Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 name	Chellaston Junior School
Number of Pupils in school	508
Proportion of Pupil Premium Eligible Pupils	144 pupils = 28.35% Y3 33 Y4 36 Y5 34 Y6 40
Academic year or years covered by statement	2022-23
Publish date	October 2022
Review date	July 2023
Statement authorised by	Lisa Turner-Rowe – Head teacher Ann Witheford – Chair of Governors
Pupil premium lead	Karen Price
Governor lead	Keir Mather

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193900
Recovery premium funding allocation this academic year (first payment to academies – 10th October 2022)	£145 per PP child £20880
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	**£214780**

Part A: Pupil premium strategy plan

Statement of intent

The targeted and strategic use of pupil premium supports us in achieving our vision of helping everyone to achieve their full potential. We ensure that appropriate provision is made for pupils who belong to disadvantaged or vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making this provision 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.

To ensure that the Leadership, including Governors, make effective plans and decisions to promote good progress for vulnerable pupils using Pupil Premium funding.

To ensure that vulnerable pupils are supported with their learning and make rapid progress.

Pupil Premium is effectively used to support the enrichment opportunities for vulnerable pupils including behaviour, personal development & financial barriers.

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement in pupil's schoolwork and activities is lower than that of non pp children
2	Attainment of PP and vulnerable children remains below that of non-PP children and these gaps have widened during the COVID-19 pandemic
3	Self-esteem is a barrier for many PP and vulnerable children and impacts on their attainment
4	Aspirations are lower and experience of wider worlds and cultural events is limited for many of our PP and vulnerable children
5	Attendance and behaviour impacts some PP and vulnerable children's attainment

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
Engage parents to work alongside school and each other to raise aspirations and experiences of pupils	Parents attend parents' evenings, engage with homework and read with their children regularly. Children are proud to share their work and achievements with their parents
Raise attainment at KS2 so all PP children with no SEN reach at least EXS	Achieve national average progress scores in reading, writing and maths 90% of PP children with no SEN reach EXS at the end of KS2 by 2025

Raise self-esteem and aspirations of pupils through setting challenging and interesting work and engaging in wider experiences and activities	Pupils demonstrate raised self-esteem and a sense of value within the school Pupils can talk confidently about their aspirations
Support all children's access to the wider world and cultural activities/experiences	Children can articulate their aspirations and talk about visits and experiences which have inspired and educated them
Improve attendance and behaviour of PP and vulnerable children	Reduce gap between NPP and PP attendance by 2% Support and intervention is prompt and timely and children at risk of poor behaviour are supported so that data shows behaviour is consistently good

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: £13600 + £3300+ £800 + £1500 + £41419 + PD training + £6000 + £2000 = £68619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release all teachers for planning high quality curriculum 0.5 days x 1/2 term	EEF – School Improvement *The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.* *It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning.* *Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching.* We believe that giving teachers the time to plan in year group teams maximises their ability to plan and deliver high-quality teaching which is the most effective way to improve outcomes for all pupils.	2, 4
Purchase of standardised diagnostic assessments. (NFER & CAT4) Training for staff to ensure assessments are interpreted and administered correctly.	EEF – Assessing and monitoring pupil progress Standardised tests will provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. CAT4 provides valuable baselining data with national benchmarks. It also gives reliable indicators for national tests and examinations, including Key Stage 2 indicators.	2, 3

Ensure all staff have received high quality behaviour training to develop a consistent approach across school with all staff Paul Dix Training materials	EEF (+4) Whole Staff Training *According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.* *The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage though universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.* Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Ensuring there is a consistent approach to managing behaviour across school will support all children and allow for less disruption to lessons. This will require regular training for all staff to maintain the consistent approach.	3, 5
Ensure all staff receive high quality training in development of reading, writing and math. TA support for pupils within class to support access to the curriculum and small group interventions outside class – LS, TS(supply), 3 days new TA	EEF (+4) TA Training *Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.* EEF (+6) *Our disadvantaged pupils are more likely to be behind in developing their language and speech skills. Evidence also suggests that oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active and meaningful use of any new vocabulary.* - *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.* - *Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.*	1, 2, 3
Purchase of a maths scheme with training for all staff. Release time for staff to visit schools to see maths lessons being taught to support CPD.	*The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:* *Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)* *The EEF guidance is based on a range of the best available evidence:* *KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)* After thorough analysis by our maths lead (supported by the Maths Hub mentor) we have decided to buy into the Power Maths scheme. Having a scheme that will thoroughly support the planning of maths lessons will ensure all our pupils have access to quality first teaching	2, 3, 4

	every day and as a result increase engagement and progress for our PP children.	

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

Budgeted cost: £13600 + £24000 + £4200 + £1600 + £20043 + £1000 + £1000 = £65443

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ sports coach (5 afternoons) to release teachers to run small groups in maths /reading /writing intervention sessions for PP children and those identified at risk of not making at least expected progress	EEF (+3) *As the size of a teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.* We have analysed the needs of our PP cohort and have identified that intensive intervention programmes delivered by teachers in all year groups will allow for rapid progress. Writing focused conferences 1:3 with class teachers will allow for targeted intervention to improve writing skills.	1, 2, 3
Focused writing Interventions with qualified teacher. Focusing on children who need to improve writing to enable them to achieve a combined score.	EEF (+4) *Small group tuition is defined as one teacher working with 2-5 pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teacher challenging topics or skills.* *Having looked at our cohorts we have identified that many children are achieving EXS or GDS in both maths and reading but they are not working at the same level in their writing. Having regular small group interventions with an experienced teacher will promote a love of writing and allow the children to focus on the editing of their writing.*	1, 2, 3, 5
National Tutoring Programme with qualified teacher	EEF (+4) *Small group tuition is defined as one teacher working with 2-5 pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teacher challenging topics or skills.* Having analysed our cohorts we have identified that reading and writing gaps could be effectively addressed through intensive tuition. 1:4 NTP tutoring session focused on reading using the FFT Lightening Squad.	1, 2, 3, 5
FFT intervention programme tutoring with the Lightening Squad Scale 3 TA to lead sessions	EEF (+6) *Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring*	1, 2, 3

Lexia programme	*meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.* *Strategies are often taught to a class and then practiced in pairs or small groups* Lightening Squad programme to be used with groups of 4 children as part of the tutoring programme delivered by Scale 3 Teaching Assistant. Lexia is used daily to support targeted pupils with reading. This is completed within school and supported with sessions at home.	
Run parent workshops to support reading/maths and develop understanding of how to use online programmes Lexia/Freckle/TTRS etc. Develop consistent use of Class Dojo to share achievements with families. Hold open classrooms to encourage parents into school to see what their children are learning.	EEF (+3) *We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:* - approaches and programmes which aim to develop parental skills such as literacy, numeracy, IT; - general approaches which encourage parents to support their children with, for example, reading or homework; - the involvement of parents in their children's learning activities;	1, 2, 4, 5

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

Budgeted cost: £2500 + £30724 +£700 + £8900 + £10000 + £1000 + £1200 + £5800 + £2000 + £17894 (contingency fund)= £80718

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide breakfast club to identified children who are persistent absentees Monitor attendance - contact with PP families by K Clarke and follow up with learning mentor J.Deane-Robson and EWO	EEF (+3) *We define parental engagement as the involvement of parents in supporting their children's academic learning. This includes:* - *supporting regular attendance* - encouraging positive relationships and communication between home and school - *intensive programmes for families in crisis*	1, 5
Improve access to cultural activities, the wider world and after-school activities to raise aspirations and self-esteem	EEF (+4) *Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.*	1, 3, 4

Increase after school clubs on offer to PP children Subsidised fees for all visits and workshops to allow PP children to engage in all activities	*Arts based approaches have shown wider benefits – in particular more positive attitudes to learning and increased well-being.* *There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.* The effects of this approach are higher in writing which is an area that our PP children are significantly underachieving	
Run ELSA and Lego Therapy sessions for identified pupils Action for Children workshops for parents to support pupil wellbeing and mental health Zones of regulation sessions School Counsellor	EEF (+4) *Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions may focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.* *We have identified a significant area of difficulty for many of our PP pupils is regulation of emotions and the building of positive friendships.*	3, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £214,780

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.

<table>
<tr><th>Aim</th><th colspan="2">Outcome</th></tr>
<tr><td rowspan="2">Improved attainment in Reading</td><td>
Reading progress:
Year 3 (21/22)
<table><tr><th>Pupil Premium</th><th>Regression</th><th>Expected</th><th>Accelerated</th></tr><tr><td>Y — (33)</td><td>6.06%</td><td>66.67%</td><td>27.27%</td></tr><tr><td>N — (88)</td><td>6.82%</td><td>79.55%</td><td>13.64%</td></tr></table>
Year 4 (21/22)
<table><tr><th>Pupil Premium</th><th>Regression</th><th>Expected</th><th>Accelerated</th></tr><tr><td>N — (92)</td><td>9.78%</td><td>69.57%</td><td>20.65%</td></tr><tr><td>Y — (32)</td><td>9.38%</td><td>78.13%</td><td>12.5%</td></tr></table>
Year 5 (21/22)
<table><tr><th>Pupil Premium</th><th>Regression</th><th>Expected</th><th>Accelerated</th></tr><tr><td>N — (84)</td><td>10.71%</td><td>69.05%</td><td>20.24%</td></tr><tr><td>Y — (39)</td><td>15.38%</td><td>69.23%</td><td>15.38%</td></tr></table>
Year 6 (21/22)
<table><tr><th>Pupil Premium</th><th>Regression</th><th>Expected</th><th>Accelerated</th></tr><tr><td>N — (89)</td><td>13.48%</td><td>79.78%</td><td>6.74%</td></tr><tr><td>Y — (33)</td><td>18.18%</td><td>81.82%</td><td>0</td></tr></table>
</td><td>
Reading attainment
Year 3 (21/22)
<table><tr><th>Pupil Premium</th><th>BLW</th><th>WTS</th><th>EXS</th><th>GDS</th></tr><tr><td>Y — (36)</td><td>16.67%</td><td>22.22%</td><td>55.56%</td><td>5.56%</td></tr><tr><td>N — (91)</td><td>4.4%</td><td>17.58%</td><td>53.85%</td><td>24.18%</td></tr></table>
Year 4 (21/22)
<table><tr><th>Pupil Premium</th><th>BLW</th><th>WTS</th><th>EXS</th><th>GDS</th></tr><tr><td>N — (94)</td><td>2.13%</td><td>20.21%</td><td>53.19%</td><td>24.47%</td></tr><tr><td>Y — (34)</td><td>8.82%</td><td>29.41%</td><td>47.06%</td><td>14.71%</td></tr></table>
Year 5 (21/22)
<table><tr><th>Pupil Premium</th><th>BLW</th><th>WTS</th><th>EXS</th><th>GDS</th></tr><tr><td>N — (87)</td><td>1.15%</td><td>17.24%</td><td>43.68%</td><td>37.93%</td></tr><tr><td>Y — (40)</td><td>5%</td><td>35%</td><td>47.5%</td><td>12.5%</td></tr></table>
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</td></tr>
<tr><td rowspan="2">Improved attainment in Writing</td><td colspan="2">Phonics screening wasn't completed at the start or end of the year.</td></tr>
<tr><td>
Writing progress:
Year 3 (21/22)
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Year 5 (21/22)
<table><tr><th>Pupil Premium</th><th>Regression</th><th>Expected</th><th>Accelerated</th></tr><tr><td>N — (86)</td><td>17.44%</td><td>61.63%</td><td>20.93%</td></tr><tr><td>Y — (40)</td><td>17.5%</td><td>72.5%</td><td>10%</td></tr></table>
Year 6 (21/22)
<table><tr><th>Pupil Premium</th><th>Regression</th><th>Expected</th><th>Accelerated</th></tr><tr><td>N — (89)</td><td>17.98%</td><td>68.54%</td><td>13.48%</td></tr><tr><td>Y — (33)</td><td>39.39%</td><td>54.55%</td><td>6.06%</td></tr></table>
</td><td>
Writing attainment:
Year 3 (21/22)
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Year 5 (21/22)
<table><tr><th>Pupil Premium</th><th>BLW</th><th>WTS</th><th>EXS</th><th>GDS</th></tr><tr><td>N — (87)</td><td>5.75%</td><td>28.74%</td><td>58.62%</td><td>6.9%</td></tr><tr><td>Y — (40)</td><td>10%</td><td>52.5%</td><td>37.5%</td><td>0</td></tr></table>
Year 6 (21/22)
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<tr><td>Improved attainment in Maths</td><td>
Maths progress:
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Maths attainment:
Year 3 (21/22)
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<tr><th>Aim</th><th>Outcome</th></tr>
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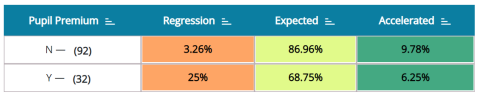
Year 4 (21/22)

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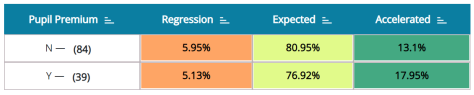
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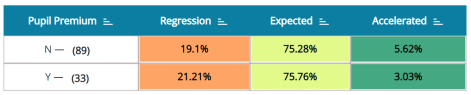
Year 6 (21/22)

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<tr><td>Y — (33)</td><td>21.21%</td><td>75.76%</td><td>3.03%</td></tr>
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Year 4 (21/22)

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<tr><td>Y — (40)</td><td>7.5%</td><td>32.5%</td><td>40%</td><td>20%</td></tr>
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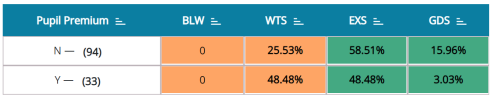
Year 6 (21/22)

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</table>
MTC
<table>
<tr><td></td><td>PP</td><td>NPP</td></tr>
<tr><td>Below 15</td><td>29.4%</td><td>16%</td></tr>
<tr><td>15-19</td><td>44%</td><td>16%</td></tr>
<tr><td>20-24</td><td>23.5%</td><td>38.3%</td></tr>
<tr><td>25 (full marks)</td><td>14.7%</td><td>29.8%</td></tr>
</table>
</td></tr>
<tr><td>Improved attendance of PP pupils</td><td>PP attendance across the year was 90.51%. This was lower than the target. Two PP pupils had a significant impact on this percentage (52.9% and 56.25%) and EWO is working alongside school to improve this.</td></tr>
<tr><td>To reduce the school's 'disadvantaged score for PP pupils</td><td>The disadvantage score has increased for the majority of pupils. This was heavily impacted by attendance due to Covid and a change in the disadvantage calculator between Summer 2021 and Summer 2022.</td></tr>
</table>

Externally provided programmes

The DfE have asked that we include the names of any non-DfE programmes that we purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Doodle Maths	Doodle learning
Doodle English	Doodle learning
Accelerated Reader	Renaissance
Lexia	Lexia UK