

Pupil premium strategy statement Shakespeare Junior School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Shakespeare Junior School
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	24.65% (88 children)
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	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Steve Cox Headteacher
Pupil premium lead	Steve Cox Headteacher
Governor lead	Beth Bond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,400
Recovery premium funding allocation this academic year	£0
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	£121,400

Part A: Pupil premium strategy plan

Statement of intent

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Strong relationships between school, parents and children are key to success.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, vocabulary acquisition and spelling strategies, feedback, Assessment accuracy, progression and attainment, metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A Strategy Group, which includes senior leadership and a governor, review the effectiveness of strategies at the end of each assessment phase, reported at Full Governor body meetings.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Distributed leadership and accountability of all staff in regards to pupil progress, identifying barriers to learning and steps to success.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, especially in Years 3 and 4. Phonics learning needs to continue from the Infant school to help develop children's reading and writing skills.
2	More referrals received for ELSA support to support children's well-being. More children than previously have been assessed by class teachers as needing some sort of Mental health and well-being support to ensure that they are ready to learn. More parents asking for support with referrals to CAMHS to support their children mental health and well-being at home.
3	EEF research suggests that pupils from disadvantaged families may have barriers such as – Parents knowledge of curriculum and intent Some disadvantaged families who work tirelessly but still are financially struggling.
4	Children lack independence and ability to persevere on longer tasks.
5	Specific SEND needs, especially SLD.

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 oral language skills and vocabulary among disadvantaged pupils. Phonics development improving and children using these skills in their work.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations
Children able to persevere at tasks for longer periods.	Seen in book monitoring and work scrutiny. End of Year assessments show improved stamina and children able to complete tasks independently. End of KS2 tests show improved PP achievement based on previous years.
Disadvantaged children with SEND show good progress and achievement at end of KS2 based on their starting points.	End of KS2 tests show improved attainment. Progress data shows that children have made good progress across the school, through book moderation, assessments and test scores.

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
Phonics lead to develop a plan to ensure children in Years 3 and 4 continue with their phonics development, training teachers and Tas to support these children in class with their phonics knowledge.	EEF feedback research	1
A large proportion of our disadvantaged are also SEND and so it is vital that effective use of ongoing assessment to inform future teaching, variation of task design and approaches to teaching and learning ensure appropriate challenge. Money spent on extra teaching assistants to support teachers and children to ensure that children have more adult intervention. Extra teaching assistant time to allow teachers to give Quality First Teaching - Quality of teaching and learning needs to remain at least consistently good or better. Quality first teaching can improve pupil outcomes for all children.	Collaborative learning approaches, in small groups. Ensures children get effective feedback Effective staff CPD and leadership will help to develop appropriate strategies, policies and teaching and learning approaches to improve whole school impact on disadvantaged children EEF Teaching Assistant Interventions and use to allow teachers to provide quality feedback.	1, 3, 4, 5
Full time ELSA employed to help support mental health and well-being. Forest school leader employed for 3 afternoons to support well-being and help develop independence, perseverance and concentration skills.	Children need to be ready to learn and this can be hindered but anxiety and stress. Children need to be able to reduce anxiety before they can concentrate on learning.	2
SENCO supports staff and children to overcome barriers to learning	Phonics support, reading comprehension strategies planned and delivered, evidence in end of year outcomes.	5,1

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 teacher pupil conferencing time to identify barriers and next steps.	EEF one to one tuition and small group tuition research	1, 4, 5
Provide ICT support at home where necessary to ensure home learning can be effective and children get the same experiences as others.	EEF aspiration interventions	3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support available for children as required. A number of our children who are eligible for pupil premium funding also require additional emotional support to help them access learning. ELSA is used throughout the school for self-esteem, anger management, social skills, friendship and emotional regulation. This is also used to support (where needed) our service children.	Metacognition and self-regulation EEF Social and emotional learning	2
Play therapy delivered, training for staff on attachment.	Therapy, social and emotional learning	2
Primary Behaviour Support and Educational Psychology support – mental health and well being programme and Six strands Curriculum work.	Behaviour interventions Social and emotional learning	2, 3, 4, 5

Uniform – provide as necessary	School uniform	3
Visits and outside visitors – support families where appropriate, residential support on application via governors	Outdoor adventure learning Physical activity	3
Forest school activities provided for 3 afternoons a week to help improve children's perseverance, concentration, self-esteem and independence.	EEF Outdoor learning research	2, 4

Total budgeted cost: £105,000

£16,400 contingency to support across the year for other costs

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 2021 to 2022 academic year.

We used funding to improve the curriculum and Year leaders to ensure improved outcomes for all.

We developed phonics development across the school, which particularly impacted on disadvantaged children. This need continues. Synthetic phonics programme developed for those children not achieving at KS1. Now allocated phonics lead to specialised teacher, who is training up Teachers and TAs. Last year she worked tutoring for children who needed to develop phonics and records show improved phonics skills.

ELSA support increased to help support children's improved mental health and well-being. This has had an impact, giving children the opportunity to investigate emotions, talk about family dynamics and given children time to talk, which has been shown to impact in class, as the children can then concentrate more effectively.

Forest school teacher trained and leading groups of up to 15 at a time to develop social skills, independence, self-esteem, improve concentration etc... Start and end assessments for children and teachers showed improved skills in classroom.

Well being lead role developed, bought well being scheme of work to support staff and also lessons provided weekly in class, this needs to continue. This has linked in well with PHSE lessons and will continue.