

Pupil premium strategy statement



Stonelow Junior School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils [for the 2022 to 2023 academic year].

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	Stonelow Junior School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	20.9.22
Date on which it will be reviewed	July 2023
Statement authorised by	Headteachers/ Governing body
Pupil premium lead	Catherine Robinson
Governor / Trustee lead	D.Webster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,660
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£78,330

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is a specific allocation of funds, additional to main school funding, which the Government believes is the best way to address the current underlying inequalities between children who are in receipt of free school meals and those that are not. We aim to use the allocation of Pupil premium to tackle disadvantage by reaching the pupils who need it the most and diminishing the difference between their attainment and progress and those of their peers. We also use the funding to provide nurture and one to one support for children to support their mental health and wellbeing.

Our strategy plan is to provide adults in school to support the children both academically and emotionally. We also use the funding to ensure that all children at Stonelow get the same experiences and opportunities.

When planning how best to spend the allocated money we take into consideration the context of the school and the specific needs of our children and families. We also consult the EEF guidance and teaching and learning toolkit as well as DfE publications such as the reading framework.

Alongside these we use data from internal assessments [academic and behaviours of learning / motivational assessments], national data comparisons and diagnostic assessments [response to marking, mind-maps] to plan for the best intervention and support.

Common barriers for disadvantaged pupils at Stonelow include attendance and punctuality issues, less support at home and complex home issues, more frequent behaviour issues and poor mental health. However some of our pupils in receipt of pupil premium are higher achievers and so we need to ensure that they are challenged and still making accelerated progress.

Our main intent is to provide high quality, consistent and effective teaching to all pupils in school.

- We ensure that teaching and learning opportunities meet the needs of all pupils [to support or challenge]
- We recognise that not all children who are disadvantaged are in receipt of pupil premium funding. We are also aware that some of the pupil premium children are not socially disadvantaged and are high attainers. The funding will be used to meet the needs of all these pupils.

Challenges

Challenge number	Detail of challenge
1	Poor emotional wellbeing - factors such as low self-esteem and lack of confidence
2	Additional needs such as ADHD, dyslexia or mild learning difficulties
3	Poorer than average attendance [frequent ill health, unauthorised holidays or days out of school]
4	Widened 'gap' due both in academic attainment and mental / emotional wellbeing
5	More frequent behaviour issues

Intended outcomes

Intended outcome	Success criteria
Increase the proportion of Pupil Premium pupils who reach ARE+ by the end of KS2 so that it is not significantly different to all other pupils nationally	The gap between Pupil Premium and other children is significantly narrowed and in line with pupils nationally.
Pupil absence is no greater than 4.6% and closer to national data for all pupils	Pupil absence is less than 4.6%
Emotional, social and behavioural support offered to vulnerable pupils so that they develop mental health strategies and successful learning behaviours	Learning behaviour assessment and motional assessment shows that pupils are developing successful behaviours
Progress in: <ul style="list-style-type: none"> • Reading • Writing • Maths • Phonics 	Achieve above national average progress scores in KS2 <ul style="list-style-type: none"> • Reading • Writing • Maths • Phonics

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff training for phonics and reading comprehension</i></p>	<p>Y3 pupils entering Year 3 with low phonics scores [39%]</p> <p>Teaching of phonics and reading as a whole school priority</p> <p>Research - The reading framework [teaching the foundations of literacy] July 2021</p> <p>Teaching and learning toolkit [Reading comprehension as very high impact for low cost based on extensive research / Phonics teaching high impact for very low cost based on extensive research]</p>	<p>4</p>
<p><i>Staff training for behaviour strategies / effective behaviour support</i></p>	<p>Learning behaviour assessment shows that an increasing number of children are dysregulated. 26% of Pupil Premium children have repeated, unacceptable behaviour issues. This has increased from 15% in 2021/22 as a result of the trauma informed whole school approach.</p> <p>Positive behaviour support training and trauma informed school strategies evidenced by motional assessment and behaviours of learning assessment</p> <p>Teaching and learning toolkit [behaviour interventions - moderate impact for low cost]</p>	<p>5</p>

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

Budgeted cost: £50,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional TA's employed for the year to address behaviour needs of some pupils</i></p> <p><i>Academic Tutor employed for in-class and follow-up support, with a focus on maths and reading.</i></p>	<p>High quality / targeted small group interventions with pupils having a positive impact on behaviour [reduction in incidents] and attendance</p> <p>Y3 pupils have low entry level assessment. For example in reading 52% of all pupils were below, 58% below in maths and 71% below in writing.</p> <p>Year 6 pupils end of term assessment showed that in Reading and writing around 30% were working below, in Maths this was 43%. Pupil Premium pupils [13] were 46% below in reading, 38% in writing and 69% in maths.</p> <p>Swift intervention for learners in line with gaps in learning have a positive impact [book scrutiny and in-school assessment data]</p> <p>One to one and small group target work [teaching and learning toolkit - high impact for moderate cost]</p> <p>Effective feedback and marking policy</p>	4, 2
<p><i>£2400 for teacher supply to enable conferences</i></p> <p><i>1:1 feedback conferences</i></p> <p><i>Detailed and effective marking policy in place</i></p>	<p>Target setting and one to one feedback conversations known to have high impact [external research and in-school evidence]</p> <p>EEF Teaching and Learning toolkit - feedback - very high impact for very low cost based on extensive evidence [+6 months]</p>	4

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

Budgeted cost: £ 27,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Positive Play and nurture provision</p>	<p>Pupils on red on learning behaviour assessment</p> <p>Motional assessment results</p> <p>More pupils recorded with wellbeing and mental health issues.</p> <p>Wellbeing, behaviour and independence through nurture - motional assessments and learning behaviour assessments - having a positive impact</p> <p>Teaching and learning toolkit - social and emotional learning - moderate impact for low cost</p>	<p>1</p>
<p><i>Additional funding to support uniform costs / trips etc</i></p>	<p>Importance of #teamstonelow and all children feeling included and part of the Stonelow family.</p> <p>Aspiration as a goal for the pupils [unclear impact but important as part of whole school vision for all children to achieve their best]</p>	<p>1</p>
<p><i>Learning Mentor and Family support worker</i></p>	<p>Improved attendance in school and throughout lockdown . Absence for Pupil Premium children at Stonelow was 91.25%. We have a number of pupil with repeated absences. Support from the family support worker has seen these diminish.</p> <p>Daily support from the FSW allows children to regulate and allows pupils to be listened to and return to the classroom environment to learn.</p> <p>FSW support for families needing it. Acting as a liaison between school and social services</p> <p>Teaching and learning toolkit:</p> <p>Metacognition and self-regulation [very high impact based on extensive evidence]</p> <p>Trauma informed school / attachment aware school approach</p>	<p>3</p>

Total budgeted cost: £ 78,330

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.

Data summary 2022 school compared to national shows that:

54% of disadvantaged children achieved expected in reading compared to 63% nationally [9% lower]

62% of disadvantaged children achieved expected in writing compared to 56% nationally [6% higher]

31% of disadvantaged children achieved expected in maths compared to 57% nationally [26% lower]

Our focus will be to continue to assess the needs of the children and quickly ascertain where the gaps in knowledge are and put in place catch up sessions to try and diminish the difference for our most vulnerable pupils. Our focus for 2022/23 clearly needs to be maths, with reading also supported.

Our School Improvement Plan for 2022-23 has 'to improve progress and attainment in all subjects, with a focus on maths and reading, ensuring that gaps begin to close.'

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
Time tables Rockstars	TT Rockstars
Boxhall Profile	The Boxhall Profile
Ed Shed	Ed Shed
Testbase	Testbase

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.