

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Sprowston Junior
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2024/25 through to 2026/27
Date this statement was published	October 2024
Date on which it will be reviewed	May 2025
Statement authorised by	Matt Walton
Pupil premium lead	Matt Walton
Governor / Trustee lead	Toby Hartley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 77, 650
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 77, 650

## Part A: Pupil premium strategy plan

### Statement of intent

Sprowston Junior's Pupil Premium objective is to support disadvantaged children with all aspects of their education, supporting academic improvement but also success in becoming rounded, respectful citizens who are confident, independent and resilient.

Our goal is to support the pupil premium children with academic and social skills to ensure they are achieving as well as all pupils.

Our strategy is built on a mixture of specific interventions, both academic and social, alongside well organised day to day management of the children's needs and close relationships with parents. Knowing the pupil premium children extremely well is vital to their success. We need to unpick their needs and work closely with families to help the children thrive.

We make sure we review our practices regularly in response to the changing dynamics and need we encounter. We will look at the evidence available to enable us to make informed decisions about the right approaches to take to enable the children to get excellent support.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance data over the past 3 years has shown that pupil premium children, on average, have lower attendance data than non pupil premium children.
2	Performance Data has shown that in the past 3 years that pupil premium attendance has been lower than that of non-pupil premium children.
3	Our assessments show that the disadvantaged children have a significant range of social, emotional and mental health needs for which they need support, to enable them to thrive.
4	Our key data shows that some pupil premium children have very low starting points at the beginning of KS2, with large learning gaps/special educational needs, including phonics gaps and a limited understanding of place value and number.
5	Our observations and records show that a proportion of disadvantaged children do not always exhibit good learning behaviours and do not have high aspirations and a commitment to making good or better progress.

## 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 oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Increased numbers of pupil premium children meeting the expected standard	Numbers of children meeting the expected standard is in-line with the national average and the average for non-pupil premium children in reading, writing and maths
Children have been supported with their varying SEMH needs and are exhibiting improved well-being	<p>In school ELSA &amp; Nurture sessions and other external support has enabled pupil premium children to increase their well-being to higher recorded levels.</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys, teacher observations &amp; Motional graphs</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Support for those with special educational needs has enabled them to access the curriculum and make good or better progress	<p>PP children with SEN needs have been identified and the support/interventions required have been put into place. The SEN children are making very good progress.</p> <p>This will be evidenced by in school data, pupil voice &amp; parent voice</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Pupil Premium children attend school well (in line with national average) and pupil premium attendance is in line with non-pupil premium attendance. Persistent absence for pupil premium children is in-line with non-pupil premium children.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for other staff in school	ELSA sessions help the pupils in developing new skills and coping strategies that allow them to manage social and emotional demands more effectively.	1, 3, 5
Cooperative Learning	Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. (EEF)	2, 4, 5
Phonics interventions	Phonics support in all years, supporting the reading progress of all learners with regular weekly sessions to support accelerated progress.	2, 4, 5
Walkthrus CPD training	<p>.Walkthrus CPD this year will focus on collaborative learning opportunities (see above) and cold calling – ensuing all children are engaged in the whole class aspect of the lesson.</p> <p>Walkthrus CPD is a chance for the school to prioritise some key areas to work on which will have the biggest impact on pupil outcomes.</p>	2, 4, 5

External CPD opportunities	<p>Opportunities for staff to access high quality CPD whether this is as an individual or a group. An example of this being 2 members of staff on a maths mastery CPD course and a teacher attending .</p> <p>The opportunities help staff to improve knowledge and understanding and support pupils better.</p>	1, 2, 3, 4, 4
Support from our school Improvement Partner (VNET)	<p>School Improvement Partner work, evaluating our current provision, looking at all key indicators and focusing in on school improvement priorities.</p> <p>A key involvement for 24/25 is the 'Attendance Project' supporting stronger and improved attendance.</p>	1, 2, 3, 4. 5

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

Budgeted cost: £50, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of Hodder reading intervention materials to support learners.</i>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>(EEF)</p>	2, 4
<i>Use of Ruth Miskin RWI phonics programme in Years 3 – 6 where needed.</i>	EEF: Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of	2, 4

	hearing, identifying and using phonemes or sound patterns in English.	
<i>In class support for specific groups of children – particularly in maths and English</i>	Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF)	2, 4
<i>Use of Times-table Rockstars to support maths progress</i>	The programme has proved successful in supporting children with motivation and confidence in timestables. Pupil feedback is positive.	2, 4
<i>Use of the Accelerated Reader programme to support reading enjoyment and fluency</i>	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF)	2, 4
<i>Read, Write Ink spelling ensures a consistent response to teaching of spelling across the school.</i>	Teachers commented on how the consistent approach in Read Write Inc. Spelling gives children confidence when approaching new spellings. (RWI -97%)	2, 4
<i>Whole school writing plan to support improved ideas, structure and handwriting.</i>	Whole school writing plan including with improved planning and teacher input, an emphasis on modelling and improved handwriting.	2, 4

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

Budgeted cost: £12, 000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Sensory Circuits daily for some pupils	Evidence shows that educators can implement approaches that benefit young children's physical development. The EEF's Early Years Toolkit finds that physical development approaches may also benefit children's cognitive development. Physical development approaches may be more effective if sessions are delivered regularly, for example, three or more times a week, and over a period of several months rather than for shorter durations.(EEF Physical Development).	2, 3, 4, 5

<p><i>1:1 pupil support for Behaviour &amp; SEMH needs, including ELSA, Nurture talk and Nurture Group work.</i></p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important,</p>	<p>2, 3</p>
<p><i>Work with Into Opera to support improved arts participation and opportunities</i></p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. (EEF)</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p>	<p>2, 3</p>
<p><i>Closer focus on attendance – weekly analysis and regular contact with families to improve whole school attendance</i></p>	<p>EEF states 'Positive impacts were found for both parental communication approaches and targeted parental engagement interventions.'</p>	<p>2</p>
<p><i>Introduction of Zones of Regulation to support children's ability to understand their emotions.</i></p>	<p>Training and full roll-out of Zones of Regulation supporting children's ability to understand their emotions and to help regulate themselves.</p>	<p>3, 4, 5</p>
<p><i>CPD for all staff on Norfolk steps to support positive behaviour management.</i></p>	<p>Training for Step On for all staff members – supporting a positive approach to behaviour management</p>	<p>3, 4, 5</p>
<p><i>Support for some pupils from the Mental Health Support Team and also the SEMH referral team.</i></p>	<p>Group and individualised support for children, helping with relationships, emotional regulation and coping strategies in the school environment.</p>	<p>1, 2, 3, 4, 5</p>
<p><i>Gardening and outdoor learning sessions</i></p>	<p>Weekly sessions for pupil which help the children with their understanding of growing vegetables and the outdoor environment but also supports their well-being and healthy living.</p>	<p>3, 4, 5</p>

**Total budgeted cost: £77, 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 2023 to 2024 academic year.

The pupil premium cohort in 2023/24 included a significant group of children with SEN needs (90%), including 4 with EHCPs, and a LAC child.

The following had the biggest impact in 23/24:

- Support from Alpha Inclusion and sessions with the Benjamin Foundation and supported children's SEMH to help children regulate their emotions and their behaviour.
- Accelerated Reader and Reading for Meaning sessions enabled many of the children to make good or better progress with sessions richer in vocabulary and unpicking texts, helping the children to make improved inference and deductions.
- Continued staff development on curriculum pedagogy has supported improved practices and assessment techniques which supported improved progress.
- Phonics small group work continued to show promising outcomes, particularly in Years 3 & 4.
- Small group tuition in Year 6 enabled many children to make excellent in-year progress in reading and writing.

#### **Progress**

*+ 1.5 pita points progress in writing*

*+0.75 pita points progress in reading*

*+0.1 pita progress in maths*

*Progress results show accelerated progress from the start of year 3 in reading and writing particularly.*

#### **Attainment – Key Stage 2 outcomes**

*The cohort of 10 had challenging contexts with 9 children having special educational needs (7 EHCPs) and low starting points, which meant the performance of the cohort did not meet the national expectations. The progress of the cohort was pleasing in reading and writing progress outcomes but individual need, mental health, behaviour and attendance all had effects on pupil outcomes.*

*Overall, good progress has been evident over the 3 year pupil premium cycle, with good progress evident in reading, writing and maths in that period. The three cohorts had varying attainment successes against the national level but the in school progress of the cohorts has been favourable in every year when comparing to non pupil premium children.*

*We have reviewed our strategy and are pleased with much of the progress seen in the last 3 years. With overall good progress outcomes and many positives from interventions and emotional support from cohorts coming out of covid, the strategy has been successful in part.*

*Moving forward, the strategy still needs to tackle the challenges of low starting points, attendance issues, mental and emotional health, poor oracy and learning behaviours. Our new strategy will build on this with a new 3 year plan.*

## **FURTHER INFORMATION**

The following work which isn't being funded by Pupil Premium or Recovery Premium, will further support good outcomes for pupil premium children:

We are involved in an arts' project for which we have managed to acquire significant funding. This project continues to try and break down barriers and give children opportunities to watch and participate in a range of art forms. An example of this being our work with the Royal Shakespeare Company, a number of pupils are involved and have been trained as pupil ambassadors.

We used the EEF's implementation guidance to help us develop our strategy. 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. We also signed up for an EEF trail (Reading Comprehension) in 24/25 and have been assigned 'control' group participation. We will continue to look for opportunities to get involved with the work of the EEF.