

Pupil premium strategy statement – Park Hill Junior School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	259
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	E Bradbury
Pupil premium lead	A Griffiths
Governor / Trustee lead	Sue Casey Ben Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,372
Recovery premium funding allocation this academic year	£2000
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>	£49,372

Part A: Pupil premium strategy plan

Statement of intent

Our objective is that all pupils, irrespective of background, are able to become successful confident learners and responsible compassionate individuals. The focus of our pupil premium strategy is to support disadvantaged children to achieve that mission. Within that, we aim that children who are eligible for pupil premium to achieve success within their learning – most usually by achieving at least age-related expectations every year and at the end of each key stage- and that they grow in confidence by making good progress whatever their starting point. We also seek to support children's emotional wellbeing and to broaden experiences by ensuring that all children can take part in all aspects of school life and that financial constraints in the home do not stop children building their cultural capital within school. High-quality teaching is the mainstay of our approach as we believe that excellent teaching enables all children to make progress. This has repeatedly been shown to have the biggest impact on outcomes for disadvantaged pupils and their peers and is therefore the focus for most of our strategic plans. Sometimes, a more individualised programme of support is needed following diagnostic assessments and this is included within the scope of our strategy. We equally recognise that this strategy sits within our wider plans for educational recovery after the pandemic and we are using in school tutoring to support some pupils. We also know that some of our pupils face additional challenges such as being young carers or experiencing bereavements or difficulties within families which mean that they may find it harder to maintain emotional wellbeing and build the resilience which supports educational success. We have therefore built in the offer of additional support for children's wellbeing to this our strategy.

Challenges

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

Challenge number	Detail of challenge
1	Standardized assessments of children in the previous academic year showed a much higher percentage of children not meeting age related expectations in writing.
2	Standardized assessments of children showed that higher numbers of children were not meeting age related expectations in maths than in previous years.

3	Discussions and observations with children and parents have shown that some children who are eligible for pupil premium have very different experiences from their peers during the pandemic with less access to enrichment activities, less technology and greater financial uncertainty.
4	Analysis of our Special Educational Needs register shows that 22% of children who are eligible for pupil premium also have special educational needs including some with an Education Health Care Plan. This provides additional barriers to education and means that some children's attainment and progress will look different to their peers. These children need access to the highest quality teaching
5	Our attendance data for last year showed that attendance of pupils eligible for pupil premium was 6.3% lower than for other children. The gap in attendance was larger than in previous years and children eligible for pupil premium were more likely to be "persistently absent." This is negatively impacting some children's 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.

Intended outcome	Success criteria
For the majority of children in receipt of pupil premium to meet age related expectations at the end of the year in writing	75% of children to meet age related expectations at the end of the year in internal or national measures
For all children in receipt of pupil premium to be making good progress irrespective of their starting points.	75% of children to be making good progress judged by internal or external data
For all pupil premium children to be able to take part in the full range of school events and activities	Enhanced curriculum monitoring (completed in January each year) to show all pupil premium children to be taking part in clubs and at least 50% to be learning a musical instrument
For all children in receipt of pupil premium to have their emotional wellbeing needs identified and supported	Higher levels of wellbeing demonstrated through: SDQ used in Year 6, and pupil surveys used in all years. The attendance of pupil's eligible for pupil premium to be over 95% by the end of 2023

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: £ [25,372]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop our teaching and learning policy to embed high-quality teaching and learning within all subjects	The EEF toolkit concludes that “ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.”	1,2,4
To develop the children’s oracy skills through working with Voice 21	The EEF toolkit concludes that: “There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.” “On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress”	1,3
To improve attendance through regular monitoring, working with children and parents	The EEF rapid attendance interventions states that: “Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can	1, 3, 5

	lead to meaningful impacts for these outcomes.”	
--	---	--

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

Budgeted cost: £ [16,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher time for children in Year 6 to support reading	The EEF review found that small group tuition (defined as one teacher to 2 to 5 children) had a good impact on learning and that the smaller the group the better. We are therefore aiming for groups of 3 children with one adult wherever possible to allow for intensive support and high quality feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term	1,2
Small group tuition for maths with identified children across Year 4		2
Reading Volunteer to support identified readers in Year 5	The EEF review found that reading comprehension strategies had a positive impact on learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1

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

Budgeted cost: £ [8,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional counselling time	The EEF found that prioritising social and emotional learning had a positive impact on learning. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	3,5

Providing free clubs and musical instrument lessons for all children eligible for pupil premium	The EEF review of arts participation states - 'the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning.'	5
Training more staff in the Warwickshire Early Help approach and then running a greater number of Early Help family support meetings	The DfE report on improving school attendance: https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities recommends resourcing attendance appropriately (including through the use of pupil premium money) and also recommends liaising with other agencies who are supporting children and families and communicating effectively with families – both of these activities work towards these.	5
Purchasing support from the Warwickshire Attendance team		

Total budgeted cost: £ 49,372

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The impact of the COVID pandemic has still affected gaps in the children's learning. Y6 SATs assessments showed that the grammar test scores and writing assessments were above national. There are still some pupil premium children who did not achieve the end of year expectations for Reading and Writing so support will also continue for these areas through the work on Oracy. There were some pupil premium children who did not achieve the end of year expectations for Maths so support will be put in place by developing our teaching and learning policy to embed high-quality teaching and learning.

Attendance for pupil premium children was lower than for all children so this continues to be a barrier. Staff will continue to work with families to improve attendance this year.

The national tutoring programme being delivered by school led tutors had a positive impact and we will be continuing with this approach this year.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)