READING			WRITING			MATHEMATICS		
PP (7 pupils)	ARE	GDS	ARE+	ARE	GDS	ARE+	ARE	GDS	ARE+
1	33%	11%	44%	56%	0%	56%	89%	0%	89%
2	22%	22%	44%	44%	0%	44%	56%	0%	56%
EOY	42%	8%	50%	42%	0%	42%	25%	8%	31%

Year 3	READING			WRITING			MATHEMATICS		
Non PP (54 pupils)	ARE	GDS	ARE+	ARE	GDS	ARE+	ARE	GDS	ARE+
1	40%	22%	62%	51%	6%	56%	80%	0%	80%
2	42%	36%	77%	54%	10%	64%	69%	9%	78%
EOY	42%	30%	72%	51%	9%	60%	47%	19%	66%

Year 4	READING			WRITING			MATHEMATICS		
PP (14 pupils)	ARE	GDS	ARE+	ARE	GDS	ARE+	ARE	GDS	ARE+
1	44%	22%	66%	56%	0%	56%	56%	11%	67%
2	44%	22%	66%	56%	0%	56%	44%	0%	44%
EOY	40%	20%	60%	60%	0%	60%	40%	10%	50%

Year 4	READING			WRITING			MATHEMATICS		
Non PP (60 pupils)	ARE	GDS	ARE+	ARE	GDS	ARE+	ARE	GDS	ARE+
1	33%	33%	66%	35%	27%	62%	46%	29%	75%
2	51%	24%	76%	55%	13%	68%	55%	20%	75%
EOY	45%	29%	74%	47%	22%	69%	44%	27%	71%

Year 5	READING			WRITING			MATHEMATICS		
PP (17 pupils)	ARE	GDS	ARE+	ARE	GDS	ARE+	ARE	GDS	ARE+
1	0%	5%	5%	5%	0%	5%	11%	0%	11%
2	45%	5%	50%	30%	5%	35%	10%	0%	10%
EOY	40%	10%	50%	30%	10%	40%	20%	5%	25%

Year 5	READING			WRITING			MATHEMATICS		
Non PP (61 pupils)	ARE	GDS	ARE+	ARE	GDS	ARE+	ARE	GDS	ARE+
1	10%	29%	39%	23%	21%	44%	53%	7%	60%
2	45%	32%	77%	45%	18%	63%	45%	18%	63%
EOY	39%	31%	70%	44%	23%	67%	32%	27%	59%

Year 6	READING			WRITING			MATHEMATICS		
PP (22 pupil)	ARE	GDS	ARE+	ARE	GDS	ARE+	ARE	GDS	ARE+
1	40%	20%	60%	30%	15%	45%	40%	15%	55%
2	45%	30%	75%	50%	15%	65%	45%	20%	65%
EOY	45%	35%	80%	35%	25%	60%	35%	25%	60%

Year 6	READING			WRITING			MATHEMATICS		
Non PP (74 pupil)	ARE	GDS	ARE+	ARE	GDS	ARE+	ARE	GDS	ARE+
1	44%	31%	75%	44%	18%	62%	64%	11%	75%
2	53%	38%	91%	69%	18%	87%	62%	25%	87%
EOY	33%	62%	95%	56%	25%	81%	45%	36%	81%