

# 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	Chandag Junior School
Number of pupils in school	259
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	22-23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Adam Smith
Pupil premium lead	Christy Axe
Governor / Trustee lead	Rebecca Curtis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46305
Recovery premium funding allocation this academic year	£4640
School Led Tutoring	£5346
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,291

# Part A: Pupil premium strategy plan

## Statement of intent

In line with our overarching curriculum intent, *'We aim for children to leave our school as independent and resilient learners who are emotionally literate, capable of reflecting on their learning and who are prepared to embrace and learn from their mistakes. Staff aim to help children develop an understanding of personal responsibility. Children need to leave confidently with a set of skills and knowledge that will give them competence in academic studies beyond our setting; as well as being able to adapt within a diverse and changing world. In achieving these outcomes, we recognise the significance of the local context whilst broadening their awareness of the wider world. We believe that language development and reading is fundamental to all areas of our curriculum.'* Our intention is that all pupils, irrespective of their background or the challenges they face, enjoy learning, 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 attaining.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are adopted from care. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. The activities chosen are all based on evidence from the Education Endowment Foundation (EEF).

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme, which is planned to start in the spring term 2023 for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges 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.

Challenge number	Detail of challenge
1	<b>Attendance</b> – Our 2021/22 attendance data overall for PP children was lower than non PP children (91% compared to 95.1%) and significantly low for a number of individuals. Low attendance means less exposure to teaching and can often result in a higher risk of children falling behind in their learning, making below expected progress.
2	<b>Gaps in learning</b> – Assessments, observations and discussions with pupils suggest pupil premium learners generally have greater difficulties with comprehension than their peers do. This negatively affects their development as readers and also with their retention of prior learning. At the end of 2021-22, 65% of PP children achieved 55%+ in the NFER Reading paper, compared with 76% of non-PP children. In Year 2 SATs, 62% of our current Year 3 pupils achieved the reading standard, compared with 73% non-PP children.
3	<b>High prevalence of ‘ACEs’</b> – In 2022-23, 53% of our Pupil Premium children have experienced a range of ACEs in their childhood so far, having a significant impact on their development. A number of these require a ‘Positive Relationships Support Plan’. Our school has a thrive focused, trauma-informed approach.
4	<b>Enrichment and experiences</b> – Our observations and discussions with pupils indicate that PP children generally have less enrichment and cultural capital experience than Non- PP children. This is supported by national studies. PP pupils should be provided with the enrichment opportunities that all children need.
5	<b>Consolidation of learning</b> - Our observations of homework uptake indicates that some pupils do not engage positively and/or are not supported with this. Many of our PP children do not have the necessary access to resources and input at home, without support and guidance from school.
6	<b>Language</b> - Our observations and discussions with pupils indicate that in some cases, limited vocabulary and language skills can impact upon learning.
7	<b>Phonics and early reading</b> – This is crucial to children’s ability to access the full curriculum and enjoyment of school. 4 children started Year 3 with a Pre-Key Stage assessment in reading and 11 other pupils were below the standard.

## 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
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For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	All progress scores for Pupil Premium pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	Pupil Premium pupils obtain the required attainment outcomes against their peers nationally, based on end of Key Stage 1 results. The gap is narrowed between learners with and without pupil premium in terms of retention of information in class, through high quality teaching across the curriculum.
To bring attendance of disadvantaged pupils at least in line with those nationally	<p>Robust systems are further embedded, to challenge and support parents/carers with their children's attendance.</p> <p>In 2022/23, improved attendance for disadvantaged pupils is demonstrated by: the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 2%.</p> <p>In 2023/24, sustained high attendance is demonstrated by: the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 1.5% .</p>
To promote the social and emotional wellbeing of pupils to ensure they are ready to learn	<p>The school continues to identify and support vulnerable pupils who require social and emotional intervention. Levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, children and parent surveys and teacher observations.</li> <li>• an increase in participation in enrichment activities, particularly among Pupil Premium pupils.</li> </ul>
Improved oral language skills and vocabulary among Pupil Premium pupils	Assessments and observations indicate significantly improved oral language among Pupil Premium pupils, including subject-specific vocabulary. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.
Improved outcomes in phonics/early reading	Further embed the RWInc programme for phonics, as well as the 1-1 ARC programme for pupils who require more specific and personalised literacy intervention.

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: £12,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To maintain increased capacity of adults in class to provide a more favourable staff to pupil ratio, resulting in positive progress gains through responsive interventions and adaptive teaching within day to day provision to ensure gaps in understanding are minimised</p>	<p>Small group tuition, targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year. This is supported by evidence from the EEF.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#effectiveness">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#effectiveness</a></p>	<p>2</p>
<p>Provide targeted whole staff CPD for:</p> <ul style="list-style-type: none"> <li>-Language and communication (including dyslexia)</li> <li>-Writing (especially challenge for greater depth)</li> <li>-ACEs</li> <li>-Phonics (RWInc) and whole class reading</li> <li>-Maths reasoning and problem solving</li> <li>-Futura Teaching Fundamentals (the principles of effective teaching).</li> </ul>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Teaching pupils in KS2 strategies for solving problems, is one of the 7 recommendations from the EEF to improve mathematics  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">EEF - <u>Maths KS2 KS3 Guidance A3 Recs Poster.pdf</u> (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>2, 3, 6 and 7</p>
<p>Through targeted intervention and high quality whole class teaching, increase the percentage of children who are working at the standard in either the NFER maths assessments (Years 3 – 5 or SATs in Year 6). At the end of 2021-22, across Years 3, 4 and 5, 62% of PP children met the standard in the</p>	<p>To enable pupils to develop a rich network of mathematical knowledge, in the recommendations for improving mathematics in Key Stage 2, the EEF have noted that ensuring that pupils develop a fluent recall of facts is important.</p>	<p>2</p>

NFER Maths assessment, compared with 68% non-PP pupils.	<a href="#">EEF - Maths KS2 KS3 Guidance A3 Recs Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	
Build on the current good practice across the school in by further developing number sense, based on new research – subsidising; cardinality and counting; composition; comparison. This includes increased use of manipulatives across the school. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	This is consistent with Mastery learning which is recognised by the EEF as a cost effective approach that has an average of 5 months progress over the course of a year.  <a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	2

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

Budgeted cost: £15,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional sessions (school-led tutoring) and/or targeted resources, targeted at disadvantaged pupils who require further support.	Small Group tuition and resources, targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
ARC Literacy intervention	High quality intervention delivered by literacy tutor, targeting learners with the highest needs in comprehension.  Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2, 6
Continued increase in speech and language therapy visits	EEF oral language interventions +6 months SALT assess concerns in language, communication, and interaction development in order to ensure early targeted intervention.  Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	2, 6

	<a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Educational Psychologist	Where learners with pupil premium have a high level of special educational needs, an educational psychologist can offer support and guidance to school based on the child's individual needs.	2, 3, 5, 6 and 7

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

Budgeted cost: £28,893

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Working Together to Improve School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Pastoral Lead to work with families and provide specific support and interventions to individuals and groups of children. The focus of this work is to ensure that pupils' basic needs are being met on the hierarchy of needs and they are in a position to learn. The 'Thrive' approach will be shared with all staff.	Pastoral Learning Support mentor will provide additional support to improve disadvantage learners' social and emotional wellbeing. The average impact of successful SEL interventions is an additional four months progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school: <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3
Ensure that all children have the correct and appropriate uniform and equipment needed for school.	Pastoral Learning Support mentor will provide additional support to improve disadvantage learners social and emotional wellbeing. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school: <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 3 and 4

Provide the opportunity to attend breakfast club.	Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school: <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3
All Pupil Premium children attend at least one enrichment activity throughout the year e.g after school clubs, camps, enrichment visits etc.	The evidence is compelling that there are strong associations between non-cognitive factors and positive outcomes for young people. Measurable factors such as self-control and school engagement are correlated with positive outcomes in the future such as academic attainment, improved finances in adulthood, and reduced crime. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a>	4
Implement strategies to increase parental engagement (coffee mornings for: Reading/RWInc, SEND/Behaviour, Attendance)	Parental engagement has a positive impact on average of 4 months' additional progress. <a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	5
To fund additional pastoral support hours to ensure that pupils' basic needs are being met on the hierarchy of needs and they are in a position to learn	Pastoral Learning Support mentor will provide additional support to improve disadvantage learners social and emotional wellbeing. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school: <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3
1-1 Pupil Mentoring	A mentoring service offering structured interventions to build confidence, resilience and team-building skills for individuals and groups as required. Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	4

**Total budgeted cost: £56,291**



## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Time Table RockStars	TT Rockstars
Accelerated Reader	Renaissance
RWInc	RWInc Ruth Miskin