# Pupil Premium Strategy Statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Nook Lane Junior School |
| Number of pupils in school | 242 |
| Proportion (%) of pupil premium eligible pupils | 9% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024  (Year 2 of 3) |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Steven Arbon-Davis |
| Pupil premium lead | Steven Arbon-Davis |
| Governor / Trustee lead | Diane Shaw |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £31,855 |
| Recovery premium funding allocation this academic year | £7,483 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £39,338  N/A |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * At Nook Lane Junior School there is a shared acknowledgement that disadvantage should not merely be defined by Pupil Premium funding eligibility – disadvantage is much wider than that - it can be characterised as any child, at any point, who is at risk of not achieving. * Some families encounter disadvantage for a range of reasons and amid diverse circumstances: following bereavement; trauma; separation/divorce/other family difficulties; vulnerability in terms of Child Protection and Child In Need status; mental health; SEND (Special Educational Needs or Disability); in-work poverty; unemployment, insufficient income and a reliance on food banks.The impact of Covid and three Lockdowns – particularly on anxiety and mental health – has exacerbated the situation for some families. * We believe that the most effective provision for disadvantage and vulnerability is dependent on an embedded whole-school ethos with a shared commitment to inclusion and enriching children’s lives. In addition to this, in light of the Covid pandemic, there is an emphasis on the principles of “Recovery” in relation to the “Three Rs”: * restoration into school life * securing relationships * responding to pupils’ needs.   Pupil Premium and Recovery Premium are additional streams of funding that are provided to schools to support children who may be at risk of underachieving and to support the narrowing of the achievement gap, which is sometimes called ‘catch up’.  Our key objectives in relation to narrowing this gap and linked to the over-arching recovery principles of restoration into school life, securing relationships and responding to pupils’ needs, are as follows:   * Ensuring that every pupil feels included and valued and that every difference is celebrated and cherished. * Increasing the attendance and decreasing the persistent absence of all pupils * Maximising the engagement and readiness to learn for all pupils through appropriate pastoral support, a whole-school approach to emotional self-regulation and metacognition so that children can regulate themselves and know themselves as learners to overcome any barriers that may limit their ability to learn. * Ensuring that all children are exposed to rich language experiences toaddress specific language deficits for disadvantaged children – the most significant barrier to their future success. * Raising standards for eligible pupils to close the gap on national outcomes (including targeted post COVID catch up, where applicable) * Improving and maintaining the quality of teaching for all pupils.   The funding is provided to schools in addition to the main school funding grant. It is allocated according to the number of pupils on roll in the following categories:   * Pupils who are eligible for free school meals (FSM) or have been eligible for free school meals within the last 6 years * Pupils in local authority care for 6 months or more * Pupils from service families   The Pupil Premium grant has led to improved levels of attainment in reading, writing and maths for targeted pupils. It has also enabled access to wider experiences for pupils which have inspired and motivated them.  The information in this document gives detail as to how our Pupil Premium funding is being spent in order to improve pupil outcomes. A significant amount of the funding is being spent on staffing costs. As a school, we believe that timely and appropriate additional input from skilled professionals, in line with EEF recommendations[[1]](#footnote-1), is the best method of diminishing the differences in terms of knowledge and understanding between different groups of children. Our Teaching Assistants (TAs) are carefully planned into all lessons, by class teachers, so that they are used to help raise the attainment of identified groups and individuals. Whilst some research has shown that additional TA support is not a cost effective method of raising pupil attainment, our outcomes demonstrate that, as a result of effective deployment and training, the strategy is successfully improving outcomes for targeted groups. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Attendance:** some pupils are at risk of becoming persistent absentees (having 90% or less than 90% attendance). |
| 2 | **Anxiety:**Some children, particularly with autism, are disadvantaged by high levels of anxiety, which can act as a significant barrier to their achievement. |
| 3 | **Identified gaps in learning:** these are hindering progress for some pupils. |
| 4 | **Social and emotional barriers for vulnerable pupils:** these can cause a negative impact on progress and attainment. |

## 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.

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| **Attendance** | |
| **Intended Outcome** | **Success Criteria** |
| * Improve the attendance rates for disadvantaged pupils/children eligible for Pupil Premium. | * Families value the need for regular attendance and make sure their children attend school every day. * All targeted pupils are not classed as persistent absentees (so they are in school more than 90% of the time). * Most targeted pupils have attendance that is the same or better than the school’s average attendance (so they are in school more than 96% of the time). |
| **Anxiety** | |
| **Intended Outcome** | **Success Criteria** |
| * Through skilful nurturing and encouragement pupils can recognise triggers, learn coping strategies and reduce anxiety. * Reasonable adjustments (for example, changes to how we teach children or the equipment we use) are made for all pupils that need them. * All disadvantaged pupils receive the support they need to make good or better progress when compared to children who are not classed as disadvantaged. * Evidence-based academic interventions that supplement classroom teaching lead to raised attainment and progress for disadvantaged pupils/children eligible for Pupil Premium. | * Over time, children who are prone to anxiety, learn strategies to regulate themselves which helps them to feel less anxious which then enables them achieve well. * Overall, disadvantaged pupils make as much progress (or more than) pupils who are not disadvantaged. |
| **Identified gaps in learning** | |
| **Intended Outcomes** | **Success Criteria** |
| * Gaps in learning are addressed effectively both at home and in school, leading to successful catch up. * Quality first teaching informed by robust and accurate assessments. * All children have access and entitlement to the modelling and sharing of rich language in all lessons. | * As a result of this approach, assessments show that targeted pupils make the necessary progress to attain well. * Internal and external assessments of teaching show that teachers demonstrate effective modelling / sharing of rich language, which is reflected in pupils’ work. * Overall, disadvantaged pupils make as much progress (or more than) pupils who are not disadvantaged. |
| **Social and emotional barriers for vulnerable pupils** | |
| **Intended Outcomes** | **Success Criteria** |
| * School staff are more able to support children with emotional and or mental health needs. * The school has adopted a whole-school approach to Zones of Regulation to support children to regulate their emotions to help their readiness to learn. * Targeted funding increases pupils’ ability to take part in out of hours learning and educational visits as well as in-school opportunities such as learning a musical instrument, therefore supporting growth in social skills, confidence, and positive mental health. | * In-school support that pupils with identified emotional or mental health needs receive, impacts positively on their wellbeing and their readiness to learn. * Provision for social, emotional and mental health is recognised a massive strength - Zones of Regulation embedded across school – and seen as an entitlement for all. * All pupils are able to take part in events, activities and visits that they want to join in with which leads to increased engagement, enjoyment, independence 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: £400

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Trauma Informed Schools Training  Refresher/supervision sessions/release time for qualified practitioners | [Evidence Base (traumainformedschools.co.uk)](https://www.traumainformedschools.co.uk/evidence-base)  It is being accessed through a subsidised route and so only partial costs are being paid from the Pupil Premium Grant.  N.B. This is a DfE approved programme. | 4 |
| Senior Mental Health Lead training & release time | N.B. This is a DfE approved programme. | 4 |

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

Budgeted cost: £36,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Contribution towards cost of Teaching Assistant posts | 1. [Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) 2. [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) 3. [Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) 4. [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) 5. [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) 6. [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 1, 2, 3 |
| Contribution towards SEND/IR Leader release time | [National Senco Workforce Survey 2020 (bathspa.ac.uk)](https://www.bathspa.ac.uk/media/bathspaacuk/projects/National-SENCO-Workforce-Survey--Full-Report--24.06.21.pdf) | 1, 2, 3 |
| Learning Support Assessments | [SEND\_Code\_of\_Practice\_January\_2015.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)   * NB This is an essential part of the graduated response. | 1, 2 |
| Additional equipment and resources to support targeted interventions | 1. [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) 2. [Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) 3. [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) 4. [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) 5. [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 1, 2, 3 |

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

Budgeted cost: £6000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Contribution towards enabling disadvantaged children in mainstream and the IR to access wider opportunities such as residential trips, music lessons, after-school activities NL after-school club/breakfast club, purchasing musical instruments, transport costs to transition and other events. | 1. [Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)](https://webarchive.nationalarchives.gov.uk/ukgwa/20141106081904mp_/https:/www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice/l/Learning%20outside%20the%20classroom.pdf) | 3, 4 |
| Headteacher and SENCO time to tackle attendance issues (NB paid for from whole school budget) | 1. Absence and attainment at key stages 2 and 4: - GOV.UK (www.gov.uk) 2. [Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)](https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances) | 1 |

**Total budgeted cost: £40,400 (N.B. includes slight overspend).**

# 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 2021 to 2022 academic year.

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| Last academic year, the Pupil Premium grant meant that:  A commitment by the school to embrace Trauma-Informed Practice has resulted in two senior leaders in school gaining distinctions in this area after completing 11 days programme of training. The knowledge and expertise gained has been cascaded across school to all teachers and support staff so that trauma-informed language and principles are a strong feature of school practice. This has helped children to gain strategies in their understanding of how to better regulate their emotions. The school believes that this approach has had a beneficial impact on reducing incidents and/or dealing with incidents as they occur. There has been a marked decrease in the number of suspensions across school since the training.  Due to expenditure on additional staffing, the school was able to ensure an appropriately higher level of support for specific disadvantaged children in the school’s Integrated Resource and in the mainstream which enabled them to build trust, reduce anxiety and develop a higher level of engagement with learning.  Particularly vulnerable children from the IR (PP) who were at risk of exclusion, and were not integrating into mainstream class post-Covid, made remarkable social and emotional progress, including pupils who integrated fully by the end of the year, attended residentials successfully, accessed the end of KS2 SATS and attained well.  Another example, was of a child in receipt of PP who had experienced a high level of trauma in his early life making the most phenomenal progress academically and in terms of his social and emotional development. Access to specialised training in mental health has served to further the school’s strong reputation in this area and resulted in pupils being better able to regulate their emotions. The progress these children made ensured that upon leaving the school, they were ready for the next stage of their education.  Support, (1-1 & 1-2, where appropriate) for identified disadvantaged children in the IR and mainstream, was provided for residential, educational and transition visits to increase independence, social development and self-esteem.  The school deployed in-house high quality teaching to provide out of school hours additional tuition which was targeted at children who were PP/adrift of their end of KS2 targets. Partly as a result of this input, all children in Year 6 in receipt of PP made the expected progress or higher from their starting points from KS1 in reading, writing and maths, despite being much adrift at the beginning of the year after the impact of Covid.  Again, a combination of good Quality First Teaching and appropriate intervention in the 2021-2022 Year 5 cohort has contributed to 6/9 children (PP) being on track to make expected progress in reading and writing and 5/9 in maths with those that are not yet on track, all on SEND support plans and continuing to make progress. Two thirds of the disadvantaged children in Y3 are on track in reading progress. |

## Externally provided programmes

Not applicable.

1. A summary of Education Endowment Foundation recommendations can be found in the *Making Best Use of Teaching Assistants – Recommendations* document (although sections V and VI are particularly relevant) accessible at <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> (last accessed 7th October 2021). [↑](#footnote-ref-1)