

Pupil premium strategy statement – St Just Primary School

This statement details our school's use of pupil premium (and recovery premium for 2022 to 2023) 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
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	48 pupils (25%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 23 (new HT) November 2023
Statement authorised by	Niki Rogers (Demelza Bolton – reviewed in July 23)
Pupil premium lead	Sara Downing
Governor / Trustee lead	Marna Blundy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,310
Recovery premium funding allocation this academic year	£6,054
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
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>	£ 69,364

Part A: Pupil premium strategy plan

Statement of intent

Aspirations and Achievements; Together One and All



Our school vision is 'Aspirations and Achievements; Together One and All'

Through implementing this Pupil Premium Strategy, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

Key strategies of our plan include:

Ensuring that all children access high quality teaching and pupils are challenged in the work they are set

Providing children with a curriculum that will support their academic progress and act early to intervene at the point need is identified

Supporting children's wider development and wellbeing

Ensuring high quality pastoral support for all pupils to enable engagement in learning

Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic and the more recent challenges with the cost of living. Our approach will be responsive to challenge and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	The current levels of attainment for some children identified as disadvantaged may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential; this can include a lack of support with their learning at home
2	Assessments and observation of some pupils in the EYFS, indicate that they typically start school with higher needs regarding their communication skills, vocabulary development and personal development. This impacts social communication and access to the curriculum

3	Through efficient monitoring of children's behaviours, discussions with families and academic progress, we recognise that a proportion of children in receipt of pupil premium require further support with their mental health and social skills. This impacts attendance, resilience and confidence to engage in the curriculum
4	Attendance data for pp children indicates that the percentage of persistent absentees is significant. This impacts children's academic progress and attainment.
5	Through efficient monitoring of children's behaviours, discussions with families and academic progress, we recognise that a proportion of children in receipt of pupil premium require further support to financially access all opportunities available to their peers to prepare them for future success.

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. Pupils develop knowledge and skills across the curriculum and achieve nationally expected standards at the end of each key stage, including the Early years	<ul style="list-style-type: none"> • Gaps in children's knowledge and understanding within the school curriculum sequences will be rapidly identified and addressed through high quality interventions. • All children will access high quality teaching provision in all years groups. This will be measured through work scrutiny and observations • Pupils eligible for Pupil Premium make more progress than 'other' pupils to narrow the attainment gap by the end of KS2 • The progress of disadvantaged pupils is in line with national expectations by the end of KS2 in 2024/25. Termly teacher assessments, summative assessments and successful moderation practices will be established.
2. All children have improved oral language skills and vocabulary	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among all children. • This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • Children's spoken language will become easier for adults and children to

	<p>interpret leading to better communication of the children's wants and needs.</p> <ul style="list-style-type: none"> • Monitoring and learning walks demonstrate access to high quality vocabulary input and oracy development in lessons. • The school will continue to achieve in line with the national figure, for Y1 phonics results and continue to develop pupils oracy and reading throughout the school
3. All children can regulate their emotions and feel safe to be in school and learn	<ul style="list-style-type: none"> • Sustain high levels of wellbeing by 2024-25 demonstrated by: Staff voice - Staff will feel equipped to support children following TIS training • Children will be able to resolve conflict within their friendships through support such as the 'playground leaders', this will show a significant reduction in bullying and sanctions . A significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <p>The overall absence rate for all pupils to be back to the national level and the attendance gap between disadvantaged and other pupils to be reduced.</p> <p>The percentage of all pupils who are persistently absent to be below the national figure and the figure among disadvantaged pupils being no more lower than peers</p>
5. All children will have the opportunity to take part in a wide range of experiences outside of the school curriculum	<ul style="list-style-type: none"> • School trips and wider experiences are subsidised by the pupil premium grant to ensure that all children participate • The school develops its outdoor area (including Forest schools) to stimulate and support imaginative and active play for all children • The school develop an enrichment curriculum to ensure that all pupils take part in visits which are outside the normal school curriculum, before they leave St Just. • The percentage of children involved in extra-curricular clubs will increase

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure continued investment and upskilling of staff to deliver quality phonics programmes and develop a reading curriculum across the school	EEF impact report of explicit and systematic teaching of phonics shows high impact for very low cost based on very extensive evidence. Skilled implementation can result in an average impact of the adoption of phonics approaches of approximately 5 months progress over the course of a year.	1,2
Ensure continued investment and upskilling of staff to deliver quality teaching. Fund ongoing training and teacher release time to lead in their subject and develop their curriculum	‘Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom.’ Department for Education (publishing.service.gov.uk)	1
Ensure continued investment to ensure pupils have access to a high quality phonics and reading curriculum	One in four children hasn't reached the expected level of reading by the age of 11. By the final year of compulsory schooling in England, the reading skills of children from disadvantaged backgrounds are on average almost three years behind those from the most affluent homes. Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly. (Reading agency)	1,2

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic mentor</p> <p>This covers:</p> <p>maths and English for yr6, yr2 and yr 3</p> <p>Phonics interventions for year 1, 2 and those catching up in years 3 and 4</p> <ul style="list-style-type: none"> • School-led tutoring funding for pupils in years 2,3 and 6 (National Tutoring Programme) 	<p>The school acknowledges that there is a large body of evidence which states that tutoring and small-group tuition is effective, particularly when it is targeted at pupils' specific needs and led by qualified or expert teachers.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2
Additional TAs	<p>We have recognised that children need to be emotionally secure in order to access learning. This is supported by EEF +4 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment'</p> <p>+2 EEF We have identified that inviting children to attend breakfast club free of charge supports attendance and arrival at school on time to begin the day happily.</p>	3,4,5
Forest School nurture sessions to develop children's resilience, social communication skills and social emotional and mental health.	<p>EEF indicates that outdoor experiences could have positive impacts on self-confidence, self-efficacy and motivation (+4 EEF).</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	3,5
Targeted phonics and reading curriculum	The school has been using the Phonics Bug scheme for several years and has	1,2

developed to enable children to make accelerated progress towards age related expectations	<p>Maintained results in line with the national figure in the Y1 phonics screening over time. There is convincing evidence of the value of systematic synthetic phonics (SSP), including the seven-year study by Johnston and Watson undertaken in Clackmannanshire, published in 2005, which has been especially influential in England.</p> <p>In the United States, a seminal national study in 2000 described how: ... synthetic phonics programs produced stronger growth in reading than control programs in most of the different reader groups (Reading framework 20230</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of new Attendance strategy including free access to Breakfast club	<p>We aim to provide a free breakfast school snack to children.</p> <p>Breakfast provision provides children with a 'soft start' to the day to ease the transition into school. This is also to support those with low attendance struggling to attend school due to anxiety.</p>	3,4
Access to high quality pastoral support including training for key members of staff in SPACE and TIS / Thrive	The school has implemented the SPACE project and supported individual pupils and families. The programme aims for parents and carers to: gain an understanding of the impact of early life experiences on themselves as parents and on their children, learn to see behaviour as a form of communication, and look at the causes and triggers of behaviours and develop strategies for building resilience in themselves and their children. (headstartkernow.org)	3
Forest schools nurture sessions to develop children's resilience, social communication skills and social	EEF indicates that outdoor experiences could have positive impacts on self-confidence, self-efficacy and motivation (+4 EEF)	3

emotional and mental health		
Subsidised residentials and significant trips. Provide further opportunities for pupils to access wide and rich curriculum experiences in teaching through visits/visitors and other enrichment opportunities.	These wider curriculum experiences form a key part in our curriculum that seeks to broaden children's cultural capital. By providing financial support to all disadvantaged families we ensure that all pupils have the opportunity to attend residentials and educational visits.	5

Total budgeted cost: £69,364

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2021/22 was below the performance of disadvantaged pupils nationally. However, we have noted that the maths attainment of disadvantaged pupils in KS1 was in line with the performance of disadvantaged pupils nationally. Absence for 2021/22 overall and persistent was in the highest 20% of all school nationally and with schools of similar deprivation. This is therefore a reason for implementing a new strategy.

Our observations and assessments demonstrated that there are challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

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
Bug Club / Active Learn	Pearsons
TT Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Service pupils have been allocated funds to support their wider development such music lessons and sports. Gaps were identified in service children's education and support put in place.
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes was provided.

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.