

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	Churchdown Parton Manor Junior School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Darren Preece Headteacher
Pupil premium lead	Jo Smith Deputy Headteacher
Governor / Trustee lead	Sarah Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,175
Recovery premium funding allocation this academic year	£7.975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Churchdown Parton Manor Junior School we aim that all pupils, irrespective of background will become happy, confident learners enabling them to make good progress across the curriculum. Our Pupil Premium Strategy is planned so that we can support disadvantaged pupils as well as those who come from Services families, in achieving this goal.

Our primary approach is to ensure quality first teaching, whether that be through class lessons or small group or individual input. This has been shown to have the greatest impact on pupil progress. The Recovery premium funding will also be used to support this through the National Tutoring Programme.

We identify the needs of each Pupil Premium child and, through Action Plans, My Plans and Pupil Progress meetings, set targets which will support their learning, whether these be targets to help them achieve age-related expectations or targets to extend and challenge.

We also recognise the impact that recent lockdowns have had on the mental health and well-being of our pupils, particularly the disadvantaged. We want our pupils to be able to make up for missed experiences and so we will be ensuring a stimulating curriculum and developing the communication and social skills that are so important for children.

Our Services pupils require mainly social and emotional support during challenging times and the Services Premium is used to help mitigate the negative impact on service children of family mobility or parental deployment.

Challenges

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

Challenge number	Detail of challenge
1	Attendance rates for disadvantaged pupils (91.49%) are lower than non-disadvantaged pupils (94.94%) – (Autumn term 2021 data). This impacts on their academic progress
2	Our internal assessments (and external, where available) show that English and Maths attainment for disadvantaged pupils is below that of non-disadvantaged pupils across all year groups
3	49% of disadvantaged pupils are also SEND

4	Well-being of disadvantaged pupils, especially throughout lockdowns, has suffered, with limited opportunities for social interaction and the wider curriculum
5	Emotional support needed for Services pupils when parents are deployed or when new to the area

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
Improve attendance of Disadvantaged pupils	The attendance of disadvantaged pupils to be in line with non-disadvantaged pupils
Close the gap between disadvantaged and non-disadvantaged pupils in English and Maths	The gap between disadvantaged and non-disadvantaged pupils in English and Maths to be in line the gap nationally
Pupils enjoy their time in school; they are confident and feel supported	Pupil conferencing indicates that PP pupils feel happy and safe at school

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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
New systematic phonics scheme introduced and implemented across the site primarily for PP/SEN children: fund purchase of package, resources, staff training time and staff release time for closing gap interventions	Research shows that when phonics is taught in a structured way, starting with the easiest sounds and progressing through to the most complex, it is the most effective way of teaching young children to read. (DfE)	2,3

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

Budgeted cost: £67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual small group tuition in KS1 with trained TAs to address areas where pupils are not on target particularly in early phonics, reading and maths (largely SEN pupils)	Evidence shows that 1-1 or small group tutoring has a big impact on pupil progress particularly when it is explicitly linked to normal lessons (National Tutoring Programme)	2,3

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working group to improve attendance across the site (Deputy, Attendance officers, Inclusion Support Worker - ISW)	Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education (DfE)	1
On-going support for well-being of pupils: funding for milk, trips/residential trips as necessary, swimming subsidy, after school care as necessary	Research evidence shows that education and health are closely linked. ^{1,2} So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes (PHE)	4
Support for Service children and their families: ISW led nurture group for social/emotional support; parental support as necessary	Deployment and separation may have a significant impact on a pupil's behaviour and on their emotional and social well-being (SCiSS)	5

Total budgeted cost: £34,000

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 2020 to 2021 academic year.

Outcome 1: Engagement levels with learning are improved for PP children - ongoing

Action Plans were written for all PP pupils to ensure their progress was monitored across the curriculum and potential barriers to learning were identified and dealt with. Action plans are now routinely monitored through half-termly Pupil progress and Validation meetings.

Outcome 2: Pupils eligible for PP make good progress in literacy and maths skills across the school – ongoing

Year 3 - (12/12 in RM, 11/12 in W) made at least expected progress (internal data)

Year 4 - (15/15 in RWM) made at least expected progress (internal data)

Year 5 – (12/13 in RW, 11/13 in M) made at least expected progress (internal data)

Year 6 – (22/22 in RWM) made at least expected progress (internal data)

Outcome 3: Ensure that SEND pupils eligible for FSM are identified and make expected progress - ongoing

Year 3 – (7/7 in RWM) SEN/ PP pupils made at least expected progress (internal data)

Year 4 – (5/5 in RWM) SEN/ PP pupils made at least expected progress (internal data)

Year 5 – (7/8 in R, 8/8 in WM) SEN/ PP pupils made at least expected progress (internal data)

Year 6 – (10/10 in RWM) SEN/ PP pupils made at least expected progress (internal data)

Outcome 4: Increased attendance rates for PP children - ongoing

Data from last year was not reliable due to lockdowns and Covid isolations for individuals. This outcome will be carried over to next year.

Outcome 5: Improved engagement with parents and carers - met

The ISW continued work on parental engagement by identifying families requiring support and offering assistance where necessary through parent meetings and support. Plans to increase opportunities for parents to see their child's work and be involved in school life were limited due to Covid restrictions. The ISW has developed a good relationship with families now and so this part of the outcome has been successfully met. Opportunities for parents to be in school and

engage with their child’s learning will be planned for academic year 21-22, Covid restrictions allowing.

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

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?	The ISW used some of her time to liaise with parents about needs and support individuals. Due to Covid ‘bubbles’ other activities were put on hold. Action plans for pupils are now routinely used where there is a need for support and extra small group work was put in place.
What was the impact of that spending on service pupil premium eligible pupils?	Academically the support ensured that services pupils are at the right level. It has been more difficult to support emotional needs except on a 1-1 basis - the group work was not possible due to ‘bubbles’ so the social aspect of the ISW’s work will continue into next year.