

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	East Boldon Junior School
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	12% (28/235)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 2021 - July 2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022 July 2023 July 2024
Statement authorised by	T Shenton
Pupil premium lead	T Shenton
Governor / Trustee lead	M Skevington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26900
Recovery premium funding allocation this academic year	£3045
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	£29945

Part A: Pupil premium strategy plan

Statement of intent

By following the key principles below, we believe we can maximise the impact of pupil premium spending.

The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. However, pupils eligible for the Pupil Premium are more likely to be lower-attaining than other children. Tackling disadvantage at East Boldon Juniors is not only about supporting low attainers, just as much emphasis is placed upon middle and high disadvantaged attainers by looking at individual classes and groups. The Education Endowment Foundation has noted that the consequences of the pandemic will be far reaching for all children, but particularly those from socially disadvantaged families.

We aim to ensure that there is a whole school approach and effort to accelerate the progress and attainment of our disadvantaged pupils, supporting them in achieving the best possible outcomes in both learning and in their wider lives.

School responds to the complexity of disadvantaged pupils' needs by tackling the challenge at three levels in a tiered approach:

1. A whole-school approach promoting learning which sets high aspirations for all pupils (High Quality Teaching)
2. Strategies to identify and support all underperforming pupils (Targeted Academic Support)
3. Strategies specifically targeted at supporting pupils and their families from disadvantaged backgrounds. (Wider Strategies)

School emphasises the importance of 'quality teaching first'. We aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.

School sees pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. Staff focus on providing targeted support for underperforming pupils during curriculum time (as well as providing learning support outside school hours for Y6 pupils).

Staff seek out strategies best suited to addressing individual needs, both socially and academically, rather than simply fitting pupils into their existing support strategies from

nursery to Y6. We provide both individual support for pupils that have very specific learning needs and group support for pupils with similar needs, deliberately recruiting and training staff to meet the children's needs.

School builds a culture and a belief that ALL pupils can and WILL achieve through our school values of Respect, Responsibility, Resilience and Engagement and there are "no excuses" made for underperformance. Staff support pupils to develop a growth mind-sets towards learning whilst nurturing self-confidence, motivation and aspiration.

Challenges

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

Challenge number	Detail of challenge
1	The impact of COVID 19 and slight loss of direct teaching/learning has had an impact on the academic attainment of pupils across school. Pupils are demonstrating they lack metacognitive approaches and the ability to recognise their strengths and weaknesses as well as demonstrating a dip in stamina for sustained tasks and the ability to work with independence. Poor memory skills and the inability to transfer knowledge to long term memory also impacts on pupil progression and attainment in ARE and HS reading, writing, maths and phonics.
2	Resources and educational based activities are limited in the home setting and local community for some pupils.
3	Social and emotional experiences and mental health in the family home life impacts significantly on the education and wellbeing of some pupils. The impact of social and emotional experiences, in addition to the challenges through COVID, has seen more pupils experiencing emotional wellbeing needs. The wider family is also requiring support from school staff.
4	Attendance can be a barrier to disadvantaged pupils, although this is sometimes linked to medical needs of children with SEND, this is not always the case.

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
<p>To further narrow the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils at ARE and HS.</p>	<p>Gap in reading: ARE gap decreases from 25% to 15% HS gap decreases from 14% to 9%</p> <p>Gap in writing: ARE gap decreases from 24% to 14% HS - gap decreases from 8% to 3%</p> <p>Gap in maths: ARE gap decreases from 29% to 19% HS - gap decreases from 7% to 2%</p>
<p>To ensure attendance for disadvantaged children is in line with others.</p>	<p>To maintain disadvantaged pupils' attendance to be in line with non-disadvantaged (Currently at 97% for no dis and 96.4% for disadvantaged pupils)</p>
<p>To provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in and out of school.</p>	<p>Children will be identified based upon SEMH needs. 100% of Healthy Minds referrals will result in active support or therapy for identified children. Specific social and emotional support for identified disadvantaged individuals and their families by named responsible person (DHT) e.g. Yoga, Relax Kids, Mindfulness, Friends etc.</p>
<p>Increased opportunities for Cultural Capital and curriculum visits / experiences funded by school for PP and this impacts positively on pupil achievement for this group.</p>	<p>Enrichment opportunities (capital culture) across Key Stage 2 will be planned across the year to ensure 'wow' trips and experiences to increase learning and vocabulary development.</p>

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure quality teaching and learning so that all teaching is at least good.	Improving the quality of teaching is the strongest lever schools have to improve outcomes, particularly for disadvantaged pupils.	1,2
Embed the practice that all staff are trained in, and use cognitive and metacognitive practices, particularly focussed on supporting children in recalling their previous learning.	EEF Guide to supporting school planning: a tiered approach to 2021. Quality first teaching is at the heart of all we do. Evidence suggests that a curriculum based on the elements of memory cognition and metacognition results in high levels of impact with pupils making on average 7 months additional progress. (EEF 2018) Worked examples, live modelling, and teacher verbalisation of metacognitive talk support pupils in the process of becoming independent learners. Strategies to develop metacognitive thinking are most effective when subject specific rather than through the teaching of 'generic thinking skills'. EEF	1

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

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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1:1 tutoring in school with TA or teacher to work with identified children.	NFER Report shows a 16% increase in outcomes when one to one tuition). 1:1 tuition Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) EEF Teaching and Learning Toolkit: one to one tuition (2018).	1
1:1 tuition through recovery premium funding.	1:1 tuition Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) EEF Teaching and Learning Toolkit: one to one tuition (2018).	1
Small group tuition target must move pupils identified which is monitored through personalise learning tracking	NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively. NFER Report shows a 20% increase in outcomes when small group teaching (16% when one to one tuition).	1
Phonics and reading based family learning sessions	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. (EEF Parental Engagement)	4
Ensure that accurate next step targets are identified for all disadvantaged pupils in phonics. English lead ensures robust organisation, training and monitoring of phonics intervention teaching and progress. To be addressed through additional small group targeted support, provided by the class teacher.	Phonics approaches have been consistently effective in supporting young readers to master the basics of reading, with an average impact of an additional four months progress. (EEF 2018). Phonics intervention provides an average impact of 4+ months additional progress. (EEF 2018) Disadvantaged pupils perform well in phonics, due to specifically targeted children that receive specific intervention, extra tuition and close monitoring by DHT, KS Lead and class teacher.	1

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

Budgeted cost: £5945

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Cultural capital- wider curriculum experiences planned in to the year	The term 'cultural capital', is defined as: "the essential knowledge that children need to be educated citizens" (p31 Ofsted EY Inspection Handbook). It goes on to say: Cultural capital is the essential knowledge that children need to prepare them for their future success	2
Social and emotional support for identified disadvantaged individuals and their families post lockdown	Self regulation strategies and social and emotional learning can be consistently linked with successful learning, or the contribution of in school gaps. Secure knowledge and curriculum can support this and create a +3 month (EEF).	3
Attendance team to monitor and support Pupil premium families to maintain attendance, punctuality and readiness to learn including persistent absentees	EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions	4
To Identify barriers to learning and be reactive and respond to unexpected needs of Disadvantaged pupil and their wider families e.g. wider issues personal fund -uniform, furniture acquisition, food parcels etc	Initial experiences of education: Learning identities are shaped early, influenced by family expectations and initial education ¹⁸ . Adults who have experienced early successes in education are more likely to continue to learn throughout adulthood. This early positive educational experience provides "cumulative advantage" throughout the life course. Schuller and Watson (2009) Learning Through Life: Inquiry into the Future for Lifelong Learning. NIACE	1,3,4

Total budgeted cost: £29945

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.

Our children came back into school in September 2020. National school closure resumed on 4th January 2021 and schools reopened 8th March 2021. Since reopening school has had numerous 'bubble closures' of year groups across the year. Pupils from disadvantaged backgrounds were all offered a place in provision as part of the vulnerable group offer. Neither of the two disadvantaged pupils in Year 6 attended school in this period but elected to work remotely. The gap between disadvantaged pupils and non disadvantaged pupils was closing prior to lockdown. School has 12% disadvantaged children across Y3-Y6.

The children who did not have access to any devices were provided with paper packs as well as stationary and resources to be able to complete the work. The lack of support and ICT access has been a significant issue which has now been resolved with the LA ICT scheme.

Home learning was delivered to a high standard and quality assured by the SLT. Key disadvantaged and vulnerable pupils were targeted for and offered 1:1 educational and small group social wellbeing sessions with TA's or teachers to ensure that they received the highest possible support. This strategy was well received.

Disadvantaged families were called weekly for wellbeing calls and food parcels were delivered weekly to some of our families who could not attend the setting. This had a direct impact on attendance on online face to face teaching as pupils were more likely to attend all sessions when in direct communication with a member of staff.

In some cohorts, the gap widened slightly especially where the % of PP in that class is higher. Each class has varying % of pupil premium pupils making the data look distorted in some year groups. This is addressed by analysis of data and identifying individual target children in each cohort as 'must move pupils'. These target children form the basis of performance management targets.

There is a strong correlation between our disadvantaged pupils and the ones on our SEND register. 14 of the 28 (50%) of our disadvantaged pupils are on our SEND register. A third of the disadvantaged pupils are within SEND Ranges 2-5.

Although Covid has caused disruption this year, children still made good or better progress and gaps in knowledge were addressed upon return to school through effective and robust systems that are well embedded across school such as interventions and high quality teaching.

The data below does not reflect a 'normal' year at East Boldon Juniors, however, it is still broadly in line or above National Data (2019 - 73% ARE).

2021 Whole School Summary (12% PP at time of data analysis with each child equal to 3.6%):

Reading:

	PP	Non PP	Gap
ARE	44%	69%	-25%
HS	21%	7%	-14%

Writing:

	PP	Non PP	Gap
ARE	29%	53%	-24%
HS	4%	12%	-8%

Maths:

	PP	Non PP	Gap
ARE	36%	65%	-29%
HS	7%	14%	-7%

Please see link provided :

[Pupil Premium Plan strategic review 2020-21](#)

Externally provided programmes

Programme	Provider
Reading Plus	Reading Plus LLC
Accelerated Reader	Renaissance
Nessy	Nessy Learning
Times Tables Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group interventions
What was the impact of that spending on service pupil premium eligible pupils?	Pupils reached ARE at the end of 2020/21