

## Pupil premium strategy statement – Review Autumn 2023

All schools within Twynham Learning have an uncompromising ambition for every pupil to achieve their full potential. We are determined that every pupil in our care, who is disadvantaged, is encouraged and supported to achieve their academic potential and will leave school with a positive relationship with education. We recognise that improving educational outcomes for disadvantaged pupils is complex because poverty is so multifaceted. Our Trust Equity strategy ensures all schools are united in their approach to supporting and championing our pupils who are disadvantaged and is part of the broader Twynham Learning excellence plan.

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.

### School overview

Detail	Data	2022/23 Update	2023/24 Update
School name	Christchurch Junior School		
Number of pupils in school	490 (85PP)	491(90PP)	498 (95PP)
Proportion (%) of pupil premium eligible pupils	17%	18.3%	19.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022 2022-2023 2023-2024		
Date this statement was published	December 2021		
Date on which it will be reviewed	September 2022	September 2023	September 2024
Statement authorised by	Sam Fuller Headteacher		
Pupil premium lead	Vick Withey	Vick Dibdin	
Governor / Trustee lead	Karen Butler		

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,910
Recovery premium funding allocation this academic year	£11,890

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	£116,800

## Part A: Pupil premium strategy plan

### Statement of intent

At Christchurch Junior School, it is our intention that all children, irrespective of their background or the challenges they may face, will achieve excellence both in their learning and in their lives. We want to equip them to be successful, confident, contributors and responsible citizens.

The focus of our pupil premium strategy is three-fold:

- 1) Driving up standards and attainment across the school through quality first teaching, having high expectations and developing our relationships with the children we teach.
- 2) Targeting support and interventions to challenge and extinguish the disadvantage gap.
- 3) Improving well-being and increasing the wider opportunities available to our disadvantaged children by building cultural capital and poverty proofing the school day.

Our strategy is also integral to our wider MAT excellence strategy working towards world class outcomes for all of our children. The children and their needs are placed at the centre of all that we do and we work towards excellence through forensic data analysis and consistent implementation of strategies to support, leading to the narrowing of gaps year on year.

Our Strategy relies on all stakeholders having shared responsibility and accountability for any child who as an individual is disadvantaged. Within this we include supporting the needs of children who may not be in receipt of pupil premium funding but who may be vulnerable, such as children with a social worker.

Further, the strategy has been designed to be responsive to both common and individual challenges that are faced by our pupils.

To ensure it is effective in challenging disadvantage and closing the attainment gap, we will ensure:

- staff take time to get to know all pupils as individuals.
- there is shared understanding that early intervention is key to making progress.
- all pupils are challenged by the learning they are given, including high attainers.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers
2	Internal and external assessments indicate that Reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Internal and external assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  An attainment gap exists between disadvantaged and non-disadvantaged learners in writing, especially in spelling, grammar and punctuation across year groups.
4	Internal and external assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
6	Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Referrals for support have markedly increased during the pandemic. In Autumn 2021 there were 63 pastoral cases who require additional support, 25 of whom are disadvantaged.

7	<p>Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.</p> <p>Since 16<sup>th</sup> October 2020 PP boys have had consistently lower attendance and this will be a focus for the attendance team.</p> <p>Our assessments and observations along with national studies indicate that absenteeism negatively impacts on disadvantaged pupils' progress.</p>
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## 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.

Challenge Number	Intended outcome	Success criteria
1	Improve phonics skills among disadvantaged pupils.	Assessments and observations indicate significantly improved phonic skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in phonics lessons, book scrutiny and ongoing formative assessment.
2	Improved reading attainment among disadvantaged pupils at the end of KS2	The gap in KS2 reading outcomes between PP and non-PP has narrowed year on year and shows that more disadvantaged pupils are meeting the expected standard.
3	Improved writing attainment for disadvantaged pupils at the end of KS2.	The gap in KS2 writing outcomes between PP and non-PP has narrowed year on year and shows that more disadvantaged pupils are meeting the expected standard.
4	Improved maths attainment for disadvantaged pupils at the end of KS2.	The gap in KS2 maths outcomes between PP and non-PP has narrowed year on year and shows that more disadvantaged pupils are meeting the expected standard.
5 and 6	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing year on year by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

7	To achieve and sustain 95% attendance or above for all pupils, whether disadvantaged or non-disadvantaged.	<p>Sustained high attendance in 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall attendance rate for all pupils being 95% or above and the attendance between disadvantaged pupils and their non-disadvantaged peers being in line.</li> <li>the percentage of all pupils who are persistently absent (not linked to covid) reducing year on year.</li> </ul>
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## 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:

Cost of PP Passport time	£458
Cost of Maths technology	£4000
Cost of bookshop visits	£600
Total	£5058

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Activities to support narrowing the attainment gap between disadvantaged and non-disadvantaged learners:</b></p> <ul style="list-style-type: none"> <li>• Further staff knowledge of Walkthrus to improve teaching practice with a specific focus on instructional coaching ensuring that teachers make use of whole class, evidence-based strategies.</li> <li>• Upskill support staff with appropriate approaches and pedagogy for teaching/play interventions</li> <li>• Embed the new marking and feedback policy in Autumn term 2021, including the use of pupil</li> </ul>	<p>WalkThrus - evidence-informed teaching strategies curated into six strands:</p> <ol style="list-style-type: none"> <li>1. Behaviour and Relationships</li> <li>2. Curriculum Planning</li> <li>3. Explaining and Modelling</li> <li>4. Questioning and Feedback</li> <li>5. Practice and Retrieval: Building secure long-term memory and fluency</li> <li>6. Mode B Teaching: Delivering a range of learning experiences to deepen and extend learning:</li> </ol> <p><a href="http://www.walkthrus.co.uk">www.walkthrus.co.uk</a></p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self regulation strategies: it provides specific information on how to improve: <a href="https://www.eef.org.uk/feedback">Feedback   EEF</a> (<a href="https://www.eef.org.uk/feedback">educationendowmentfoundation.org.uk</a>)</p> <p>Parental engagement has been shown to have a positive impact on progress: <a href="https://www.eef.org.uk/parental-engagement">Parental engagement   EEF</a> (<a href="https://www.eef.org.uk/parental-engagement">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2, 3, 4, 5 and 6</p>
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<p>conferencing so that it is used effectively to support disadvantaged learners in moving forwards and making excellent progress. Focus on PP children being included in small group and one to one feedback sessions.</p> <ul style="list-style-type: none"> <li>• Improve knowledge of each disadvantaged learner as an individual through the use of PP Passports to identify strengths, barriers to learning and strategies to remove barriers. Time given to teachers to work with additional adults on these and to ensure that the profile of each disadvantaged learner is raised, staff are aspirational for each learner and excellent outcomes are achieved.</li> <li>• Use of class dojo to keep in touch with parents of pupils who are struggling to engage.</li> </ul>		
<p><b>Activities to improve Reading:</b></p> <ul style="list-style-type: none"> <li>• Invest in Reading Plus scheme.</li> </ul>	<p>Engaging in different reading comprehension strategies has a high impact on reading comprehension progress. Alongside phonics it is a crucial component of reading instruction:</p>	<p>2 and 5</p>



<p>Reading Eggs scheme.</p> <ul style="list-style-type: none"> <li>• raise the profile of reading across the school through incentivising use of Reading plus. Each month the reader of the most words will be awarded a book voucher. Also awards for children who make the greatest effort to engage which will ensure that weaker readers are recognised.</li> <li>• Take PP children in the mini bus to Library and local bookshop to join up and choose a book.</li> </ul>	<p><a href="#">Reading comprehension strategies   EEF</a>  <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p>	
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<p><b>Activities to improve Maths attainment:</b></p> <ul style="list-style-type: none"> <li>• Use of technology. Use Third Space Learning – carry out some pupil interviews to find out how this has gone for those it has worked well for.</li> <li>• MyMaths, Century and IXL used to provide intervention and ongoing opportunities for practice.</li> <li>• Children identified for interventions through a variety of means e.g. data, teacher feedback etc.</li> <li>• Use of TT Rockstars to improve automaticity.</li> <li>• Introduce Maths Champion award to develop positivity about the subject. Not necessarily awarded to those who are gifted in maths but to those who have demonstrated resilience.</li> <li>• <b>Subscription to Doodle Maths (Sept 2022)</b></li> </ul>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103111/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a>  <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103111/Maths_guidance_KS_1_and_2.pdf">publishing.service.gov.uk</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://www.eef.org.uk/media/103111/Improving_Mathematics_in_Key_Stages_2_and_3.pdf">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>4 and 5</p>

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

### Budgeted cost:

3 x main scale supply for 1 day per week for 38 weeks	£20,196 Cost
of PP Lead	£11,489
Cost of TA interventions	£4640
SENSS assessments etc for PP	£800
The Brilliant Club	£2148
Recovery Premium (NTP)	£11,890
<b>Total</b>	<b>£51,163</b>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Activities to address the attainment gap that has widened as a result of the pandemic:</b> <ul style="list-style-type: none"> <li>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schoolled 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.</li> </ul>	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: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4 and 5
And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>		

<p><b>Activities to close the attainment gap in Reading, Writing, Maths and Phonics:</b></p> <ul style="list-style-type: none"> <li>• Increase the capacity of qualified teachers to a minimum of one day per week per year group. Teaching is focused on need, takes account of the data available and is overseen by each class teacher to ensure best progress is achieved. Year teams choose how to deploy additional staff to best suit their needs. Planning for disadvantaged pupils is mindful of curriculum equity to ensure children do not always miss out on the same lessons/activities.</li> <li>• <b>Little Wandle (Sept 2022) interventions and in class support.</b></li> </ul>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>When deployed correctly, teaching assistants can provide a large, positive impact on learner outcomes. <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4 and 5</p>
<ul style="list-style-type: none"> <li>• Year 3 weekly phonics intervention for those children who did not pass the Year 1 phonics test. Whole class phonics taught weekly.</li> <li>• TA led interventions in RWM – 2 hours per year group per week with PP priority.</li> </ul>		

<ul style="list-style-type: none"> <li>Run 'The Brilliant Club' with a group of Y5 more able writers (75% disadvantaged)</li> </ul>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

### Budgeted cost:

Welfare officer	£22,451
ELSA support worker	£15,705
Listening Ear 5 children (7 sessions @ £400 per child)	£2800
Holiday club provision	£5000
All subsidised trips, visits, music lessons, recorders, uniform grants etc	£10,000
The Fresh Air Club	£3000
Guinea Pig Care Club	£244
Resources for Wellbeing support	£750
Big life Journal @ £18.90x21 copies	£400
Lego therapy training	
£195 per person (JC & KB)	£390
<b>Total</b>	<b>£60,740</b>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Well-Being Support Activities:</b>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and	5 and 6

<ul style="list-style-type: none"> <li>• Pupil and Family Support Manager (JC) + Welfare Officer (KB) working with pupils and families.</li> <li>• Use of My Concern and referrals to Pastoral team to engage with families under stress/those facing the greatest challenges. Pilot use of questionnaire at the beginning and end of certain academic and pastoral interventions to assess pupil wellbeing and resilience. Additional Lunchtime support</li> <li>• 3x per week by KB. Nurture playground covered by TAs.</li> <li>• Listening ear</li> <li>• counselling service. Holiday provision. Mind Dorset visits – counselling with individual children in Y6 that includes a member of staff one day per week – 5 children for 5 sessions each. 5 new pupils each half term (NB – this provision is for Y6 only).</li> <li>• Resources for Wellbeing Support eg Big Life Journals for use in ELSA sessions.</li> </ul>	<p>in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
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<ul style="list-style-type: none"> <li>• Develop social skills and managing emotions by funding 2 x staff for Lego therapy training to be further disseminated to support staff.</li> </ul>		
<p><b>Activities to increase cultural capital and poverty proof the school day:</b></p> <ul style="list-style-type: none"> <li>• Subsidised Fresh Air Club</li> <li>• Subsidised trips and visits.</li> <li>• Subsidised Music lessons and after school clubs with priority given to PP children</li> <li>• PP children provided with a free recorder in Y3.</li> <li>• Library/Book trip.</li> <li>• The Brilliant Club.</li> <li>• Uniform grants. • All PP parents informed of club funding. Track club attendance through registers.</li> </ul>	<p>By poverty proofing the school day we will raise the self-esteem of our most disadvantaged children, therefore placing these children in a better position for learning. Also, by providing pupils with new opportunities, they will be able to make links between their learning and other life experiences.</p> <p>The EEF state that physical activity has important benefits in terms of health, wellbeing and physical development.  <a href="https://www.educationendowmentfoundation.org.uk/Physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.educationendowmentfoundation.org.uk/Social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The EEF state that there is an evidence base indicating that outdoor adventure learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience:  <a href="https://www.educationendowmentfoundation.org.uk/Outdoor-adventure-learning">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5 and 6</p>

<p><b>Activities to close the attendance gap that exists between our disadvantaged and non-disadvantaged pupils:</b></p> <ul style="list-style-type: none"> <li>• Attendance is tracked and reviewed half-termly to termly by SLT. Evidence of actions to support families to improve attendance levels on an individual basis is recorded.</li> <li>• Table Tennis breakfast club targeted at those who struggle to attend once per week (Tuesdays).</li> </ul>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<p><b>Contingency fund for acute issues</b></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £116,961**



## Part B: Review of outcomes in the 22/23 academic year

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

### Review: Last year's aims and outcomes (22/23)

The 2023 Year 6 cohort experienced two lockdowns: Year 3 Summer Term and Year 4 Spring 1.

We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted academic interventions to plug additional gaps due to the pandemic as well as narrowing the disadvantaged gaps.

### End of KS2 Results 2023

Cohort: 124 pupils: 27 PP, 97 non-PP

<u>Measure</u>	<u>Score (EXS+)</u>	<u>Score (GDS)</u>
<b>Reading</b>	77%PP (88% non-PP)	19%PP (35% non-PP)
<b>Writing</b>	77%PP (88% non-PP)	4%PP (23% non-PP)
<b>Maths</b>	77%PP (87% non-PP)	15%PP (25% non-PP)
<b>Combined</b>	65%PP (82% non-PP)	0%PP (11% non-PP)

#### Compared to 2022 RWM Combined (EXS+)

PP pupils ↑ 9%

Non-PP ↑ 5%

There was a 6% decrease in GDS combined scores for PP pupils compared to a 1% increase for non-PP.

Development areas include:

- PP Combined – 8% narrowly missed GD
- PP GDS writing

Aim	2023 progress towards outcome
<p>1. Improve phonics skills among disadvantaged pupils.</p>	<p>Further implementation of synthetic phonics scheme. Two additional, full-time intervention teachers providing bespoke Little Wandle learning for pupils not yet graduated from phase 5. These interventions have spanned all 4 year groups.</p> <p><u>22/23 Review (81 pupils 18 PP)</u>  Y6 – 4 pupils (2PP) 3 graduated (1PP)  Y5- 26 pupils (4PP) 13 graduated (2PP)  Y4- 27 pupils (6PP) 13 graduated (1PP)  Y3- 24 pupils (6PP) 7 graduated (4PP)</p> <p>18/81 – 22% of Little Wandle groups were PP.  44% of this group graduated (22% PP, 57% non-PP)  Y5 PP cohort showing slowest progress.</p> <p>80/81 pupils made at least one phase progress. 1 Y5 PP child with SEND did not.</p> <p><u>23/24 numbers (72 pupils 14 PP)</u>  Y6- 13 (2PP)  Y5- 14 (5PP)  Y4- 17 (2PP)  Y3 28 (5PP)</p> <p>Continued use of Reading Eggs (in school and at home).  Whole class use of phonic mats introduced (September 2023)  Additional in-school provision for pupils with no computer access at home.</p>
<p>2. Improved reading attainment among disadvantaged pupils at the end of KS2</p>	<p>2023 End of KS2 assessments show PP pupils at 77% compared to 88% non-PP. National non-PP reading was 78%, showing our PP children are just 1% behind the national average.</p> <p>Two intervention teachers currently teaching small group interventions to support reading.</p>

<p>3. Improved writing attainment for disadvantaged pupils at the end of KS2.</p>	<p>Compared to CJS 2022 data, our PP pupil writing results have decreased by 1%, while non-PP data increased by 1% (2% gap). Nationally, 77% of non-PP pupils achieved EXS+, while 77% of CJS PP pupils achieved 77% EXS+ in writing.</p> <p><a href="https://explore-education-statistics.service.gov.uk">Key stage 2 attainment, Academic year 2022/23 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)</a></p> <p>11/14 (Y5 and Y6) pupils participating in The Brilliant Club were on the PP register. Of these 11, 2 were awarded a 1<sup>st</sup> class grade, 5 achieved a 2:1, 3 achieved 2:2 and one did not submit. Feedback from tutor, pupils and parents was very positive. Intervention teachers also played a key role in boosting the attainment of our PP pupils.</p> <p>The current Y5 cohort will be commencing this programme in summer 2024.</p>
<p>4. Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>2023 End of KS2 assessments in Maths show PP pupils achieving 77% at EXS or above. This is a 21% increase from the previous year. With non-PP data at 87%, our internal gap has significantly narrowed from 24% to 10%. Nationally, 79% of non-PP pupils achieved EXS+, compared to 77% PP at CJS.</p> <p>Continued investment has been made towards TTRS and Doodle Maths as well as an additional intervention teacher in both the lower and upper school.</p> <p>Moving forwards, data from the rest of the school:</p> <ul style="list-style-type: none"> <li>• PP children made significant progress in Years 3 &amp; 4.</li> <li>• In Year 3, this was better than the non-PP progress, enabling the PP gap to be narrowed.</li> <li>• In Year 4, it was almost exactly in line with non-PP progress, resulting in a slight increase in the gap.</li> <li>• In Year 5, PP children's progress was negative compared to the start of the year and the gap widened significantly. This is being addressed in Year 6 (AY23/24) with two additional maths teachers in order to reduce class size.</li> </ul>

	<table><tr><th colspan="4">Year 3</th></tr><tr><th colspan="3">Averages</th><th></th><th colspan="3">Gap Analysis</th></tr><tr><th></th><th>Autumn</th><th>Summer</th><th>Variance</th><th></th><th>Autumn</th><th>Summer</th><th>Variance</th></tr><tr><td>All</td><td>55%</td><td>74%</td><td>19%</td><td></td><td></td><td></td><td></td></tr><tr><td>SEND (incl M)</td><td>47%</td><td>66%</td><td>19%</td><td></td><td>SEND (incl M)</td><td>8%</td><td>8%</td></tr><tr><td>SEND (excl M)</td><td>49%</td><td>60%</td><td>11%</td><td></td><td>SEND (excl M)</td><td>6%</td><td>14%</td></tr><tr><td>PP</td><td>43%</td><td>65%</td><td>22%</td><td></td><td>PP</td><td>12%</td><td>9%</td></tr></table> <table><tr><th colspan="4">Year 4</th></tr><tr><th colspan="3">Averages</th><th></th><th colspan="3">Gap Analysis</th></tr><tr><th></th><th>Autumn</th><th>Summer</th><th>Variance</th><th></th><th>Autumn</th><th>Summer</th><th>Variance</th></tr><tr><td>All</td><td>53%</td><td>68%</td><td>15%</td><td></td><td></td><td></td><td></td></tr><tr><td>SEND (incl M)</td><td>36%</td><td>48%</td><td>12%</td><td></td><td>SEND (incl M)</td><td>17%</td><td>20%</td></tr><tr><td>SEND (excl M)</td><td>38%</td><td>48%</td><td>10%</td><td></td><td>SEND (excl M)</td><td>15%</td><td>20%</td></tr><tr><td>PP</td><td>36%</td><td>50%</td><td>14%</td><td></td><td>PP</td><td>17%</td><td>18%</td></tr></table> <table><tr><th colspan="4">Year 5</th></tr><tr><th colspan="3">Averages</th><th></th><th colspan="3">Gap Analysis</th></tr><tr><th></th><th>Autumn</th><th>Summer</th><th>Variance</th><th></th><th>Autumn</th><th>Summer</th><th>Variance</th></tr><tr><td>All</td><td>56%</td><td>53%</td><td>3%</td><td></td><td></td><td></td><td></td></tr><tr><td>SEND (incl M)</td><td>35%</td><td>28%</td><td>7%</td><td></td><td>SEND (incl M)</td><td>21%</td><td>25%</td></tr><tr><td>SEND (excl M)</td><td>38%</td><td>31%</td><td>7%</td><td></td><td>SEND (excl M)</td><td>18%</td><td>22%</td></tr><tr><td>PP</td><td>48%</td><td>37%</td><td>11%</td><td></td><td>PP</td><td>8%</td><td>16%</td></tr></table>	Year 3				Averages				Gap Analysis				Autumn	Summer	Variance		Autumn	Summer	Variance	All	55%	74%	19%					SEND (incl M)	47%	66%	19%		SEND (incl M)	8%	8%	SEND (excl M)	49%	60%	11%		SEND (excl M)	6%	14%	PP	43%	65%	22%		PP	12%	9%	Year 4				Averages				Gap Analysis				Autumn	Summer	Variance		Autumn	Summer	Variance	All	53%	68%	15%					SEND (incl M)	36%	48%	12%		SEND (incl M)	17%	20%	SEND (excl M)	38%	48%	10%		SEND (excl M)	15%	20%	PP	36%	50%	14%		PP	17%	18%	Year 5				Averages				Gap Analysis				Autumn	Summer	Variance		Autumn	Summer	Variance	All	56%	53%	3%					SEND (incl M)	35%	28%	7%		SEND (incl M)	21%	25%	SEND (excl M)	38%	31%	7%		SEND (excl M)	18%	22%	PP	48%	37%	11%		PP	8%	16%
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5. 6. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Results from an in-house pupil survey of PP SEND pupils (spring 2023) showed that the majority of pupils enjoyed their learning and felt they knew what they needed to do to improve. There was positive feedback from all pupils interviewed regarding supportive adults in school; teachers, LSAs and the pastoral team all cited as a supportive ear.</p> <p>Continued focus on school values (Belonging, Achieving and Growing) and relaunching of house point and certificate systems. Pupils responding well to milestones and tangible rewards through use of house point cards.</p> <p>Fresh Air club and promotion of a wide range of sporting clubs and music tuition.</p> <p>22/23 AY- 14/96 (15% of total) pupils having instrumental tuition were PP. This is 16% of the PP cohort.</p> <p>23/24 AY- 17/100 PP pupils signed up for music lessons.</p> <p>Development of PP trackers to pupil participation in music lessons, after school clubs and team representation.</p> <p>One focus of PP Lead for AY 23/24 to target wider opportunities for disadvantaged.</p>																																																																																																																																																									
7. To achieve and sustain 95% attendance or above for all pupils, whether disadvantaged or non-disadvantaged.	<p>Gap between PP and non-PP attendance has widened by 2.2% (95.7%-93.5% AY22/23).</p> <p>There is still a large discrepancy between persistent absence (22.1% PP- 7.3% non-PP) with a notable lean towards boys. Initial individual systems have been in place for specific pupils.</p> <p>Key focus for 22/23 has been reframing roles and responsibilities to include giving YL and CT responsibility to raise attendance. SENDCO has coordinated (and will continue) a strategic overview of attendance. Teachers have been building relationships with parents and pupils by making face-to-face appointments and using classroom messaging services to keep in regular contact with those pupils</p>																																																																																																																																																									

	whose attendance has raised concerns. PP has lead trialled sharing of key pupils with all staff to help boost self-worth and feeling of belonging in school. Formal letters home are used to address persistent issues.
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## Part B: Review of outcomes in the 21/22 academic year

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

### Review: Last year's aims and outcomes (21/22)

This year we are still influenced by the impact of COVID-19. Data from 2022 SATs supports the suggestion that the pandemic would have a particularly acute impact on disadvantaged pupils.

The 2022 Year 6 cohort experienced two lockdowns: Year 4 Summer Term and Year 5 Spring 1.

We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted academic interventions to plug additional gaps due to the pandemic as well as narrowing the disadvantaged gaps.

### End of KS2 Results 2022

Cohort: 124 pupils: 18 PP, 106 non-PP

<u>Measure</u>	<u>Score (EXS+)</u>	<u>Score (GDS)</u>
<b>Reading</b>	78%PP (86% non-PP)	6%PP (37% non-PP)
<b>Writing</b>	78%PP (87% non-PP)	11%PP (33% non-PP)
<b>Maths</b>	56%PP (80% non-PP)	22%PP (27% non-PP)
<b>Combined</b>	56%PP (77% non-PP)	6%PP (10% non-PP)

#### Reading VA

PP pupils -0.2

Non-PP - +2.1

#### Writing VA

PP pupils +4.1

Non-PP +3.6

#### Maths VA

PP pupils +0.3

Non-PP +1.1

#### Compared to 2021 RWM Combined

PP pupils ↑ 1%

Non-PP ↓ 4%

There was a 6% increase in GDS combined scores for PP pupils compared to a 7% decrease for non-PP.

Aim	2022 progress towards outcome
8. Improve phonics skills among disadvantaged pupils.	<p>Implementation of synthetic phonics scheme. Little Wandle training for all staff. Phase specific interventions for Y3 and Y4 pupils who have still not passed end of KS1 phonic assessment.</p> <p>Y4- 24 pupils (8 PP) Y3- 21 pupils (6 PP)</p> <p>Use of Reading Eggs (in school and at home. Additional in-school provision for pupils with no computer access at home.</p>
9. Improved reading attainment among disadvantaged pupils at the end of KS2	<p>2022 End of KS2 assessments show PP pupils at 78% compared to 86% non-PP. This is the same gap as per 2021 data. Nationally in reading in 2022, attainment remained stable for disadvantaged pupils at 62% and increased from 78% to 80% for other pupils.</p> <p>Introduction of Reading Plus and Reading Eggs both in school and as part of home learning to boost pupil engagement.</p> <p>Introduction of Little Wandle phonics in Lower School.</p>
10. Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>Compared to 2021 data PP pupil writing results have increased by 10%. Writing value added is +4.1 for PP and +3.6 for non-PP.</p> <p>Successful inaugural participation in The Brilliant Club for 12 Y5 pupils (2/3 of whom were PP. 6 achieved a 2:2 grade and 2 achieved a 2:1) 14 Y5 and Y6 pupils signed up for spring term 2023.</p>
11. Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>2022 End of KS2 assessments show PP pupils are significantly below their non-disadvantaged peers. (56% PP- 80% non-PP).</p> <p>Maths VA PP +0.3, non-PP +1.1.</p> <p>Investment in TTRS interventions (Y3, 4, 5), Doodle Maths (Sept 2022) and use of Third Space Learning tuition.</p> <p>Nationally in maths, attainment fell from 67% to 56% for disadvantaged pupils and from 84% to 78% for other pupils.</p>

<p>12.</p> <p>13. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Results from an in-house pupil survey (summer 2022) showed that the majority of pupils felt safe, suitably challenged and happy at school. Although no PP/non-PP comparison has been made, any pupils recording 'Never or Almost Never.' Had a follow-up chat with class teachers. From this, no further pastoral concerns were raised.</p> <p>Focus on school values (Belonging, Achieving and Growing) and relaunching of house point and certificate systems.</p> <p>Fresh Air club and promotion of a wide range of sporting clubs and music tuition.</p> <p>21/22 AY- 14/96 (15% of total) pupils having instrumental tuition were PP. This is 16% of the PP cohort. Tracking of wider opportunities for 22/23 will aim to ensure that more PP pupils are made aware of/offered lessons during the upcoming AY.</p>
<p>14. To achieve and sustain 95% attendance or above for all pupils, whether disadvantaged or non-disadvantaged.</p>	<p>Gap between PP and non-PP attendance has narrowed by 1.6% (94.8%-92.7% AY21/22).</p> <p>There is still a massive discrepancy between persistent absence (23.4%PP- 7.7% non-PP) with a notable lean towards boys. Initial individual systems have been in place for specific pupils but further action is needed.</p> <p>Key focus for 22/23 reframing roles and responsibilities to include giving YL and CT responsibility to raise attendance.</p>



**Part B: Review of outcomes in the previous academic year  
(20/21)**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

## Review: Last year's aims and outcomes (20/21)

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Disadvantaged pupil progress scores for last academic year

Measure	Score (EXS+)
Reading	86% PP / 94% non-PP
Writing	68% PP / 85% non-PP
Maths	82% PP / 92% non-PP

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	55% PP / 81% non-PP
Achieving high standard at KS2	0% PP / 17% non-PP

Aim	Outcome																																
QF teaching to narrow the gap in attainment between PP children and nonPP children	Teachers undertook training in Walk thrus and Rosenshine Principles. Walkthrus were embedded across the school.																																
Improved KS2 mathematics results compared to KS1	EXS+ at KS1 was 72% and upon leaving KS2 EXS+ 82%, a 10% progress improvement during their time in the school.																																
PP chn make progress from KS1 (and from baseline assessments) in reading, writing and maths to address the achievement gap on entry to the school	<div>PP children have made good progress in their time in KS2, with the attainment of these children higher when they left CJS. However, non-PP children have also made good progress hence the gaps have not been extinguished.</div> <table><tr><th>EXS+</th><th>PP KS1</th><th>Non-PP KS1</th><th>Gap at KS1</th><th>PP KS2</th><th>Non-PP KS2</th><th>Gap at KS2</th><th>Change</th></tr><tr><td>Reading</td><td>68</td><td>77</td><td>9</td><td>86</td><td>94</td><td>8</td><td>-1</td></tr><tr><td>Writing</td><td>64</td><td>70</td><td>6</td><td>68</td><td>85</td><td>17</td><td>+11</td></tr><tr><td>Maths</td><td>72</td><td>82</td><td>10</td><td>82</td><td>92</td><td>10</td><td>0</td></tr></table>	EXS+	PP KS1	Non-PP KS1	Gap at KS1	PP KS2	Non-PP KS2	Gap at KS2	Change	Reading	68	77	9	86	94	8	-1	Writing	64	70	6	68	85	17	+11	Maths	72	82	10	82	92	10	0
EXS+	PP KS1	Non-PP KS1	Gap at KS1	PP KS2	Non-PP KS2	Gap at KS2	Change																										
Reading	68	77	9	86	94	8	-1																										
Writing	64	70	6	68	85	17	+11																										
Maths	72	82	10	82	92	10	0																										

Ensure that high attaining PP pupils are identified and given support	Teachers aware of all PP pupils and their needs. Teachers identified how they challenged higher attaining PP pupils
	within class through questioning, scaffolding up and HA interventions.
Strengthen parental engagement	Parental engagement has been strengthened throughout the pandemic through the use of Google Classroom and Class Dojo. Class Dojo has been carried forward as an effective method of communication with families that have been previously hard to reach. Those families that do not engage with dojo and other more traditional means are monitored, approached in other ways and referred to pastoral care/SMT if appropriate
PP children show confidence and resilience as learners	Positive feedback from parents and staff re engagement throughout lockdowns and return to school. Children with low confidence/resilience identified and targeted in small learning intervention groups or by the pastoral team/TAs.
Increase the involvement of disadvantaged children in the school's wider offer of music and sports clubs. Ensure that disadvantaged children participate fully in all aspects of school life and are given opportunities outside of term time	The club offer was greatly depleted due to the pandemic. Where clubs were running priority was given to PP children. This will continue into the new academic year with attendance by PP being monitored by the administration team.
Attendance of PP children is in line with that of all children and in cases where this is not achieved, evidence of actions to support families to improve attendance levels	The attendance review in May showed that PP attendance was 4.2% below nonPP. PP = 93.60%/non-PP = 97.10%. PP girls = 95.5%/Non-PP girls = 97.7%. PP boys = 91.9%/ 97.8% = non-PP boys. Y3 had 3 children on a part-time timetable. All PP children whose attendance was a concern were identified and the steps to improve attendance shown. 2 PP families received fines for attendance (7 in total).

## 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*

Online Maths Tutoring - £1,085.25	Third Space Learning

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	