

# Chandag Junior School

## Pupil premium strategy statement 2021-2022

This statement details Chandag Junior 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                                                                                                     | Chandag Junior School                                                                     |
| Number of pupils in school                                                                                      | 251                                                                                       |
| Proportion (%) of pupil premium eligible pupils                                                                 | 2021-2022 funding for 30 pupils<br>Including 3 services premium children and 1 PLAC pupil |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022                                                                                 |
| Date this statement was published                                                                               | October 2021                                                                              |
| Date to be reviewed                                                                                             | March 2022                                                                                |
| Statement authorised by                                                                                         | Jo Savory                                                                                 |
| Pupil premium lead                                                                                              | Kitty Eve                                                                                 |
| Governor / Trustee lead                                                                                         | Hazel Price                                                                               |

### Funding overview

| Detail                                                                                                                                                                      | Amount  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                         | £42,625 |
| Recovery premium funding allocation this academic year                                                                                                                      | £4,205  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £44,830 |

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision the we consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a ‘Catch Up’ teaching assistant to provide pupils support to catch up reading fluency
- 1-1 support specialist reading teacher
- Use of the National Tutoring Partnership Tutor to accelerate maths progress
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations

- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations or GDS
- Transition from primary to secondary and transition internally
- Additional learning support
- Pay for activities, educational visits and residential trips
- Ensuring children have first-hand experiences to use in their learning in the classroom
- Support the funding of specialist learning software
- To allow the children to learn a musical instrument
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote our school values and thus enhance learning and behaviour for learning

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                        |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <i>The writing of pupil premium children is not meeting the ARE for EOY</i>                                                                                                                |
| 2                | <i>Phonological understanding and use in reading, writing and spelling for Year 3, 4 and 5</i>                                                                                             |
| 3                | <i>A speech and language deficit means that concepts in all areas of learning become a barrier to attainment (inc maths focus)</i>                                                         |
| 4                | <i>Pupil premium children are not always 'ready to learn' – pastoral support to enable children to feel safe at school. They may also experience anxiety and worries whilst at school.</i> |

## 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                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| For PP children to demonstrate breadth (vocabulary rich) and depth (understanding and use in context) in their writing                                              | Achievement of EXS or better in writing in end of year assessments for all PP children.                                                                                                                                       |
| PP children to improve reading age by the end of the year. Efficient decoding and comprehension skills explicitly taught by specialist teacher and BRP intervention | Children to have reading ages that are greater than their chronological age or to have made accelerated progress by moving 3 PM levels. (EOY assessments and VIPERS). PP children in Year 3 8/33 to make accelerated progress |

|                                                                                                                                        |                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| For speech and language to improve in all areas of the curriculum including maths vocabulary                                           | Disadvantaged children demonstrate improved problem solving skills in maths EOY expectation GDS for Year 6 <b>PP 83%</b><br>Speech and language intervention demonstrates improvement in expressive language and writing. |
| Children to have access to Thrive sessions and pastoral support in class that is effective. Use of Growth Mindset explicitly every day | Children's individual Thrive scores increase. In-class profile analysis will also reflect this. Disadvantaged children to have opportunities to develop a more positive self-esteem and confidence.                       |

## 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: £14,500

| Activity                                                                                                                                                            | Evidence that supports this approach                                                                                                                                                                   | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| VIPERS and whole class reading schedule - explicit high quality teaching delivered by teachers<br>New books and high quality children's literature ( <b>£1000</b> ) | EEF Reading Comprehension strategies +6 months                                                                                                                                                         | 1,2,3                         |
| CPD for staff to focus on writing, including challenge/greater depth ( <b>£500</b> )                                                                                | CPD is the foundation of teaching and allows staff to remain up-to-date with current practices including those that are the most effective.<br>All staff to lead effectively are released once a term. | 1,3                           |
| CPD for staff in maths teaching and how to achieve mastery and GDS ( <b>£500</b> )                                                                                  | CPD is the foundation of teaching and allows staff to remain up-to-date with current practices including those that are the most effective.<br>All staff to lead effectively are released once a term. | 3                             |
| Intensive phonic and reading teaching for Year 3 group ( <b>£12,500</b> )                                                                                           | Reading Recovery is a proven intervention                                                                                                                                                              | 1,2,3                         |

|                                            |                                                                                    |   |
|--------------------------------------------|------------------------------------------------------------------------------------|---|
| CPD Thrive practitioner refresher training | EEF social and emotional learning +4 months<br>Thrive is an effective intervention | 4 |
|--------------------------------------------|------------------------------------------------------------------------------------|---|

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

Budgeted cost: £26,100

| Activity                                                                                                                             | Evidence that supports this approach                                                                                                                                                      | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Increase speech and language therapy visits<br><i>(Cost of SALT £6000 per year)</i>                                                  | EEF oral language interventions +6 months<br><br>SALT assess concerns in language, communication, and interaction development in order to ensure early targeted intervention.             | 2, 3                          |
| Better Reading Partners intervention. Monitor progress of intervention.<br><b>(£4800)</b><br>Reading scheme resources <b>(£2000)</b> | EEF Reading Comprehension strategies +6 months<br><br>e.g rate of progress 3/6 moved one level and 3/6 pupils moved 2 levels over a 10 week period.                                       | 1,2,3                         |
| Read Write Inc and Fresh Start daily sessions for Year 5<br><b>(£2500)</b><br>RW Inc resources <b>(£1000)</b>                        | EEF Reading Comprehension strategies +6 months                                                                                                                                            |                               |
| Identification of pupils requiring a boost in literacy and maths post pandemic to support them reaching EXS.<br><b>(£4800)</b>       | Recovery premium to be used on specialist teacher (maths)                                                                                                                                 | 1,2,3                         |
| Deploy support staff to maximise progress gains in phonics, reading and spelling<br><b>(£5000)</b>                                   | Children grouped according to baseline assessment and taught in either small group or larger classes for maximum impact.<br><br>Fixed term appointment of TA to support individual needs. | 1,2,3                         |

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

Budgeted cost: £3,500

| Activity                                                                                                                                                                                                                                          | Evidence that supports this approach                                                                      | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------|
| Identification of pupils who need improved welfare, attitudes, esteem and outcomes for children who are experiencing difficulties in their home lives and find emotional regulation difficult. Thrive assessments and follow-up interventions 1:1 | EEF social and emotional learning +4 months                                                               | 4                             |
| Growth Mindset – assemblies, displays, explicit teaching by all and reinforced through school values<br><b>(TBC)</b>                                                                                                                              | EEF metacognition and self-regulation strategies +7 months                                                | 4                             |
| Enrichment/experience opportunities to match interests and boost esteem. Payment for clubs/visits/music lessons <b>(£3000)</b>                                                                                                                    | Children don't like to feel different and attending a club shouldn't be exclusive to advantaged children. | 4                             |
| Provision of kit – uniform, sports and swimming kit and anything else children need to access school and wider opportunities <b>(£500)</b>                                                                                                        | Children don't like to feel different and uniform shouldn't be exclusive to advantaged children.          | 4                             |

**Total budgeted cost: £44,100**

**£730 contingency to allow for unforeseen costs**

## **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. Please see Pupil Premium Strategy 2020-2021