

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Sir John Sherbrooke Junior School
Number of pupils in school	81/199
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sally Maddison, Headteacher
Pupil premium lead	Debbie Sansom Assistant Headteacher
Governor / Trustee lead	Peter Short lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,790
Recovery premium funding allocation this academic year	£10,512
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
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	£

Part A: Pupil premium strategy plan

Statement of intent

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 state that 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 and 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Ultimate Objectives

- 1) To provide therapeutic and wellbeing intervention programmes and ensure TP staff are trained to deliver these.
- 2) To ensure DP children make expected progress in line with national average.
- 3) Progress in Reading - Achieve national average progress scores in KS2 Reading
- 4) Progress in Writing - Achieve national average progress scores in KS2 Writing
- 5) Progress in Mathematics - Achieve average KS2 Mathematics progress score for our Family of Schools

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Emotional wellbeing
3	Parent engagement and confidence
4	Lack of experience of the wider world
5	KS2 attainment
6	Engagement in learning
7	Staff subject knowledge

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
Improved attainment in mathematics at the end of KS2	KS2 mathematics outcomes in 2023 - 2024 show that we are in line, or above national average
Improved attainment in reading at the end of KS2	KS2 reading outcomes in 2023 - 2024 show that we are in line with, or above national average
Improved attainment in writing at the end of KS2	KS2 writing outcomes in 2023 - 2024 show that we are in line with, or above national average
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023 - 24 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance rate for disadvantaged pupils to be above 95%

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for all staff £3358	Quality CPD ensures staff teach consistently good lessons. Development of leadership in school ensures that all curriculum areas are taught to a high standard.	5, 6, 7
Redhill training programs £560	We are part of the Redhill school teaching alliance.	5, 6, 7
The Key £420	Training opportunities for all staff.	5, 7
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Purchase White Rose Maths scheme, TT Rockstars and Deepening Understanding to provide quality teaching resources. £95 TT Rock Stars £300 WRM £255 Deepening Understanding Kapow £200 Twinkl £700	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	5, 6, 7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy and implement NESSY 1-1 intervention support programmes for targeted group of children and quality intervention resources £680 – NESSY	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	5, 6, 7
Provide targeted academic support through Teaching Partner interventions for (Grab n Grow and Target Groups,	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5, 6, 7
To be in line with National Average for the Multiplication Tables Check through the implementation of TTRockstars.	If children are fluent in their times tables this enables them to access other areas of the mathematics curriculum more confidently and will allow them to achieve better attainment. Regular practice is needed to ensure this is successful. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	5, 6
1:1 Support for four pupils full time £25,504 £20441 £25,504 £25,504	LSA grade 3 plus 5 hours lunchtime cover Care assistant LSA grade 3 plus 5 hours lunchtime cover LSA grade 3 plus 5 hours lunchtime cover	5, 6
Specialist lessons		

Uniform all Year 5 ties £115 plus £300 uniform	Uniform	1, 2, 3, 6
Targeted intervention Galaxy 3 days a week £11,500 £24,839	Teacher 3 days Grade 5 TA 4 days	1, 2, 3, 5, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide residential opportunities for enhanced enrichment. £2000	Wider curriculum opportunities enable more children to achieve through improved self-esteem and confidence.	2, 4, 6
To provide therapeutic and wellbeing intervention programmes and ensure TP staff are trained to deliver these. ELSA = £3500 (5 hours a week) Behavioural therapist = £6000 annual All day	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 3, 4, 6

Contingency fund for acute issues. £2000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This will include equipment and resources etc.	All
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Total budgeted cost: £88,150 to --£158,875

Total spend: £153,775

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 2022 to 2023 academic year.

End of KS2 data during 2022/23 suggested that the performance of disadvantaged pupils was lower than those of non-disadvantaged pupils in key areas of the curriculum and lower than national.

2022/2023	Maths	Reading	Writing	Combined
Non-DP Children	73.9%	76.7%	74.4%	11.8%
DP Children	28.6%	41.2%	35.3%	62.8%
National (all groups)	73%	73%	71%	59%
Notts DP	59.1%	52.3%	57.1%	42.3%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees and the high levels of complex SEND needs within the cohort.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and delivering online learning via the teachers for a minimum of three hours per day, in addition to this all pupil premium children were offered a home learning stationary kit and CGP books, or support with technology to help them access home learning more efficiently.

Ensuring PP children were receiving small intervention targeted support was vital to ensure progress of PP children was improving to bring them in line with national average, the progress measures for PP children were as follows:

100% of PP children across school received targeted intervention in the academic year 2022 – 2023

This shows me that improving the attainment in reading, writing and maths is still a priority for this year to bring PP children in line with national average. Having a clear and robust CPD programme for teaching staff is therefore a key priority.

The high levels of needs within this cohort impacted the attainment data heavily, with 5 EHCP with the group, as well as many other levels of ASD, ADHD and high anxiety. This not only impacted children's ability to retain knowledge, but there was some levels of disruption within learning for this year group all the way from EYFS due to these needs within the year group.

Additional funds were focused on supporting PPG children, with an extra teacher being employed for part of the week, as well as very focused interventions and extra tutors being brought in for NTP and wider interventions. Specialised support for some children with SEND was also put in place.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Whole School Attendance (including PP) 93%

PP Attendance 92%

The attendance of PP children is still below national average, this is an area which needs to be monitored closely next year to identify key children and implement attendance support for targeted PP children.

Externally provided programmes

Programme	Provider
X Table Rockstars	TT Rockstars
Sports Coaching	Zenith Sports
Deepening Understanding	Deepening Understanding
White Rose Maths	White Rose Maths
Tutoring interventions (NTP)	Teachers & external QTS tutors