

Pupil premium strategy statement

CHAUCER JUNIOR SCHOOL

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--------------------|
| Number of pupils in school | 238 |
| Proportion (%) of pupil premium eligible pupils | 45% (108 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026 |
| Date this statement was published | Oct 2023 |
| Date on which it will be reviewed | Oct 2024 |
| Statement authorised by | Miss T Smith |
| Pupil premium lead | Miss J Mee |
| Governor / Trustee lead | Mr J Dawson |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £145640.00 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Recovery Premium funding allocation this academic year | £ 10133.00 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £156970.00 |

Part A: Pupil premium strategy plan

Statement of intent

- *Our intention is that all our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects. Running parallel with our academic intent, we will aim to support our pupils' emotional health and wellbeing through this funding too.*
- *We recognise that the gap between a significant number of those in receipt of PP and those who are not, sometimes widens and by using this funding, we hope to diminish this difference by supporting these children to achieve their full potential. Disadvantaged pupils should leave primary school attaining at the expected standards in reading, writing and maths at least in line with their non-disadvantaged peers.*
- *We aim to provide high quality teaching, emphasising our "HEAD, HAND & HEART" approach, for all pupil in school. Within teaching and learning we will provide support and challenge, as applicable. We want our pupils to have a love life and love learning and develop skills and knowledge that will underpin their future lives.*

Challenges

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

| Challenge number | Detail of challenge |
|--------------------------------------|--|
| 1 Attainment | Internal data show that |
| 2 Attainment | Internal data shows that |
| 3 Attendance | Our attendance data shows that PA pupils who are eligible for PP was 20% which is higher than non pupil premium 6% (2022-2023) This is adversely impacting the progress of pupils eligible for PP compared to non eligible pupils. |
| 4 Cultural Capital and experience | Access to wider opportunities: Observations and discussions with pupils evidence that a significant number have limited experiences beyond their immediate environment and have fewer, if any, cultural capital experiences in comparison to non-disadvantaged pupils. |
| 5 | Pupils being able to positively interact with their peers and self-regulate their emotions is essential to them being able to learn in a classroom environment. Where pupils do not have these skills, then small |

| | |
|---------------------------------|--|
| Social and emotional behaviours | incidents can disrupt large parts of their day and affect those around them. |
|---------------------------------|--|

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 |
|---|--|
| 1. Attainment / Progress Assessments and discussions with staff and pupils identify that writing is a key focus across the school. The gap is between | KS2 outcomes in 2023/24 show the percentage of disadvantaged pupils who are at aged related expectation and great depth is greater than or equal to the equivalent at KS1. |
| 2. Attainment/ Progress Assessments and discussions with staff and pupils identify gaps across all core subjects in year 3. The gap between | KS2 outcomes in 2023/24 show the percentage of disadvantaged pupils who are at aged related expectation and great depth is greater than or equal to the equivalent at KS1. |
| 3. Attendance Achieve and sustain improved attendance for all pupils, particularly out PA PP pupils. | Overall attendance rate to be no less than 96 % and the gap between PA PP and their non eligible peers being reduced. |
| 4. Cultural Capital and experience Disadvantaged pupils feel supported in areas identified by their provision. | The percentage of disadvantaged pupils accessing clubs, opportunities and residential is greater than or equal to their peers. They fully participate in all areas of the curriculum. |
| 5. Social and Emotional Behaviours Disadvantaged pupils feel supported in the areas identified by their provision. | Qualitative data collected from pupil voice and surveys show that pupils feel they are being supported with their own barriers to learning. The percentage of disadvantaged pupils accessing clubs and residential is greater than or equal to their peers. They fully participate in all areas of the curriculum. |

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)

£7544.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Teaching and Learning CPD linked to evidence from EEF including: environment, Learning Buddies, Learning Objectives & Live Feedback | The EEF summary of evidence shows that oral language consistently shows positive impact on learning. | 1,2 |
| <i>Purchase of standardised diagnostic assessments NFER</i> | Standardise tests can help teachers pinpoint specific strengths and of each pupil to ensure they receive correct additional support | 1, 2 |
| <i>ECTs are effectively supported</i> | School and trust continue to support ECTs The school supports x2 ECTs | 1, 2 |

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

Budgeted cost: £ 89295.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Small group keep up and catch up phonics teaching. Inc books | EEF Toolkit evaluation of small group phonics shows to have positive impact. | 1, 2 |
| Small group intervention (core subjects) | EEF Toolkit indicates small group intervention can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment. | 1, 2 |
| Small group intervention EAL | EEF Toolkit indicates small group intervention can support pupils to make | 1.2 |

| | | |
|---|--|--|
| (Racing to English) | effective progress by providing intensive, targeted academic support to those identified as having low prior attainment. | |
| Lowest 20% readers monitored by staff-weekly. | EEF Toolkit evaluation of small group phonics shows to have positive impact | |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Pupils participate in enrichment activities inc residentials, after school clubs</i> | Arts and cultural participation has shown positive impact on attainment. Residential opportunities allow disadvantaged pupils to access and participate in activities that would not otherwise do. Through participation these interventions can support resilience, self confidence and motivation. | 4,5 |
| <i>Mental Health and wellbeing provision e.g THRIVE , CHANGING LIVES</i> | Good mental wellbeing is vital to children's success in and beyond school. Research demonstrates those who receive emotional and mental support achieve better academic | 1.2 |
| <i>Resources to support learning beyond school through our Early Help Offer with a focus on support and attendance.</i> | EEF research indicates parental engagement adds approx. 4mths to progress. This is higher for pupils with lower attainment. | 1.2,3 |
| <i>Contingency fund</i> | Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | 1, 2,3, 4,5 |

Total budgeted cost: £ 72,221.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Key Stage Assessment (SATs). Were undertaken for the second time since the Covid pandemic. Test and progress showed that our Pupil Premium Strategy was impacting this group of children.

TABLE

The introduction of a new phonics approach in year 3 ensured staff were well trained to deliver effective early reading strategies.

In addition to academic outcomes, the grant was used to enable all children to participate in enrichment activities, including residential, theatres and other learning related visits. The “ cultural capital “ is vital in providing a broader knowledge and understanding of the world. These opportunities, alongside our mental health support ensured children develop their resilience, self- confidence and motivation.

Staff work closely with parents to help keep pupils safe. Staff know families well and are able to identify and tackle concerns promptly, so that they are dealt with quickly and effectively

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|--------------------|----------------------------|
| TTRockstars | TTRockstars |
| Collins E reader | Collins Books Subscription |
| Accelerated Reader | Renaissance |