

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	Shirley Junior School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 to 2022/23
Date this statement was published	22/11/21
Date on which it will be reviewed	10/07/22
Statement authorised by	A Hixon, Headteacher
Pupil premium lead	J Tearle, Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,080
Recovery premium funding allocation this academic year	£10,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£105,375

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We have high ambitions for our disadvantaged pupils and believe that a lack of experiences prior to starting school should not impact on the progress they are able to make while they are with us. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a 3-year long-term strategy. This enables us to think strategically, implementing a blend of short, medium and long-term interventions that will have sustained long-term impact, and to align pupil premium use with wider school improvements and with improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. We want our disadvantaged pupils to develop self belief and high aspirations, therefore providing them with a good cultural capital in terms of knowledge and experiences is a priority for us.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will not make assumptions; instead our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point when need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

	Detail of challenge
1	<p>Observations of pupils have shown that disadvantaged pupils have more difficulty than their peers in identifying their feelings and self-regulating. This means that they get into behavioural conflicts more often, and spend a disproportionate amount of time heightened and unable to engage with learning in the classroom.</p> <p>Discussions with these pupils have shown that the way the adults in the school approach these situations and try to resolve them has a big impact on how liked and accepted they feel in the classroom and how ready they are to learn</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped reading fluency and comprehension among many disadvantaged pupils.</p> <p>For the last 3 cohorts, between 9 - 41% of our disadvantaged pupils arrive in Y3 below age-related expectations in reading compared to 10 - 23% of other pupils. While we consistently close this gap by the end of Y6 for non-disadvantaged pupils, the picture is not so clear-cut for our disadvantaged pupils, for whom the gap decreased for the cohort 3 years ago, remained consistent for the next cohort, then increased for last year's cohort.</p> <p>For the last 3 cohorts, between 1 and 58% of our disadvantaged pupils arrive in Y3 having not passed the Phonics check compared to 4-23% of other pupils. This data is improving year on year and this year a smaller percentage of disadvantaged pupils failed the test than non-disadvantaged pupils)</p> <p>This data has been further affected by the fact that our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>For the last 3 cohorts, between 18 - 30% of our disadvantaged pupils arrive below age-related expectations compared to 6 - 16% of other pupils. At the moment, this gap slightly increases by 2-4 children in both groups by the end of Y6, however calculated as a percentage this results in an average increase of 5% for the non-disadvantaged pupils in each cohort but an average increase of 17% for the disadvantaged pupils.</p> <p>Discussion and observations of pupils have shown that girls and disadvantaged pupils in particular struggle to visualize and sequence their way through maths problems</p> <p>This has been further affected by the fact that our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies</p>
4	<p>Observations and discussions with pupils and families have shown that disadvantaged children do not engage in as many enriching cultural experiences as their peers in the time before joining us in Year 3.</p> <p>This means that they often do not have the same base of cultural knowledge and experience to draw upon when approaching our project learning, which is particularly evident in writing outcomes. It also means they have a lower stimulus for learning and an impaired ability to make links in their learning.</p>

5	<p>Observations and parents evening attendance data over the years have shown us that the families of disadvantaged children face more barriers to engaging with school than the families of their peers.</p> <p>Discussions with parents of disadvantaged children have shown that these parents often had a negative experience of school themselves and can find it intimidating to come into school. Since parents evenings have become virtual, disadvantaged families may face additional barriers to attending these, such as a less settled home life (not conducive to an online meeting) and lack of technology.</p> <p>This means that there can be less importance given to learning and less support at home for home learning and these things can affect the child's motivation and aspirations</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.5 – 2.5% lower than for non-disadvantaged pupils.</p> <p>14-15% of disadvantaged pupils have been 'persistently absent' compared to 4-8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
1. Develop children's ability to identify their feelings and self-regulate.	<ul style="list-style-type: none"> All children are able to engage with learning because challenging feelings are identified and regulated using Zones of Regulation Adults respond to unhelpful behaviour in a way that builds attachment so children feel accepted and remain able to focus Children are empowered to take account of others and proactively solve problems through collaborative conversations, where they contribute to finding a solution.
2. Improve and sustain the reading fluency, comprehension and enjoyment of disadvantaged children	KS2 reading outcomes in 2022/23 show that more than 72% of disadvantaged pupils met the expected standard (increased from 44% at KS1)
3. Improve maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022/23 show that more than 78% of disadvantaged pupils met the expected standard (increased from 56% at KS1)
4. Improve children's cultural capital	<p>KS2 writing outcomes in 2022/23 show that more than 56% of disadvantaged pupils met the expected standard (increased from 33% at KS1).</p> <p>Records show that at least 80% of disadvantaged children attend residential experiences</p>
5. Improve the engagement of disadvantaged families with school	<p>Sustained high levels of engagement from disadvantaged families in 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations Significantly improved attendance at parent evenings Qualitative data from teacher and parents about the impact of Structured Conversations
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1.3%. the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £52,500

Activity	Evidence that supports this approach	Challenge addressed
Train teachers in the importance of vocabulary	EEF research report on improving Literacy teaching in KS2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2
Train teachers in the importance of AFL so that they know when to move children on, and feedback so that children are supported and challenged at the right level	Research from the EEF along with books published by Dylan William and others have highlighted the importance of timely, effective AFL and feedback. EEF evidence on feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Use of a concrete-pictorial-abstract approach has been found to aid the embedding of maths strategies into long-term memory, and reduce cognitive load	3
Train TAs to understand scaffolding in order to build children's independence, and to maximise the impact of their time in the classroom	Used properly, TAs can have a positive impact – we will follow the EEF guidance around best use of TAs	3
Train teachers and TAs in the use of metacognitive strategies to help children to be aware of and monitor their thoughts and actions when learning	Metacognition is ranked consistently high impact/low cost in the EEF Teacher Toolkit	4

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

Budgeted cost: £26,250

Activity	Evidence that supports this approach	Challenge addressed
<p>Engaging with the National Tutoring Programme to provide maths tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Purchase interventions and train TAs to deliver:</p> <ul style="list-style-type: none"> - First Class at Number (for children working 2 yrs behind ARE) - Shine from Rising Stars (for children with gaps in ARE at their current year group) - Third Space Learning Maths tuition 	<p>First class at number is a 'light touch' mathematics intervention, which was created by Edge Hill University. It is recommended by CUREE.</p> <p>Shine has been shown to be effective: https://www.risingstars-uk.com/case-studies/intervention-impact-studies/shine</p> <p>Third Space Maths is provided through the NTP as one of their recommended interventions.</p>	3
<p>Purchase Reading Planets for all children to have a levelled reading book</p> <p>Purchase Reading Plus to boost children's reading speed and comprehension</p>	<p>Reading Planet was created at Coventry University using the latest evidence-based research to embed new techniques and pedagogies in the books and teaching materials. https://www.risingstars-uk.com/subjects/reading-and-ebooks/rising-stars-reading-planet/about-reading-planet/coventry-university</p> <p>Reading Plus is proven to improve learning outcomes based on years of research studies. Reading Plus meets the levels of evidence needed under ESSA. https://www.readingplus.com/efficacies/</p>	2
<p>Ensure all disadvantaged children have their places on residential trips funded, and are motivated to attend the trips.</p> <p>Ensure all disadvantaged children are offered music lessons and an after-school club</p> <p>Seek out enrichment opportunities for disadvantaged children that link to the projects they are learning, in order to boost their project-specific knowledge</p>	<p>Anecdotal evidence shows us that attending residential experiences with their peers has a huge impact on EPP pupils in terms of their self confidence and engagement with their peers.</p> <p>Participation in extra-curricular music lessons and clubs has been shown to raise curriculum attainment</p> <p>Our internal monitoring and data shows us that EPP pupils who have been given enriching topic-related pre-learning opportunities have higher-quality written outcomes and retain the information better.</p>	4

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

Budgeted cost: £26,250

Activity	Evidence that supports this approach	Challenge addressed
Further train teachers in the use of Collaborative Problem Solving to approach issues	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Both targeted behavioural interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Paul Dix has identified lots of research around the impact of kindness and a collaborative, non-shaming approach</p>	1
Embed the use of Zones of Regulation in all classes		
Hold half termly Book Club style meetings based on 'When the Adults Change, Everything Changes' by Paul Dix		
Introduce 'Round Table Conversations' in year 3 to replace parents evening for targeted disadvantaged families, and train teachers in how to carry these out	<p>There is lots of research correlating better p-parental engagement with better progress and attainment – e.g. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Although the EEF finding was that Structured Conversations did not have the impact it was initially thought they would, there is lots of evidence that seeking parents' views make a difference – https://journals.sagepub.com/doi/abs/10.3102/0013189x033004003</p>	5
Seek views about the barriers to their engagement from disadvantaged families, and act on these in order to reduce these barriers		
Attendance Officer to monitor attendance, and hold meetings with families of children whose attendance falls below 90%	The DfE guidance (Improving School Attendance) has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
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: £105,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

In maths, internal data shows us that a really close focus on the needs of PP children during home learning, coupled with interventions carefully matched to children's needs, meant that the attainment gap did not widen during lockdown or the period of home learning. In years 3, 4 and 5, progress of disadvantaged children was the same as, or greater than that of their peers, however in Year 6 the disadvantaged progress was substantially lower than the progress of their peers.

In reading, the main focus was on adapting teaching to address gaps identified from the first lockdown as well as gaps caused by the second lockdown. In different year groups, these were different, ranging from fluency and phonics in lower school, to comprehension in upper school. The Reading Plus intervention supported disadvantaged pupils to make progress, along with HLTA-led interventions to boost fluency in lower school. Internal data shows that the attainment gap increased in Y3 and was largely maintained in the other year groups. At the end of the year, progress for disadvantaged was in line with their peers in Y4 and Y6, but significantly lower in years 3 and 5.

In writing, the most obvious effect of the lockdowns was on children's writing stamina and their handwriting, so the stamina was built back up incrementally and individual handwriting targets were set with handwriting modelled explicitly by teachers. This meant that in Y3, the attainment gap, having widened as a result of lockdown, was decreased again. A similar picture was seen in Y4, along with a negative impact on attitudes to learning meaning that the progress of disadvantaged children was 18% lower than that of their non-disadvantaged peers. In the other three year groups, disadvantaged progress was greater than progress on non-disadvantaged.

Some of the outcomes from the first year of our 3 year strategy were realised, such as introducing an attachment-friendly behaviour approach, using small-step action plans, using more streamlined, evidence-based interventions, and a more robust approach to addressing low or dropping attendance. The Covid-19-related lockdowns meant it was not possible to take some of the steps we had planned for some actions, although research and groundwork was done.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from all of our pupil-premium-funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated somewhat by our commitment to providing a high-quality, well-differentiated, remote learning curriculum during periods of partial closure, which meant that children could continue their project learning to a high quality whether at home or in school. We are proud of the efforts we went to in order to secure engagement from our disadvantaged children, nearly all of whom were accessing remote learning towards the end of the lockdown.

We were relentless in ensuring that our vulnerable pupils were in school during the lockdowns and this approach meant that almost every one of our vulnerable children attended school during the Spring 2021 lockdown. The impact of this was that consistency was maintained for them and they were able to have more individualised teacher attention during this time.

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 96.7%, it was higher than the national average of 89.3%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1.4% higher than their peers and persistent absence 11% higher. This PA gap is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related disruptions and anxieties. We have seen that the impact of these was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, as well as technology where needed, and targeted interventions where required. We are further building on that approach in the next few years with the activities detailed in this plan.

Following reopening, we targeted a lot of resources on catching up those children, disadvantaged and others, who had slipped behind as a result of the lockdowns. We used research-driven interventions as well as using analysis of children's work and tests to reveal their gaps and plan for these to be addressed through quality first teaching. This meant that in reading, only 2% fewer disadvantaged children achieved age-related expectations compared to their peers, and the gap for writing was only 7%. There was a more significant gap in maths which, as a result, forms the basis of this year's school improvement plan.

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
Reading Planet	Rising Stars
Reading Plus	Dreambox Learning
Shine	Rising Stars
First Class At Number	Edgehill University

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Focussing across the year on our new Personal Skills, with whole school events and activities linked to these each half term
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected, from the Anna Freud centre, will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also researched schools who had previously received awards for the progress of their disadvantaged children, to find out the strategies they used and see which ones we could adopt.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.