

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	345 with 110 pp
Proportion (%) of pupil premium eligible pupils	31.88%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Jonathan Rice
Pupil premium lead	Gemma Watling
Governor / Trustee lead	Tina Godbolt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,885
Recovery premium funding allocation this academic year	£7,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27,946
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	£193,806

Part A: Pupil premium strategy plan

Statement of intent

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:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.*
- To allocate catch-up enhanced 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 free after school clubs to enrich pupil experiences, achievement and belonging

-Behaviour support

-Social and emotional support – 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 – specifically spelling, grammar and punctuation and arithmetic
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 96%. Reduce the number of persistent absences among pupils eligible for pupil premium to 2% or below
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 Access to positive enrichment opportunities resulting in higher aspirations and ambition	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. 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 SPAG and arithmetic Higher rates of progress across KS2 for higher attaining pupils eligible for pupil premium.	Achieve national average progress score in KS2 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: £30,512

NF, GC, PiXL

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced maths leader appointed to work across the Federation 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 across the federation will facilitate better CPD for staff in turn resulting in a higher standard of planning and delivery of maths curriculum.</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>

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

Budgeted cost: £87,729

AB, MB, KM

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 grammar. 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.	3, 6, 7 and 8
Enhance the provisions and number of spaces available for Nurture by trained Nurture coordinators (Hive and Acorns).	EEF Improving Social and Emotional Learning in Primary Schools guidance report. EEF suggests specialist support and provision for children with additional social and emotional difficulties improves outcomes.	2,3,4, 5 and 6

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

Budgeted cost: £80,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral team to work with vulnerable families and improve parental engagement through developing relationships.</p> <p>Parent Support Advisor 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> <p>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.</p>	<p>EEF We define parental engagement as the involvement of parents in supporting their children's academic learning.</p> <p>EEF Improving Social and Emotional Learning in Primary Schools guidance report</p> <p>EEF Improving Social and Emotional Learning in Primary Schools guidance report</p>	<p>1,2,3,4,5 and 6</p> <p>1,2,3,4,5 and 6</p> <p>1,2,3,4,5 and 6</p>
<p><i>Payment support for trips and enrichment activities</i></p>	<p>EEF Outdoor Adventure Learning evidence summary</p>	<p>5</p>
<p>Identify pupils who are falling behind national average in attendance.</p> <p>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</p>	<p>Improving school attendance: support for schools and local authorities guidance.</p> <p>Daily contact from dedicated member of staff from first day of absence.</p> <p>Regular meetings between school dedicated staff and those children/families falling below 96% consistently.</p> <p>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.</p>	<p>1</p>
<p><i>Federation transport through the purchase of a mini bus to enable small groups to go on trips more frequently.</i></p> <p><i>Federation transport mini bus to collect children who find it difficult to get to school or have particularly poor attendance.</i></p>	<p>EEF Outdoor Adventure Learning evidence summary</p>	<p>1 and 5</p>

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.

- Pupil premium children were able to be identified and prioritised for Keyworker provision during lockdowns
- Additional support was given by SENCO and Pastoral team for those PP children with SEND resulting in a positive return to learning
- Pastoral team has seen a significant increase in parental engagement and positive relationships between home and school through their work during lockdown
- PP engagement with online learning during lockdown was high due to laptop roll out and federation provision for those in need of a device and/or internet

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
Power Maths	Pearson
X Table Rockstars	TT Rockstars
SPAG.com	Spag.com
Mymaths.com	Mymaths
Kapow Primary	Kapow
Developing Experts Science	Developing Experts
Jigsaw	Jan LEVER Group