

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	South End Junior School
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	16%
Academic year that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	8 th October 2021
Date on which it will be reviewed	After core assessment points in December, March and June
Statement authorised by	Gurdip Kaur
Pupil premium lead	Laura Bateman
Governor / Trustee lead	Aker Arungah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,154
Recovery premium funding allocation this academic year	£7,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,990
TOTAL	£80,684

Part A: Pupil premium strategy plan

Statement of intent

Our broad and balanced curriculum, combined with enriching experiences, enables pupils to graduate as rounded and grounded citizens and be ready for their next adventure.

A progressive and interwoven curriculum is designed to embed the knowledge, skills, understanding and mindset required to be successful in tomorrow's world.

Challenges

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

Challenge number	Detail of challenge
1	Reading attainment gap and slower progress for disadvantaged pupils (DP)
2	Maths progress & attainment gap for disadvantaged pupils
3	Writing attainment gap for disadvantaged pupils
4	Low attainment in reading for disadvantaged pupils who also have a Special Educational Need or Disability.
5	Low self-esteem and aspiration for disadvantaged pupils across the school

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
1-4: Attainment gaps between DP and non DP are reduced in reading, writing and maths as a result of accelerated progress	Data reports show percentages of DP achieving the expected standard and above moves to be in line with NON DP Programme reports such as TT Rock Stars, Spelling Shed and Accelerated Reader show no attainment gap and a good level of engagement Books show no discrepancy between the achievement of DP and NON DP
5: DP demonstrate improved motivation, aspiration, self-esteem and engagement with all aspects of school life	Mentoring meetings and logs show an increased number of children attaining green (secure) in related criteria Observations of pupils, teacher/ TA feedback and pastoral lead feedback demonstrate improved engagement, confidence and learning attitudes DP have taken up roles of responsibility; have received a variety of school rewards and awards; and have represented the school LAC/ CLA consistently demonstrating independence and self-regulation with high levels of engagement and no longer require intensive support

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: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. externally provided training for specific staff	EEF Teaching & Learning Toolkit Phonics - low cost/ high impact based on very extensive evidence Regular sessions 4 times a week for 12-week blocks	1 and 4
In-house staff CPD aimed at improving the quality of teaching and learning in: <ul style="list-style-type: none"> reading (especially for bottom 20% readers), maths – relationships between maths concepts, transference of knowledge and making learning stick writing – T4W, grammar subject knowledge and high-quality modelling target setting – high expectation and pertinent 	Focussing on the tiered approach High quality teaching – tier one Wider strategies – tier 2 (Katherine Miner Maths, T4W)	1, 2, 3 and 4

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

Budgeted cost: £31,323

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc./Fresh start/ Get writing Programme purchased	EEF Teaching & Learning Toolkit Phonics- low cost/ high impact based on very extensive evidence Regular sessions 4 times a week for 12 weeks	1, 3 and 4
Maths tuition after school	EEF Teaching & Learning Toolkit Small group tuition aimed at supporting those who are falling behind	2

English tuition after school	EEF Teaching & Learning Toolkit Small group tuition aimed at supporting those who are falling behind	1, 3 and 4
Regular 1:1 reading intervention Reading comprehension boosters delivered by tutors Accelerated Reader	EEF Teaching & Learning Toolkit Teaching assistant interventions 1:1 – moderate impact for moderate cost Intensive individual support in addition to normal lessons	4
PIXL	Targeted intervention taught through direct instruction following forensic use of assessment	1, 2, 3 and 4

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

Budgeted cost: £59,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring minimum of three times per year with all DC	EEF Teaching and Learning Toolkit – mentoring: moderate cost, lower impact Support with metacognition/ self-regulation: very high impact for very low cost) 1:1 meetings to build relationships that enable open dialogue around barriers to engagement, motivation, aspiration and self-regulations. Led by view of the child.	5
Supporting payments for after school clubs	EEF Teaching and Learning Toolkit – social and emotional wellbeing Enhance wellbeing and aspiration	5
Pastoral support for LAC/ CLA	EEF Teaching and Learning Toolkit – support with metacognition/ self-regulation: very high impact for very low cost) Supporting children to reflect on how they learn best, teaching strategies to deal with barriers to focus and engage Support with metacognition/ self-regulation	5
Subsidising school visits	Enhance wellbeing and aspiration	5
Enrichment resources 3 times a year	Opportunities given to apply mindset and motivation and spend extended periods of time focussed on tasks with the family	5
Drama therapy	Supporting mental, emotional and social wellbeing which leads to being able self-regulate and greater self-esteem	5
Providing milk	Supporting health and wellbeing	5

Total budgeted cost: £93,223

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.

- Following a long closure (March 20 – July 20) baseline assessments completed by all pupils in reading, writing and maths in September 20 to enable a judgement of impact at the end of the year. This, however, was further skewed following a second school closure from January 21 – March 21. End of year summative data for reading, writing and maths showed:
 - By the end of KS2, pupils in receipt of PPF made accelerated progress in reading and the gap significantly reduced by 6% compared to NON PP.
 - By the end of KS2, pupils in receipt of PPF made accelerated progress in writing and the attainment gap closed compared to NON PP.
 - Whole school QLAs were completed following end of year assessments and there was a clear growth in knowledge and skills in areas that had been taught in school.
- Through mentoring meetings, it was apparent that pupils had received the enrichment resources well and spoke of using these during the periods of school closure with their families
- Mentoring meetings also enabled the identification of additional barriers that DP were experiencing and extensive wellbeing support took place, in particular around mental health and anxiety. The focus needed to change from the planned academic focus.
- Wellbeing calls took place of face-to-face mentoring meetings during school closures and these led to strong relationships with DP and their families during times of difficulty. We were able to establish barriers to pupils accessing learning and other challenges they had e.g. access to supplies. These difficulties were all supported and resolved.
- Due to the need for 'bubbles' and being restricted by a number of COVID-safe requirements, the pastoral support worker could not complete their designated role from the PP strategy.
- Additional targeted maths interventions took place when restrictions allowed. The DP who took part in these made accelerated progress, in particular in arithmetic, and left secondary-ready in that area.
- Additional targeted 1:1 reading intervention took place when restrictions allowed. The DP who had this provision made good progress in reading fluency and this was demonstrated in the STAR reading and Accelerated Reader data at the end of the year.
- When they could be delivered, out of school clubs took place and those pupils demonstrated high levels of engagement and enjoyment on those. They also had the opportunity to practise the social skills that had been dormant during closures.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Purchased technology for pupil to ensure he could speak to his father abroad as and when he needed to.
What was the impact of that spending on service pupil premium eligible pupils?	Wellbeing enhanced and pupils' emotional needs supported. Strengthened relationship between father and son during time apart.

Further information (optional)

The anticipated School-Led Tutoring Grant is budgeted to cover part of the costs of under strategies 'Targeted Academic Support'.