

# Pupil premium strategy statement – Northolmes 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
School name	Northolmes Junior School
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sam Cox
Pupil premium lead	Kathryn Saunderson
Governor / Trustee lead	Kate Leyshon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,345
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£13,115
<b>Total budget for this academic year</b> <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>	£57,460

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all our 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 also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We also have a number of families who are not disadvantaged but are only just above this threshold. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- to remove barriers of SEMH needs to ensure these do not prevent our most vulnerable children from fulfilling their full potential
- carefully monitor the attendance of our disadvantaged children

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments show that disadvantaged pupils have greater difficulties with reading fluency than their peers. This negatively impacts on their development as readers.
2	Assessments, observations and discussions with class teachers have identified that phonic and vocabulary skills are underdeveloped on entry into Year 3 and throughout KS2 but in particular with our disadvantaged pupils.
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by previous partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths.</p>
4	<p>Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic.</p>
5	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 3.8% lower than for non-disadvantaged pupils (90.6% compared to 94.4%). This is a narrower gap than the previous year where Pupil Premium attendance was 7% lower but this continues to be a significant focus for us this year.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
To raise the attainment and progress of disadvantaged children in all subjects by continuing to improve our Quality First Teaching across the curriculum.	Quality First Teaching in all subjects will enable our most disadvantaged children to make accelerated progress in all areas. Statutory Assessment results will be in line with national outcomes.
To raise the attainment and progress of disadvantaged children in Maths to ensure 100% of these children make at least expected progress.	Internal tracking data will show that all disadvantaged children are making at least expected progress in Maths.
To increase the vocabulary of the children to support their progress in reading and writing. The school aims to ensure 100% of children make expected progress in reading and writing.	Internal tracking data will show that all disadvantaged children are making at least expected progress in Reading and Writing.
To continue to improve the attendance of Pupil Premium children so that it is in line with the attendance of all children School Attendance 2021-2022 All children: 94.4%, Pupil Premium children: 90.6% National Attendance 2022-2023: All children: 94%, Pupil Premium children: 88.6%.	Attendance for disadvantaged children will be in line with all children
To ensure our children describe and experience our learning environment as safe, trusting and positive, with pupil well-being at the centre of all we do.	Pupil and parent surveys will show that they feel their experience at school and our learning environment is safe, trusting and positive.

## 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: £ 6,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop an instructional coaching approach to CPD to allow all staff to reflect on their practice and to enhance their quality first teaching skills	There is strong evidence that staff CPD that is personalised and focused on the improvement of mechanisms allows all staff to develop the effectiveness of quality first teaching: <a href="https://www.instructionalcoaching.com/research/">https://www.instructionalcoaching.com/research/</a>	1,2,3
Purchase standardised tests to allow for diagnosis and gap analysis.  Time for staff to interpret the information provided and plan accordingly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,2,3
Enhance our Maths teaching and approach by taking part in the Sussex Maths hub Teaching Mastery working group and reviewing and planning to implement the NCETM curriculum prioritisation documents.  Ensure there is sufficient time for Maths Lead to be part of the working group and to deliver staff training and support to the rest of the school.	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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	3
Use Wellcomms and Narrative therapy to provide specific language support for identified children to allow them to build their language and vocabulary skills.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2

Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils which includes specific keep-up interventions.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use in-school tutoring to target the specific needs of our disadvantaged children in small groups. Focus will be on reading, writing or maths depending on the child's specific weaknesses. This will include children who are on track or are high attainers.	Research shows that tutoring in small groups allows for tutoring to be targeted specifically at their needs and allows them to make rapid progress from their starting points. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3
Use the FFT Lightening Squad tutoring for children whose reading fluency is below age expectations	Research shows that tutoring in small groups allows for tutoring to be targeted specifically at their needs and allows them to make rapid progress from their starting points. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Additional phonic interventions for children who have fallen behind their peers with their understanding of phonics both for reading and for writing.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3
Additional maths intervention 'Number Sense' to support children who have gaps in their understanding of number	Research shows that tutoring in small groups allows for tutoring to be targeted specifically at their needs and allows them to make rapid progress from their starting points. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3

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

Budgeted cost: £ 5,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide an ELSA in school to provide additional support in school for those disadvantaged children who are experiencing additional worries or concerns that are preventing them from fully accessing the classroom.	Evidence shows that social and emotional learning is important to the improvement of outcomes in school and in later life. <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	4
Develop our outdoor learning provision so that all children have the opportunity to challenge themselves and take calculated risks in the outdoor environment.	Evidence shows that having the opportunity to learn outdoors develops children's confidence, social skills, communication, motivation etc. which can be built upon within the classroom. <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	3,4
Subscribe to the locality membership to Spurgeons Children's Charity which provides 1:1 counselling sessions for identified children.	Evidence shows that social and emotional learning is important to the improvement of outcomes in school and in later life. <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	4
Support for disadvantaged children to access all areas of the wider curriculum in school (clubs, trips, visitors, residential).	We know that many of our disadvantaged families do not have access to the range of experiences available to their peers and this can be seen in their reduced vocabulary and experience.	2,4
Well-being support for disadvantaged pupils and their families provided by 'Action Your	Evidence shows that social and emotional learning is important to the improvement of outcomes in school and in later life. <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	4

Potential' Education Consultant.		
Contingency fund to provide immediate support to families in need.	Historically, we have had families whose acute needs have not yet been identified but how need specific support	

**Total budgeted cost: £ 37,074**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum and continued to be below that of non-disadvantaged children.

Results of statutory assessments are as follows:

#### Year 4 MTC

	<b>25/25</b>	<b>20+</b>
PP	0%	33%
All	21%	38%

#### KS2 Results

	Reading At	Reading GDS	Maths At	Maths GDS	GPS At	GPS GDS	Writing At	Writing GDS	Combined At	Combined GDS
<b>All</b>	61%	20%	55%	18%	59%	32%	55%	4%	46%	0%
<b>PP</b>	29%	0%	14%	0%	14%	0%	14%	0%	14%	0%

Our assessment of the reasons for these outcomes points is that we need to improve our Quality First Teaching to adequately meet the needs of these pupils and ensure they make accelerated progress from their starting points. We need to identify and address gaps in a timely and precise manner through targeted interventions, which work in partnership with classroom practice.

It is also important to recognise the Covid-19 impact, which disrupted all our subject areas to varying degrees. 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.

Attendance for both disadvantaged and non-disadvantaged children was lower than the national average. The gap between the two has narrowed this year but still needs to close further. This will continue to be a focus for us this year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly 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.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Lightening Squad	FFT
Little Wandle	Little Wandle and Collins

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£0.
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Our assessment subject lead will work on developing and embedding our revised marking and feedback policy
- developing our teaching and learning policy so that there is consistency in Quality First Teaching across the school
- offering a wide range of high-quality experiences to enhance our curriculum. We will support our disadvantaged children to be able to take part in these activities both during the school day and as part of extra-curricular activities.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.