

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	Caister Junior School
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	37.35% (121)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Jonathan Rice
Pupil premium lead	Gemma Watling
Governor / Trustee lead	David Wells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,132
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£49,234
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	£215,366

Part A: Pupil premium strategy plan

Statement of intent

At Caister Junior School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning and actively plan to help reduce the impact of such barriers. We also monitor children's progress and attainment closely to enable us to plan the best way to support their individual needs to enable them to make the best possible progress; this may include targeted teaching, interventions and the deployment of support staff.

Children and their families' wellbeing is a priority within our school and we recognise that disadvantaged children may have significant barriers which impact their learning. We provide pastoral support to both children and their wider families, where needed, to overcome barriers and work in partnership with them to promote and achieve success.

We believe strongly that providing wider opportunities for children to experience trips, visits and new learning that they may otherwise not have the opportunity to take part in, is integral in raising the aspirations and self-worth of our disadvantaged children. We provide funding to enable those children to take part in enrichment and extra-curricular trips. We also provide music lessons with a music specialist and many opportunities to access a variety of funded clubs.

Following best practice evidence from the Education Endowment Foundation, we employ a three-tier model to devise our pupil premium and recovery premium strategy.

The three key principles of our strategy plan are;

- High-quality teaching
- Targeted academic support
- Wider strategies

Our ultimate objectives are:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils both within school and nationally.
- Reduce barriers created by family poverty, family circumstance and background.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- 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.
- To encourage and support children and families to ensure children are in school regularly and on time
- Raise aspirations, self-worth and resilience 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 in a timely manner to enable planning for ongoing support
- 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:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- Ensure all teachers have appropriate, high quality CPD to support quality first teaching
- To allocate Teaching Assistants for lower and upper KS2 children intervention groups– providing small group work focussed on overcoming gaps in learning
- 1-1 support where necessary
- Small group work where necessary
- Additional teaching and learning opportunities provided through external agencies
- All our work through pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Additional learning support where needed
- 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 through pastoral support
- Provide free after school clubs to enrich pupil experiences, achievement and belonging thus raising pupils' self-worth
- Behaviour support through behaviour specialists where needed to overcome barriers and providing ongoing CPD through behaviour management strategies/advice for staff and parents
- Social and emotional support through our pastoral team for both individual children and the family or groups of children
- Acorns provision- to provide a focussed environment for children to develop self-regulation strategies to support overcoming barriers
- Nurture provision with outdoor learning opportunities– to provide focussed environment for children to develop self-confidence, self-worth and resilience
- Purchasing resources needed to support children accessing learning and making the best possible progress

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 which impact children's ability to access the curriculum either because they are not in attendance or due to not being in school on time.
2	Frequent behaviour difficulties with a core group of children can be due to compound vulnerabilities such as SEND, mental health, self-esteem and self-worth, attachment needs and emotional needs which impact on attainment and progress.

3	Lack of resilience, self-esteem and confidence can present as disengagement from learning for some children which impacts attainment and progress.
4	Mental health and attachment issues can impact both children and their families which can be closely linked with poor engagement in school itself, lessons, other activities and school life in general. For some children, their parent/carers may have poor mental health which results in less engagement with school and impact home/school relationships impacting potential progress.
5	Family challenges and resulting lack of enrichment experiences mean that children have low aspirations and are less likely to engage in opportunities or have opportunities presented to them.
6	Lack of ambition due to limited experiences and inspirational opportunities limits children's achievement.
7	Narrowing the attainment gap in English and Maths – specifically spelling, grammar and punctuation and arithmetic require consistent and planned support to revisit key concepts. Parent/carer understanding can limit children's engagement in sharing learning or completing homework so understanding parents' need can be required and support offered from school.
8	High ability pupils eligible for Pupil Premium making less progress than other high ability pupils across KS2 can be due to all of the above factors and requires additional tracking to ensure all opportunities to support overcoming as many barriers as possible are planned for.

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	<p>Attendance of disadvantaged pupils is above 92%. Reduce the number of persistent absences among pupils eligible for pupil premium to 2% or below. Further narrowing of gap between the attendance of PP and NPP. Attendance data will demonstrate that attendance among pupil premium children does not fall below that of non-pupil premium children.</p>
Behavioural difficulties are acknowledged and supported to enable pupils to access learning and make progress	<p>Fewer negative behaviour incidents recorded for PP children on CPOMs. An increase in positive behaviours recorded on CPOMs for PP children. Pupils are accessing learning and making progress. Parents are engaged and working with school.</p>
Improved resilience, self-esteem and confidence resulting in better achievement	<p>Children to have a positive, can-do attitude to difficulties they may face and is reflected on positive records on CPOMs. Children's work output increases. Children have a positive attitude to school and towards their own achievement and positively celebrate achievement. Records show positive engagement with pastoral intervention.</p>

<p>Pupils to recognise and have good mental health and well being</p>	<p>Families are identified and see through the referral process within 4 week period or less.</p> <p>Pastoral support is provided and outcomes detailed on CPOMs – aligning with improved engagement in school.</p> <p>Children are in school and feel happy and safe in school as reported in pupil survey.</p> <p>Parents feel confident to approach school for support and is recorded on CPOMs.</p>
<p>Improved family challenges</p> <p>Access to positive enrichment opportunities resulting in higher aspirations and ambition</p>	<p>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.</p> <p>Improved uptake from pupil premium children of trips including residential opportunities.</p> <p>Improved uptake from pupil premium children in clubs and events out of school hours.</p> <p>Children respond positively to speakers invited in to raise aspirations.</p>
<p>Improved progress in SPAG and arithmetic</p> <p>Higher rates of progress across KS2 for higher attaining pupils eligible for pupil premium.</p>	<p>Achieve national average progress score in KS2</p> <p>Pupils eligible for pupil premium identified as high ability make as much progress as non-pupil premium children identified as higher ability across KS2 maths, reading and writing including SPAG.</p>

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: £ 16,206

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 CPD development sessions -Support from subject leaders and external subject specialists <p>All staff training to use RWI phonics to support quality first teaching in reading and RWI spelling to be used</p>	<p>Where schools spent 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 spent it on target groups 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 the 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 for pupil outcomes • Ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so they could take responsibility for accelerating their progress <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>7, 8</p> <p>1, 7 and 8</p>
<p>Maths leader to work closely with KS1 to lead maths and</p>	<p>It is anticipated that having one member of staff responsible for leading mathematics in KS2 working closely with KS1 leader will</p>	<p>7 and 8</p>

<p>improve maths progress and attainment at KS2 using PiXL.</p> <p>NPQLT is being completed by leader to support quality first teaching 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 (English and maths)</p> <p>To provide CPD for teaching staff to stretch high attaining pupils that may be underachieving</p>	<p>facilitate better CPD for staff in turn resulting in a higher standard of planning and delivery of maths curriculum throughout children's journey. Both infant and junior school using PiXL to assess and analyse data to support adaptations needed in teaching sequences and plan for necessary interventions and support.</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 are supporting staff in completing NPQLT qualification to support wider staff with expertise and sharing of learning.</p> <p>CPD provided by outside agencies to ensure all staff are aware of end points for their children so that they can appropriately plan and track progress including for those high ability attainers.</p> <p>Staff CPD planned to support teachers with strategies and teaching techniques that stretch higher achieving pupils and those that may be underachieving.</p> <p>Education Endowment Foundation Feedback evidence summary report</p>	<p>3,6,7 and 8</p> <p>7 and 8</p> <p>7 and 8</p>
<p>Small group teaching</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 and Year 5 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>

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

Budgeted cost: £ 42,997

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To increase capacity of adults available to support year groups to provide a more favourable staff to pupil ratio, resulting in positive progress gains</p>	<p>EEF Reducing class size report</p> <p>Evidence suggests that TAs can have a positive impact on academic achievement if used to deliver targeted intervention. (EEF toolkit)</p>	<p>3, 6, 7 and 8</p>
<p>To upskill support staff with appropriate approaches and pedagogy to teaching interventions</p>	<p>EEF Making Best Use of Teaching Assistants guidance report</p> <p>RWI training including spelling training, Catch-Up training, small group same day intervention maths training provided for support staff</p>	<p>3, 6, 7 and 8</p>
<p>To identify pupils who may require more targeted support on a daily basis</p>	<p>EEF Making Best Use of Teaching Assistants guidance report</p> <p>EEF Reducing class size report</p> <p>Interventions are planned and provided daily following ongoing assessment for children requiring support includes RWI, Catch-Up, small group and 1-1 maths groups</p>	<p>3, 6, 7 and 8</p>
<p>Catch up enhanced Teaching Assistants</p>	<p>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.</p> <p>Having analysed our cohorts we have identified that our Year 4 and 5 cohorts need support to address some gaps in maths, reading and grammar specifically spelling.</p> <p>We have also identified that Year 3 cohort as needing intervention for reading using Read, Write, Inc/Freshstart and complete on a daily basis as intensive intervention.</p>	<p>3, 6, 7 and 8</p>
<p>Enhance the provisions and number of spaces available for Nurture /ELSA provision by trained Nurture/ELSA coordinators (Outdoor learning and Acorns).</p>	<p>EEF Improving Social and Emotional Learning in Primary Schools guidance report.</p> <p>EEF suggests specialist support and provision for children with additional social and emotional difficulties improves outcomes. '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> <p>Staff trained in outdoor learning strategies to support children's health and mental wellbeing. Staff also have nurture training and use Jigsaw</p>	<p>2,3,4, 5 and 6</p>

	PSHE themes along with ELSA training to assess children's area of need and plan group or 1-1 sessions to address need. Pastoral staff facilitate ELSA sessions in small groups or 1-1.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £138,953

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team to work with vulnerable families and improve parental engagement through developing relationships.	EEF We define parental engagement as the involvement of parents in supporting their children's academic learning. Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes. Improving school attendance: support for schools and local authorities' guidance	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	EEF Improving Social and Emotional Learning in Primary Schools guidance report	1,2,3,4,5 and 6
Trauma Informed Practitioners and ELSA trained practitioners to support children who are having difficulty accessing learning through behavioural issues using the TIS and ELSA approach to support their management of their own behaviour.	EEF Improving Social and Emotional Learning in Primary Schools guidance report. Children are more able to access learning once they have their SEMH needs met and as such, pastoral support is vital for some children to be able to access the curriculum.	1,2,3,4,5 and 6
<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

<p>Small group music sessions focused on raising aspirations of pp children and providing specialist music sessions</p>	<p>Research suggests that active engagement with music has a positive impact on attainment and can much improve resilience and wellbeing. Music lessons targeted for pp children will provide an opportunity for children to explore and develop a new skill in a small group situation. This is planned for early morning to also target pp PA children as a means to encouraging children to come into school and start their school day positively.</p>	<p>3, 4 and 6</p>
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Total budgeted cost: £ 198,156

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 2022 to 2023 academic year.

	Pupil Pre- mium Exp+	National PP Exp+
Reading	77.4%	61%
Writing	67.7%	58.6%
Maths	80.6%	59.6%
GPS	79%	
Combined	48.4%	45%

- Attendance pp children in 2022-2023 was 92.6%.
- Fewer behaviour incidents recorded on CPOMs – more pupils accessing learning and making progress
- Consistent use of referral process ensured more children received appropriate and timely intervention to support them in accessing learning and making progress
- Pastoral team worked closely with families who approach school for additional support by regular communication at the gates, via email, telephone calls, regular check-in by pastoral staff and EHAPs
- Pastoral team has significant increase in need and parental engagement and as a result have a positive relationship between home and school through their ongoing work with children and families
- Children’s clubs extended to a wide ranged offered last year including sports, philosophy, drama, dance art, music and mindfulness to name a few. PP children targeted and uptake increased.
- Established intervention groups meant children made more rapid progress and had significant impact for these children.

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
Read, Write Inc	Ruth Miskin
Emotional Literacy Support Assistants	ELSA
X Table Rockstars	TT Rockstars
Education City	Edmentum
Kapow Primary	Kapow
Jigsaw	Jan LEVER Group
Cornerstones	Cornerstones Maestro

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