

Pupil premium strategy statement

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.

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	Park Hill Junior School
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	E Bradbury
Pupil premium lead	E Biggs
Governor / Trustee lead	J Cousins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,245
Recovery premium funding allocation this academic year	£3,951
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	£33,196

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 where 40% of children were not meeting expectations. There was a particular issue with spelling.

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 a quarter of children who are eligible for pupil premium who 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 free school meals was lower than for other children by 2.7% and the gap for all children eligible for pupil premium was 2.3% lower. 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: £ [20,000]

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
Further embed maths mastery teaching across key stage two ensuring that all teachers (including new teachers and those returning from maternity leave) and teaching assistants have had training and support from maths hub lead	EEF guidance “Improving Mathematics in Key Stages 2 and 3” provides evidence for the best approaches including embedding the use of manipulatives and representations, teaching children strategies for problem solving and enabling children to develop a rich network of mathematical knowledge	2,4
Staff training and purchase of resources to introduce “Little Wandle phonics”	Little Wandle is a DfE validated Systematic Synthetic phonics program. The EEF rates this approach as high impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,4

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

Budgeted cost: £ [£9,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher time for children in Year 6 to support reading, writing and maths	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.	1,2
Small group tuition for phonics with		1

identified children across Year 3 and 4	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Small group tuition for English with identified children across Year 5 and 6		1
Small group tuition for maths with identified children across Year 5 and 6		2

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

Budgeted cost: £ 9,000

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.'	3
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/school-attendance/framework-for-securing-full-attendance-actions-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		5

Total budgeted cost: £ 38,000

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.

Over the COVID-19 pandemic, our pupil premium strategy, alongside our school improvement plan, was paused, evaluated and altered to take account of changing needs. We did still complete standardized tests with children and diagnostic assessments with children with additional needs. This showed us around 10% of children were not meeting age related expectations in reading, around 25% in maths but around 40% in writing. We have decided to start a new strategy this year as the impact of the pandemic hopefully lessens.

Last year we used the national tutoring programme to provide additional support to children. This did not have a good impact as the tutors provided were unreliable and the support offered did not meet support we had asked for. We did use some internal staff to provide additional support to children and this had a much better impact – that is why we are continuing with this approach and not using the national tutor programme this year. We also changed our strategy to hire some additional devices to help children access online learning during lockdowns.

Further information (optional)

We have also been able to access Mental health lead training for our school learning mentor through a grant from the DfE as research suggests that this could have a positive impact on the challenges identified above. This has not come from pupil premium funding although there will be a small cost to the school in supply cover to release the member of staff to attend training.

We continue to embed Staff training on classroom strategies – Whole Class Feedback – EEF evidence suggests that feedback is a very effective use of time and resources