

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	Shelton Junior School
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	15102021
Date on which it will be reviewed	September 2022
Statement authorised by	Jon Bacon Hettie Culling
Pupil premium lead	Hettie Culling
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 143535 (estimate)
Recovery premium funding allocation this academic year	£ 14500 (estimate)
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	£ 158035

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Shelton Junior School is to provide all students with the opportunity to achieve their potential, enjoy their education and be ready for Secondary school. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to the rich extra-curricular provision on offer at our school. This ensures we develop well rounded individuals who enjoy and achieve their ambitions. The support academically and through our excellent social, emotional provision as well as the opportunities in extra-curricular ensure our children are well rounded individuals ready for the next stage of education and challenge in KS3.

Common barriers to learning for disadvantaged pupils may include:

- attendance and punctuality issues
- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties

Our Key Pupil Premium Funding Principles:

- We will 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
- We use strong evidence based research to ensure a targeted approach based on the tiered model from the EEF.

Our Ultimate Pupil Premium Objectives:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Shelton Junior School
- for all disadvantaged pupils in school to attend school at or above 96%
- for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn through access to a subsidised breakfast and after school club, uniform provision and subsidised after school clubs
- close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners
- ensuring that vulnerable learners have access to high quality pastoral and SEMH support

We will achieve the objectives through:

The range of provisions available at Shelton Junior School include but are not limited to:

- frequent monitoring and intervention of progress and needs from heads of Faculty and Heads of House
- literacy and numeracy support which includes in class support and small group work
- providing support with transport to school to promote attendance
- running a subsidised breakfast club to ensure vulnerable learners are ready for the day
- tracking and monitoring attendance to provide intervention and support where a need is identified
- frequent contact and support with parents regarding uniform, extra-curricular activities, trips and revision resources
- providing laptops to support with access to homework and remote learning
- providing access to counselling
- allocating high quality teaching assistants to support academic progress and wellbeing

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 of PP pupils is below that on non-PP.
2	PP pupils have less aspirational attitudes than non PP
3	Attainment of PP is not at the same level as non PP
4	PP pupils have less exposure to wider experiences and cultural capital than their non PP peers
5	PP pupils Behaviour and attitudes

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
Progress in Reading	improved % of pupils making better than expected progress
Progress in Writing	Improved % of pupils making better than expected progress
Progress in Mathematics	Improved % of pupils making better than expected progress
Improved attendance	Improve attendance by % on previous year
Attendance at wider curricular events/clubs is in line with non PP peers	Club attendance shows at least 30% access for PP pupils Trip attendance shows 100% of PP pupils are attending

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: £ 123008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PP Teacher</i> 28627 2x TA intervention support 21760x2 Safeguarding and Pastoral Support Lead 42861	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils and small group tuition by a trained teacher has an average impact of four months' additional progress over the course of a year. Additionally it makes class sizes smaller during intervention which supports all pupils to gain more. Teaching assistants can provide a large positive impact on learner outcomes especially when using proven and published intervention Family support from our Pastoral lead has been evidenced through in school case studie to have big impact on parental engagement and attendance. The EEF states Parental engagement has a positive impact on average of 4 months' additional progress	3 3,5 5,1
<i>Staff CPD</i> 8000	Access to high quality teaching is the most important lever schools have to improve outcomes and by continually improving this through CPD we can be confident we are providing our pupils the best QFT.	3

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

Budgeted cost: £ 11772

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Catch Up Maths resourcing</i> £400 <i>Read it Write it</i> £600 <i>5 min box</i> £400	Teaching assistants can provide a large positive impact on learner outcomes especially when using proven and published intervention such as Catch up Maths which has been found to have +3 months impact on pupils learning.	3

<i>Phonics resourcing once published schemes are released (spring)</i> £2570	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	
<i>Library Reading books reading scheme</i> £2000 <i>Library Reading books Curriculum</i> £2702	High quality reading books are essential to implement the improvement of literacy in KS2 – specifically recommendations 1/2/3; support the development of language, support fluent reading capabilities and teach reading comprehension from the EEF research 'Improving Literacy in KS2'	3
<i>Eureka room creation and resourcing</i> £3100	Resourcing of a space for SEL, academic and pastoral work which will benefit all pupil including those whoa re disadvantaged	5

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

Budgeted cost: £ 18054

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Counsellor</i> 3600	In 20/21 following the pandemic we commissioned a counsellor to support pupils SEL and mental health. This service supported our pupils greatly and will continue to be funded through the pupil premium.	5
<i>Drawing and Thinking intervention</i> 700	Drawing and Thinking is a therapeutic intervention. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	5
<i>Breakfast Club Subsidy</i> <i>Cost to school 810</i> <i>(15pp)</i>	Many schools report that Breakfast club provision supports attendance of disadvantaged pupils and the EEF Improving Behaviour in Schools Report research provides evidence in them supporting behaviour. Magic Breakfast club research has also found that children attending a breakfast club can improve their reading, writing and maths scores by 2 months	1 5

<i>AS Club resourcing</i> 1000	Many schools report after school provision supports attendance in school and aspirational attitudes	1
<i>Resourcing happy lunchtimes</i> 2000	Providing fun play opportunities with exciting resources to lower behaviour incidents and support social learning. There is also a positive impact of physical activity on academic attainment evidenced by the EEF	2
<i>Subsidising clubs</i> 250	Ensuring all pupils have the opportunity to enjoy and achieve at clubs diminishes social disparity	4
<i>Subsidising Trips/Residentials</i> 15% of budget figure £1712 + 500	Ensuring all pupils have the opportunity to enjoy and achieve experiences diminishes social disparity	4
<i>Uniform</i> 300	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos, pride and the improvement of behaviour.	5
<i>X amount staff time for collection/drop off of pupils</i> 10 hours £530	Attendance is one of the main barriers to learning experienced by disadvantaged pupils – by ensuring they are in school we can ensure they are learning and accessing support	1
<i>Behaviour support</i> ASHT £7352	As recommended in the EEF Improving Behaviour in Schools Report it states School leaders should ensure the school behaviour policy is clear and consistently applied.	5
<i>Breakfast Playground bagels</i> £3385 staff £1000 equipment/start	Attendance is one of the main barriers to learning experienced by disadvantaged pupils – using playground bagels as an informal, pastoral breakfast club for families to ensure a community feeling each morning and motivate whole families to attend on time.	1

Total budgeted cost: £ 158035

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.

Due to the national school closure on Jan 4th 2021 changes to educational provision caused by the COVID-19 pandemic, the detail in our Pupil Premium strategy was subject to review at short notice. The school's use of the funding was being constantly adapted to meet students' needs as they arose, whilst maintaining, wherever possible, the principles outlined in this policy, and in others related to the Pupil Premium grant (PPG).

During the pandemic the following key steps were taken to ensure that Pupils in receipt of the PPG had their barriers to learning addressed and action taken wherever possible:

- A targeted, consistent offer was implemented to ensure pupils in receipt of PPG were learning through school closure starting with laptops / tech support /school places for identified pupils.
 - 62.5% of pupils currently loaned a laptop are in receipt of PPG
 - 67% of pupils attending for a 121 tech slot in school (30 minutes with TA/Teacher) were in receipt of the PPG.
 - 17.5% pupils in receipt of PPG are attending in school because they are unable to learn remotely due to reasons/circumstances associated with PPG
 - 34.92 % pupil in receipt of PPG attending in school
- A well-structured Remote Learning offer, which took into consideration the latest research, and which includes both live and recorded learning was implemented
 - Families were communicating when they were able to access live and when they were using recorded sessions
 - Communication and engagement was very good
- In addition to academic studies, the school had a clear focus on mental health, wellbeing and the importance of e-safety.
 - Wellbeing focus for no screen Fridays
 - 121 intervention and small group catch up being offered by PPA teacher
 - Currently 52% of pupils in these groups are in receipt of PPG
- A clear strategy for engaging pupils who are not attending online or in school
 - Clear process for ensuring and following up on attendance and engagement. 50% of non-attendees during the period were PPG.

On return to school, identified Pupil Premium students received intensive support and intervention designed to accelerate their progress and a 'kick start' curriculum was

developed by school leaders to support all pupils in 'catching up' on academic progress.

The spend and impact statement for 2020-21 will not be reviewed as the intended outcomes and spend were reviewed at short notice to ensure the general objectives could still be met. This review and quick change in plans was published on our website and approved by governors. School leaders chose to use PP money to ensure learning could continue through the purchase of laptops, deployment of staff to support online learning, small group learning and support for attendance. School leaders also ensure school was well equipped during the return of pupils for blended learning so that pupils isolating and those in school could enjoy blended learning. A new curriculum 'kick start curriculum' was designed by school leaders and implemented with review and assessment.

Data End of Year 20/21

Summer end of Term 2021	Reading		Writing		Maths	
Year 3 Dis vs Non	ARE	Dis +1.47%	ARE	Non-Dis +18.63%	ARE	Non-Dis +11.76%
	ARE+	Dis +0.25%	ARE+	Dis +2.21%	ARE+	Dis +0.25%
Year 3 PP vs Non	ARE	Non-PP +1.17%	ARE	Non-PP +17.22%	ARE	Non-PP +15.72%
	ARE+	PP +0.50%	ARE+	PP +2.42%	ARE+	PP +0.50%
Year 4 Dis vs Non	ARE	Non-Dis +11.46%	ARE	Non-Dis +10.25%	ARE	Non-Dis +22.09%
	ARE+	Non-Dis +1.96%	ARE+	Non-Dis +1.96%	ARE+	Non-Dis +2.70%
Year 4 PP vs Non	ARE	Non-PP +11.46%	ARE	Non-PP +10.25%	ARE	Non-PP +22.09%
	ARE+	Non-PP +1.96%	ARE+	Non-PP +1.96%	ARE+	Non-PP +2.70%
Year 5 Dis vs Non	ARE	Dis +0.17%	ARE	Dis +0.17%	ARE	Dis +2.50%
	ARE+	Dis +1.72%	ARE+	Non-Dis +3.79%	ARE+	Dis +4.05%
Year 5 PP vs Non	ARE	PP +0.17%	ARE	PP +0.17%	ARE	PP +2.50%
	ARE+	PP +1.72%	ARE+	Non-PP +3.79%	ARE+	PP +4.05%
Year 6 Dis vs Non	ARE	Non-Dis +12.11%	ARE	Non-Dis +1.35%	ARE	Dis +1.09%
	ARE+	Non-Dis +1.26%	ARE+	Non-Dis +1.26%	ARE+	Dis +2.78%
Year 6 PP vs Non	ARE	Non-PP +10.00%	ARE	Non-PP +5.00%	ARE	Non-PP +2.50%
	ARE+	Non-PP +2.50%	ARE+	Non-PP +2.50%	ARE+	PP +0.83%