

# 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	Sprowston Junior
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	24
Academic year/years that our current pupil premium strategy plan covers	2021/2022 through to 2024/25
Date this statement was published	October 2021
Date on which it will be reviewed	March 2023
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	£76190
Recovery premium funding allocation this academic year	£7214
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	£83404

## 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	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
2	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, Motional &amp; Nurture sessions have 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 very good 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 (national average) and pupil premium attendance is in line (within 1%) 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 (and recovery premium funding) **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
Phonics training for all the staff through VNET	EEF: Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English.	4
VNET Assessment Project and Disadvantaged Project	It is ever more important that we spend our resouces as smartly as possible to meet the need of disadvantaged children. This project will enable us to analyse our provision.  Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. (EEF + 6 months)	1,2,3,4,5
Motional training and support for all staff	Having a whole school measurable scale for social and emotional health is an important tool in helping the children to recover from the pandemic and to move forward.	2, 3, 5
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.	2, 3, 5
Cooperative Learning	Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. (EEF)	4, 5

Staff training on Principles of Instruction	<p>Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills.</p> <p>Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners.</p> <p>Pupil-to-pupil and pupil-teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies.</p> <p>However, dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge.</p> <p>Carefully designed guided practice with support gradually withdrawn as the pupil becomes proficient, can allow pupils to develop skills and strategies before applying them in independent practice.</p> <p>Pupils will need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning.</p>	4, 5
---	--	------

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

Budgeted cost: £47, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of 3<sup>rd</sup> space learning online maths interventions</i>	3 <sup>rd</sup> space learning has considerable evidence that their online sessions support significant improvement in children's mathematical ability. '88% of all pupils show a solid foundational understanding of the concept they have been learning. 35% of these pupils are able to complete greater depth tasks.'	1, 4
<i>Use of Reading Eggs online tool to support Reading</i>	There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. (EEF)	1, 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 hearing, identifying and using phonemes or sound patterns in English.	1, 4
<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)	4
<i>1:1 tuition and small group work</i>	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF)	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.	1, 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)	1, 4
<i>Introduction of Read, Write Ink spelling to ensure 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%)	1, 4

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

Budgeted cost: £4, 290

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Support for some pupils from the Benjamin Foundation (counsellor support)	The average impact of successful SEL interventions is an additional four months' progress over the course of a year.	2, 3
<i>1:1 pupil support for Behaviour &amp; SEMH</i>	The average impact of successful SEL interventions is an additional four	2, 3

<i>needs, including ELSA, Nurture talk and Nurture Group work.</i>	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,	
<i>Use of Motional to support children's well-being</i>	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. (EEF)	2, 3
<i>Work with Into Opera to support improved arts participation and opportunities</i>	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)  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.	2, 3
<i>Closer focus on attendance – weekly analysis and regular contact with families to improve whole school attendance</i>	EEF states 'Positive impacts were found for both parental communication approaches and targeted parental engagement interventions.'	2

**Total budgeted cost: £66, 290**

## 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.

*See Separate Review for 2020/21. Activity and progress against the objectives was impacted due to the pandemic. Successes included the level of nurture support for individuals and the support and resources for the children during school closures. This, alongside the intervention groups using catch-up premium, helped the average Pupil Premium child make positive progress over the academic year as seen below.*

*Maths Progress +0.02*

*Reading Progress +0.3*

*Writing Progress +0.05*

*(School PITA levels)*

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Being part of the VNET Disadvantaged project with Marc Rowland really helped to tighten up our challenges and expected outcomes to ensure we are working towards the important goals which will make a difference.

The following areas saw the biggest impact in 2022/23

- Targeted maths tuition led to many pupil premium children improving their in school attainment banding and supported good SATs success for them (80%)
- Small group tutoring enabled many other children to make good strides in their learning and move up an assessment band (Tuition)
- The new spelling scheme has supported an improved consistent approach to spellings from which we expect to see increasingly better outcomes from over the next year.
- Consistent use of Reading Eggs in Year 3 has supported good progress for the children having phonics intervention.
- Assessment project work with VNET has led to a new policy and discussions among the whole team. This will have a positive impact on pupil progress.
- Continued sessions with the Benjamin Foundation and ELSA sessions have supported children's SEMH, as has regular Nurture sessions for specific children.



**Progress**

Reading + 0.5

Maths + 0.2

Writing + 0.1

**Attainment – end of KS2 (16 children)**

Maths 50%

Reading 37.5%

Writing 18.8%

56% of the pupil premium cohort were on the SEN register with 25% having cognition and learning as their main barrier to learning.

## 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 part of a disadvantaged project through VNET (2021/22), working with Marc Rowland to gain an increased understanding of the research and evidence that supports good practice for pupil premium children.

We are also part of an Assessment project in 21/22 through VNET, looking at evaluating current provision and embedding effective practice around daily assessment and effective feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils

The Headteacher is also utilised the DFE funding available, to train to be a Senior Mental Health Lead. We have selected Creative Education as our training provider and all the staff also have access to high quality training resources as part of the offer.

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.