

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	Caister Junior School
Number of pupils in school	335 with 120 pp
Proportion (%) of pupil premium eligible pupils	35.82%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	
Pupil premium lead	Gemma Watling
Governor / Trustee lead	Tina Godbolt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,552
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£80,455
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	£243,007

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence and resilience, lack of ambition, less opportunities/experiences and enrichment available to them, more frequent behaviour difficulties and attendance issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We never want finance and affordability to affect the education of our children. All children eligible for Pupil Premium provision will be assessed regarding need. We will ensure that all children have access to full school uniform, all school trips, residentials and activities and free school meals for the duration of their education with us. We want every child to achieve their full potential and therefore regular attendance at school is expected. Regular attendance at school will ensure that everyone is able to access learning and all the other opportunities that arise during their time in school. Establishing routines now will become an essential life- long skill.

Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns and this is still evident. The current economic impact has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.

Our ultimate objectives are:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.*
- For all disadvantaged pupils in school to make or exceed nationally or expected progress rates.*
- To support our children’s health (including mental health) and well-being to enable them to access learning at an appropriate level.*
- To provide a range of experiences/opportunities and enrichment that the children may otherwise not receive out of school.*

-Raise aspirations and self-worth for all pupils

We will aim to do this through

-Ensuring that teaching and learning opportunities meet the needs of all pupils

-Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed.

-When making provisions 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 recognised 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 mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Achieving these objectives:

The range of provision the governors consider making for this group include and not be inclusive of:

-Quality First Teaching - Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

-To allocate trained Teaching Assistants for lower and upper KS2 children – providing small group work focussed on overcoming gaps in learning.

-1-1 support

-Additional teaching and learning opportunities provided through external agencies and continuous CPD.

-All our work through pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

-Additional learning support.

-Support payment for activities, educational visits and residential. Ensuring children have first hand experiences to use in their learning in the classroom and raise aspirations.

-Offering planned opportunities to develop resilience in a safe environment.

-Provide a wide range of free after school clubs to enrich pupil experiences, achievement and belonging

-Behaviour support

-Social and emotional support/ELSA/TIS – Pastoral team

-Acorns provision- to provide a focussed environment for children to develop self-regulation strategies

-Nurture provision – to provide focussed environment for children to develop self confidence and self-esteem.

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 concerns
2	Frequent behaviour difficulties with a core group of children
3	Lack of resilience, self-esteem and confidence
4	Mental health and attachment issues
5	Family challenges and resulting lack of enrichment experiences
6	Lack of ambition
7	Narrowing the attainment gap in English and Maths
8	High ability pupils eligible for Pupil Premium making less progress than other high ability pupils across KS2

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
Improved attendance and punctuality	Ensure attendance of disadvantaged pupils is above 90%. Reduce the number of persistent absences among pupils eligible for pupil premium.
Behavioural difficulties are acknowledged and supported to enable pupils to access learning and make progress	Fewer negative behaviour incidents recorded for these pupils on CPOMs and pupils are accessing learning and making progress.
Improved resilience, self esteem and confidence resulting in better achievement	Identify children via internal referral process, putting in place relevant intervention and support to enable them to fully access the curriculum and feel happy and safe in school. Children to have a positive, can-do attitude to difficulties they may face.
Pupils to recognise and have good mental health and well being	Identify children and families via internal referral process, putting in place relevant intervention and support to enable them to fully access the curriculum and feel happy and safe in school. Parents feel confident to approach school for support.
Improved family challenges	Minimise effect from families needing pastoral or CP support. Children make good or better progress in their learning as a result of forming vital relationships with key staff. Pastoral support for families to continue to develop positive working relationships with parent/carers.
Access to positive enrichment opportunities resulting in higher aspirations and ambition	Enriched curriculum offering opportunities such as trips, visitors and clubs available to all pupil premium children. Speakers invited in that children can relate and aspire to.
Improved progress in reading, writing and maths.	Achieve at least national average progress score in KS2.
Higher rates of progress across KS2 for higher attaining pupils eligible for pupil premium.	Pupils eligible for pupil premium identified as high ability make as much progress as 'other pupils' identified as higher ability across KS2 maths, reading and writing

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: £16,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued redevelopment of the school curriculum and CPD for teachers to improve Quality First Teaching in classrooms</p> <ul style="list-style-type: none"> • Curriculum development days • Support from subject leaders and trust subject leads • Attending high quality training such as the visible learning training 	<p>The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</p> <p>Where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They:</p> <ul style="list-style-type: none"> • carefully ringfenced the funding so that they always spent it on the target group of pupils • thoroughly analysed which pupils were underachieving, particularly in English and mathematics, and why • understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good • used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked • ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils • Ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so 	<p>1</p> <p>£6,690</p>

	that they could take responsibility for accelerating their progress	
<p>Maths leader supported with high quality CPD to enable them to lead maths and improve maths progress and attainment at KS2. Leader to mentor and coach staff in maths.</p> <p>To provide training on the end of KS2 expectation for all staff to ensure understanding of end points (GAPS/Arithmetic/Higher ability attainers)</p> <p><i>To provide CPD for teaching staff to stretch high attaining pupils that may be underachieving.</i></p>	<p>It is anticipated that having one member of staff responsible for leading mathematics will facilitate better CPD for staff in turn resulting in a higher standard of planning and delivery of maths curriculum. White Rose planning to be implemented across key stage to facilitate consistency.</p> <p>The EEF suggests that teaching is a top priority so a tiered approach via mentoring and coaching will enable us to identify staff who require additional CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members so we have employed the new member of staff who will take on and develop this role within the subject leadership structure.</p>	<p>7 and 8</p> <p>3,6,7 and 8</p> <p>8</p>
<p><i>Small group teaching</i></p>	<p>Targeted teaching for a small groups of upper school pupils to increase adult to child ratio and improve outcomes.</p> <p>EEF suggests that as the size of the group/classes reduces it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase, improving outcomes for pupils. We have analysed the needs of our Year 6 cohort and have identified a small group of up to ten pupils. This also reduces the other class sizes in the year group which will allow teacher to increase the amount of attention each child will receive.</p>	<p>3, 7 and 8</p> <p>£9,416</p>

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

Budgeted cost: £42,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase capacity of adults in every year group to provide a more favourable staff to pupil ratio, resulting in positive progress gains	EEF Reducing class size report	3, 6, 7 and 8
To upskill support staff with appropriate approaches and pedagogy to teaching interventions	EEF Making Best Use of Teaching Assistants guidance report	3, 6, 7 and 8
To identify pupils who may require more targeted support on a daily basis	EEF Making Best Use of Teaching Assistants guidance report EEF Reducing class size report	3, 6, 7 and 8
Catch up enhanced Teaching Assistants	EEF suggests small group tuition is defined as one teacher or professional educator 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 have a more general strategy to ensure effective progress or to teach challenging topics or skills. Having analysed our cohorts we have identified that our Year 4 and 5 cohorts need support to address gaps in maths and reading. We have also identified that Year 3/4 cohorts as needing intervention for reading using Read, Write, Inc/Freshstart and complete on a daily basis as intensive intervention.	3, 6, 7 and 8 £9,416
Enhance the provisions and number of spaces available for Nurture	EEF Improving Social and Emotional Learning in Primary Schools guidance report.	2,3,4, 5 and 6 £33,532

by trained Nurture coordinators (Hive and Acorns).	<p>EEF suggests specialist support and provision for children with additional social and emotional difficulties improves outcomes.</p> <p>‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £183,953

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team to work with vulnerable families and improve parental engagement through developing relationships.	<p>EEF</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning.</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes.</p>	1,2,3,4,5 and 6
EHAP support to meet with families to identify relevant next steps for PP children and family members and to contribute to PP FSP processes and safeguarding meetings	<p>EEF Improving Social and Emotional Learning in Primary Schools guidance report</p>	1,2,3,4,5 and 6 £33,532
Trauma Informed Practitioners and ELSA trained practitioners to support children who are having difficulty	<p>EEF Improving Social and Emotional Learning in Primary Schools guidance report</p>	1,2,3,4,5 and 6 £46,715

accessing learning through behavioural issues using the TIS and ELSA approach to support their management of their own behaviour.		
<i>Payment support for trips and enrichment activities</i>	EEF Outdoor Adventure Learning evidence summary	5
Identify pupils who are falling behind national average in attendance. To provide tailored support for families with low attendance, working with the LA's Attendance team and key members of staff A review of attendance policy and practice to account for latest updates (e.g. MOD guidance) and changes in guidance	Improving school attendance: support for schools and local authorities guidance. Daily contact from dedicated member of staff from first day of absence. Regular meetings between school dedicated staff and those children/families falling below 96% consistently. We believe we can't improve attainment for pupils if they are not in school and therefore feel that addressing attendance in a timely manner is a key step in improving it.	1 £12,147
<i>Federation transport through the purchase of a mini bus to enable small groups to go on trips more frequently. Federation transport mini bus to collect children who find it difficult to get to school or have particularly poor attendance.</i>	EEF Outdoor Adventure Learning evidence summary	1 and 5 £6,500
To ensure the curriculum is balanced and carefully sequenced, and allows opportunities for cultural development To allow all disadvantaged children the opportunity to go on residential from Y3 to Y6.	EEF Outdoor Adventure Learning evidence summary	5 and 6 £7,221 3, 5 and 6

<p>To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from our curriculum</p> <p>To provide greater enrichment opportunities for disadvantaged pupils. For example, visits to museums, art galleries, theatres etc.</p> <p>To have themed curriculum days/weeks to deepen children's understanding of specific topic areas</p>	<p>Additional activities such as dance and football and additional swimming are provided for disadvantaged children to further their experiences.</p>	<p>3, 5 and 6</p> <p>5 and 6</p>
<p>Jigsaw</p>	<p>The Jigsaw PHSE curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance.</p>	<p>2,3,4 and 6</p> <p>£500</p>
<p>Experienced behaviour lead instructed to work across the key stage to lead and improve behaviour outcomes for children.</p> <p>Leader to mentor and coach staff in behaviour management strategies.</p>	<p>The EEF suggests that a tiered approach via mentoring and coaching will enable us to identify staff who require additional CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members so we have deployed an experienced member of staff in behaviour who will take on and develop this role within the federation. They will also deliver regular CPD in relation to behaviour.</p>	<p>2 and 3</p> <p>£77,338</p>

Total budgeted cost: £243,007

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.

- 92.32% (unable to compare to previous year due to Covid). Overall school attendance was 93.66%.
- Fewer behavioural incidents recorded on CPOMs - more pupil accessing learning and making progress
- Consistent use of referral process ensures children receive appropriate and timely interventions and support to enable them to access learning and make progress.
- Pastoral team worked closely with families and parents who approach school for additional support by regular communication at the gates, via email, telephone call, regular check-ins by pastoral staff and EHAPs.
- Pastoral team has seen a significant increase in parental engagement and positive relationships between home and school through their ongoing work with children and families.
- Children offered a wide range of extra-curricular clubs such as sports, drama, art, music and mindfulness. High percentage attended trips and residential. Trips were fully funded for pupils to enable wider participation.
- Established intervention groups in core learning areas for targeted disadvantaged/SEND pupils had a significant impact on pupil progress for those children. SPAG CJS 83% National 72%/Maths CJS 79% National 71%.
- Higher rates of progress across KS2 for higher attaining pupils eligible for pupil premium: Reading 21%/Maths 17%/SPAG 17% no national data to compare with.

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
White Rose	White Rose
X Table Rockstars	TT Rockstars
Education City	Edmentum
Emile	Emile

Kapow Primary	Kapow
Cornerstones	Cornerstones Maestro
The Literacy Curriculum	The Literacy Tree
Jigsaw	Jan LEVER Group

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.