

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | Sitwell Junior School |
| Number of pupils in school | 302 |
| Proportion (%) of pupil premium eligible pupils | 16.6% (50 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021-22 2022-23 2023-24 |
| Date this statement was published | 31st December 2023 |
| Date on which it will be reviewed | 31st December 2024 |
| Statement authorised by | Sarah Walker |
| Pupil premium lead | Sarah Walker |
| Governor / Trustee lead | Peter Sheldon |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £72, 750 |
| Recovery premium funding allocation this academic year | £7, 540 |
| 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 | £80, 290 |

Part A: Pupil premium strategy plan

Statement of intent

Objectives

- To narrow the gap in attainment between pupil premium and non-pupil premium children in all subjects, with a particular emphasis on higher attainers.
- To improve the attendance, and reduce the rates of persistent absence, of pupil premium children.
- To ensure pupil premium children have access to a range of extra-curricular activities.

How does our current pupil premium strategy plan work towards achieving these objectives?

At Sitwell Junior School, we aim to meet the above objectives by allocating the pupil premium funding effectively to address the common barriers to learning for disadvantaged children identified in research, with an emphasis on those specific to our cohorts and individual children. These barriers often include: less support at home, weak language and communication skills and attendance and punctuality issues. We will do this through quality first teaching, tracking, and monitoring attendance and punctuality, targeted interventions, developing a love of reading, and promoting a broad and balanced curriculum.

Key Principles of our Strategy Plan

The principles upon which this plan will be delivered are through the following:

- Quality first teaching
- Learning Mentor one to one SEMH support
- HLTA small group interventions
- Small group and one to one focused work on closing gaps in learning led by Teaching Assistants
- Supporting all children to achieve age related expectations or above
- Effective tracking and monitoring of attendance
- Behaviour support
- Subsidised attendance at breakfast club, after school clubs, visits, residentials and music lessons
- Participation in arts and sports festivals

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Higher attaining pupil premium children are underperforming at the end of KS2 compared to non-pupil premium children |
| 2 | A high proportion of the pupil premium children have English as an Additional Language |
| 3 | A high proportion of the pupil premium children are on the SEN register |
| 4 | Pupil premium children have limited life experiences outside of school (cultural capital) |
| 5 | The attendance rate of pupil premium children sits slightly above that of persistent absence (90.7%) for the academic year 2020-21, (92.08% for academic year 2022-23) |

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 the attainment of more able pupil premium children. | <ul style="list-style-type: none"> ● End of KS2 attainment for more able pupil premium children will be in line with more able non-pupil premium children ● More able pupil premium children who are not on track will be identified early and interventions will be put in place to support these children in Y3-5 |
| Improve the oracy skills of EAL pupils. | <ul style="list-style-type: none"> ● Pupils' English language and communication skills will improve ● Parents with EAL will feel supported by the school |
| Provide wider opportunities (such as after school clubs etc.) to pupil premium children through subsidising the cost of attending such activities | <ul style="list-style-type: none"> ● All pupil premium children will be encouraged to attend an after school club ● All pupil premium children will attend residential trips ● Pupil premium children will be encouraged to learn to play a musical instrument ● Pupil premium children will be fairly selected to represent the school at sports, arts and other festivals |
| Improve the attendance rates of pupil premium children | <ul style="list-style-type: none"> ● The attendance rates of pupil premium children will be in line with non-pupil premium children |

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| | <ul style="list-style-type: none"> ● Attendance for pupil premium children will be tracked and monitored closely |
| Reduce the percentage of persistent absence for pupil premium children | <ul style="list-style-type: none"> ● Families whose child's attendance comes close to the persistent absence rate will receive support from Learning Mentors ● Families of pupil premium children whose attendance falls below the persistent absence rate will follow the Local Authority attendance pathway |
| Reduce the number of late marks for pupil premium children | <ul style="list-style-type: none"> ● Pupil premium children will arrive on time and be ready to learn |

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: £ 22, 810

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| English Lead to deliver staff training on Reading Lesson planning in order to ensure that all pupils are being challenged at an appropriate level through the use of the Reading rainbow strands and resources. | <p>EEF Reading Comprehension Strategies:</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills.</p> <p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension (<i>Reading Eggs</i>).</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea,</p> | 1 and 2 |

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| | and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies. | |
| Purchase Reading Rainbow Interactive Icons for Book Talk Lessons | See above | 1 and 2 |
| Purchase and delivery of Number Sense Maths (including training for Maths Subject Leader) | EEF Improving Mathematics in Key Stages 2 and 3: This document's recommendations include many of the features of maths mastery including using manipulatives and representations, developing pupils' independence and motivation, and addressing misconceptions, all of which are key component parts of the Number Sense programme. | 1 and 3 |
| Children to be grouped for Reading lessons by Reading fluency ability, phonics knowledge and prior assessment data. Phonics to be delivered to whole classes, small groups, and individuals. CPD provided by outside provider/English lead. | EEF Phonics: The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading. While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. | 1 and 2 |
| Senior Leadership Team to deliver CPD for all staff on Rosenshine's Principles of Teaching | Rosenshine's Principles of Teaching and EEF Metacognition and Self-regulation: The average impact of metacognition and self-regulation strategies is an | 1 |

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| | <p>additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 42,480

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------|--|-------------------------------|
| Learning Mentor SEMH support | <p>EEF Social and Emotional Learning:</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. | 3 and 5 |
| EAL Learning Mentor support | <p>EEF Oral Language Interventions:</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> | 2 |

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| | The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts. | |
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | <p>EEF Oral Language Interventions: The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p> | 2 |

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

Budgeted cost: £ 15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Contributions towards breakfast club, after school clubs and music tuition | <p>EEF Arts Participation: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three month's progress.</p> <p>Improved outcomes have been identified in English, mathematics, and science. Benefits have been found in primary schools.</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> | 1, 4 and 5 |

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| | <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>EEF Physical Activity:</p> <p>The average impact of engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p>The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> | |
| Contributions towards trips and residentials | <p>EEF Outdoor Adventure Learning:</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence, and motivation.</p> | 4 and 5 |

Total budgeted cost: £80, 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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2021 to 2022 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

As this is a 3-year Pupil Premium Strategy, the information below details progress towards meeting our intended outcomes during the academic year 2022-23.

Intended Outcome 1: Improve the attainment of more able pupil premium children.

During the Key Stage 2 SATS tests 2023, pupil premium children performed better than all non-pupil premium children in writing (+12%), maths (+1%), GPS (+2.7%) and combined (+2.4%). They performed less well in Reading (-2%). Lots of interventions took place to close gaps in knowledge and understanding, as well as whole class strategies to increase vocabulary knowledge. This will remain a priority for the school and the strategies identified to achieve this outcome detailed above will continue during the academic year 2024-25.

Intended Outcome 2: Improve the oracy skills of EAL pupils

During the academic year 2022-23 the school continued to implement the phonics scheme purchased in 2021-22 to those children that required a phonics intervention. This has continued to be delivered as part of the differentiated reading sessions.

Intended Outcome 3: Provide wider opportunities (such as after school clubs etc.) to pupil premium children through subsidising the cost of attending such activities

The school continues to offer a wide range, and quantity, of after school clubs that are well attended by all groups of pupils. For those eligible for pupil premium or FSM one club per week is subsidised by school. In addition, school trips/residentials and music lessons are also subsidised for pupil premium eligible children. This has allowed more

pupil premium children to access the clubs and take part in activities they may not normally get the opportunity to.

Intended Outcome 4: Improve the attendance rates of pupil premium children

The attendance rate for all pupils during 2022-23 was 93.86% and for pupil premium children this was 92.08%. The school works hard to encourage good attendance through its attendance reward scheme and provides support for families through our pastoral team. This work, alongside following the local authority attendance pathway, will continue.

Intended Outcome 5: Reduce the percentage of persistent absence for pupil premium children

The percentage rate of persistent absence for pupils eligible for pupil premium remains greater than all other pupils. As above, the pastoral team works closely with parents to support families where this is an issue. This work will continue.

intended Outcome 6: Reduce the number of late marks for pupil premium children

The number of pupil premium children that arrive late for school in the morning decreased last year and is almost in line with all pupils. The pastoral team works hard to promote the importance of arriving on time so that no learning time is wasted, and any issues of persistent lateness are followed up by learning mentors. This work will continue this academic year.

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 |
|-----------|----------|
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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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

N/A