

Stafford Junior School 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

Detail	Data
School name	Stafford Junior School
Pupils in school	347 pupils
Proportion of disadvantaged pupils	86 pupils: 25%
Academic year or years covered by statement	2021-2022 & 2023-2024
Publish date	Dec 2021
Review date	September 2022 September 2023 July 2024
Statement authorised by	Kyra Siddall-Ward
Pupil premium lead	Corrine Crawford
Governor lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,228
Pupil premium funding unspent 2020 - 2021	£19,820
Recovery premium funding allocation this academic year	£10,875
National Tutoring Programme (75%)	£7,973
Covid Catchup 2020-2021 carry forward	£5,642.20
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	£147,538.20

Disadvantaged pupil performance overview

There will be no nationally published attainment data in 2021 and so the impact of the published plan cannot be fully evaluated. For attendance and exclusions, data is for the three full terms prior to the national lockdown.

Measure	2018	2019	2020	2021	2022	2023
Year 6 Reading, Writing, Maths Combined	20.8%	24.4%				
Attendance	92.5%	92.64%	93.88% (Terms 1-3)	93.63%		
Fixed Term Exclusion (FTE) Number of exclusions	17	No data	24	9		

Part A: Pupil premium strategy plan

Statement of Intent

Our intent and ambition for our curriculum is that it is designed to be generally in line with the requirements of the National Curriculum and that pupil progress, including the most disadvantaged, is strong, so that results for the school are consistently above national averages in all phases for key performance measures.

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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our pupil premium strategy is closely integrated with the School Priority Plan which aims to address key improvement priorities including those related to catch-up.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to the common challenges we have identified and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the Key Challenges to achievement that we have identified among our disadvantaged pupils. Linked to the School Priority Plan.

Challenge number	Detail of challenge
1	<p>Attainment focusing on Writing and Maths:</p> <p>Using our internal data (2020-21) we can see there is an attainment gap between our disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths.</p> <p>49% of Year 6 non disadvantaged pupils overall achieved Expected for Reading, Writing and Maths combined in 2019 compared with 24% of disadvantaged pupils. (No 2021 data)</p> <p>72% of Year 6 non disadvantaged pupils overall achieved Expected for writing in 2019 compared with 39% of disadvantaged pupils. (No 2021 data)</p> <p>58% of Year 6 non disadvantaged pupils overall achieved Expected for writing in 2019 compared with 34% of disadvantaged pupils. (No 2021 data)</p> <p>70% of Year 6 non disadvantaged pupils overall achieved Expected for maths in 2019 compared with 37% of disadvantaged pupils. (No 2021 data)</p> <p>Our analysis of 2021 outcomes, although not published nationally, show a similar gap.</p>
2	<p>Reading</p> <p>An analysis of fluency reading ages, in Key Stage 1 and 2, shows that there is a gap between disadvantaged and non-disadvantaged pupils. This will have an impact on pupils' ability to access the whole curriculum.</p> <p>In Year 3 52% of disadvantaged pupils are one year or more below their chronological reading age.</p> <p>In Year 4 47% of disadvantaged pupils are one year or more below their chronological reading age.</p> <p>In Year 5 42% of disadvantaged pupils are one year or more below their chronological reading age.</p> <p>In Year 6 38% of disadvantaged pupils are one year or more below their chronological reading age.</p>
3	<p>Attendance -</p> <p>Historically the attendance of disadvantaged pupils is below that of non-disadvantaged pupils and this links with the lower overall attainment of our disadvantaged pupils.</p> <p>Our 2018-2019 overall attendance was 95.31% compared to 92.64% for our disadvantaged pupils.</p>
4	<p>Curriculum -</p> <p>The curriculum is not coherently planned to identify what pupils must know and be able to do at defined end points.</p>

	Scaffolding to improve knowledge, skills, fluency and independence for disadvantaged pupils is limited.
5	Aspirations- Observations and pupil voice show that a key factor underpinning low attendance and academic underperformance is low aspirations linked to an unclear understanding of the opportunities available as next steps amongst some disadvantaged pupils.

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. Note that 2019 data is used as this is nationally benchmarked.

Intended Outcome	Challenge number(s) addressed	Success Criteria	Target date	2019 National Benchmark
Year 6 - To improve outcomes for Reading, writing and maths combined.	1 & 2	Disadvantaged pupils to achieve at least National average for English and Maths	July 2024	RWM Combined 65%
To improve attendance.	3 & 5	Disadvantaged pupils attendance to be above National Average	July 2024	96%
To ensure we have an ambitious broad and balanced curriculum for disadvantaged pupils	4	Disadvantaged pupils are accessing a wide range of extra curricular opportunities	July 2024	N/A
Fixed Term Exclusions reduced	3 & 5	Disadvantaged pupils Fixed Term Exclusion rate to be below national	July 2024	5.36%

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

Budgeted cost: £ 110,290.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality support in lessons, small group withdrawal, one to one interventions in Writing and Maths	Intensive tuition in small groups, targeted at pupils' specific needs. Small group tuition has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings	1
Daily 1-1 Reading with highly trained teaching staff in Sounds Write phonics programme.	Effectively implement a systematic phonics programme. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2
Implement a whole school reading strategy designed to support reading across the curriculum.	Using a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2
To plan a coherent and well sequenced, knowledge rich curriculum which meets the needs of all learners with a focus on disadvantaged pupils.	Knowledge rich approach as one in which curriculum leaders are clear on the 'invaluable knowledge they want their pupils to know'. https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway	4

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

Budgeted cost: £28,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ an Intervention tutor for Maths - high quality support in lessons, small group withdrawal, one to one interventions	EEf toolkit shows intensive tuition in small groups, targeted at pupils' specific needs as having high impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings	1
To employ an Intervention tutor for Reading - high quality support in lessons, small group withdrawal, one to one interventions in Reading and Writing	EEf toolkit shows intensive tuition in small groups, targeted at pupils' specific needs as having high impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings	1
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings One to one tuition EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for PPG pupils with low attendance including embedding principles of good practice set out in DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3
Ensure that PPG pupils are not disadvantaged from accessing school life and the wider curriculum entitlement (Uniform fund and support for trips)	In school, evidence shows that removing barriers to accessing high cost activities supports pupils' progress.	4

Total budgeted cost: £147,538.20

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.

Teaching

Teachers have been trained in the Phonics Sounds Write programme and this has had a positive impact on teaching and learning of reading. This will continue to be developed and embedded in 2021 - 22 because of an identified need to improve reading ages for disadvantaged pupils.

Teachers have received training from English Consultant Jane Branson. This has supported the range of texts the pupils have accessed and has developed consistency in the approach to teaching reading.

We purchased Bedrock vocabulary builder and Doodle Maths online programmes to support the pupils with focused support targeted to need throughout the lockdown and have continued to build upon this for home learning. Doodle Maths data demonstrates that more children are engaging with this for daily fluency practice and Doodle Maths club has been over-subscribed.

Teachers have received training through the Maths Hub with lead teachers disseminating to all staff. This has raised the profile of fluency facts across the school. All teachers and TAs received training in using the Ready to Progress materials to support small group interventions. This has supported consistency in intervention support.

Targeted Support

Reading intervention remains a priority as identified above. The Phonics Sounds Write programme will continue to be used to improve the reading ages of disadvantaged pupils.

Other targeted support strategies continued during the partial school closures.

Identified pupils received daily one to one reading via Google Meet with a trained teaching assistant.

Wider Strategies

Attendance continues to be a priority as there was a drop in attendance for the most disadvantaged in 2020-21. This was heightened by the partial closure of schools during lockdown. The aim is for an improvement in 2021-22.

During the lockdown, the most disadvantaged pupils who were not in school attended Forest School twice a week so that we were able to work with them in school and discuss their online learning, read with them and provide books to read to return in the next session.

The most disadvantaged pupils had full access to the wider curriculum entitlement with support for educational visits, playing musical instruments and school uniform.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	NA