

# 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<sup>8</sup>

Detail	Data
School name	St Stephen's Junior School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Headteachers
Pupil premium lead	Sarah Heaney & Laura Cutts
Governor / Trustee lead	Samantha Gildroy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169 170
Recovery premium funding allocation this academic year	£ 17 255
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£186 425

## Part A: Pupil premium strategy plan

### Statement of intent

Our Primary objective this year is to support the SEMH needs of our pupils based on the increasing SEND needs within the school, with a significant proportion of these pupils being PP. Based on the pandemic and return to school our priority is to ensure the mental health and wellbeing of these pupils so that they are in a position where they are ready to learn, feeling safe and supported in their learning environment. Creating a sense of belonging within our school, so that effective learning can take place is at the heart of our school vision and values. Educating our children to respect and care about themselves, others and the world that we live in will empower our pupils to shape all of our futures. For our disadvantaged pupils, the use of wider strategies to support their emotional wellbeing and improving their regard as a learner are fundamental to ensuring they are able to make progress academically.

All of our pupils have been Boxhall profiled to ensure we are better able to understand and respond to their needs.

A further key objective for our disadvantaged pupils is that they are able to close the gap in attainment between their KS1 targets and improve on this based on the previous year's gap in progress. Ultimately, we aim for all our pupils to meet their KS1 targets but recognise that with the significant impact through consecutive lockdowns this challenge is ambitious. Our strategies are in place to ensure consistency in learning through the use of regular learning routines in all our subjects and build on these strategies for the previous year.

The context of our school means that our lower attaining PP pupils are at a detriment to their higher attaining peers, with roughly 40% of these peers achieving grammar school places at the end of KS2. Generally, they do not have the same levels of support and opportunity as their peers and we want to ensure that they are prioritized in all opportunities and all initiatives within the school are focused around supporting PP and SEND pupils, with the rhetoric "Vital for some, valuable for all."

Our key principles of the strategy plan are based around Quality First teaching in the classroom and the impact of this on all pupils. As the EEF states:

*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.*

We also believe what is vital for some is valuable for all, this underpins many of the strategies that we use to support all pupils have a successful time at our school.

By enhancing every teacher and TA's skill set and focusing on whole class strategies which support all pupils through the use of effective teaching models and curriculums will ensure that pupil premium pupils have the best opportunities to succeed in their learning.

A rigorous approach to diagnosing and understanding pupil gaps in learning will further support and direct teaching to ensure that pupils gaps in learning are met. Ensuring a clear and focused understanding of pupil attainment and progress data will enable all teachers to target and teach individual and whole class gaps in knowledge through whole class teaching.

Pupils who need further support will be identified through the PPR process and focused targeted intervention will ensure that pupils are able to make rapid progress against specific objectives. These interventions are mapped on provision plan software and are reviewed to show progress against key objectives. Identifying pupil wellbeing needs through pupil voice and surveys along with training for all staff on ensuring a nurturing environment will ensure that pupils are able to feel emotionally able to take on the challenges of learning.

## Challenges

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

Challenge number	Detail of challenge
1)	<ul style="list-style-type: none"> <li>• SEMH needs of pupil premium pupils specifically is having a negative impact on readiness to learn and positive experience within school.</li> <li>• 50% of our SEND pupils are PP and 50% of these pupils have SEMH as their primary area of need.</li> </ul>
2)	<ul style="list-style-type: none"> <li>• Behaviour of SEND pupils with SEMH need.</li> </ul>
3)	<ul style="list-style-type: none"> <li>• Maths: Attainment and progress targets from KS1 starting points for our lower achieving pupils eligible for pupil premium funding are not being met.</li> </ul>
4)	<ul style="list-style-type: none"> <li>• Writing: Attainment and progress targets from KS1 starting points for our lower achieving pupils eligible for pupil premium funding are not being met.</li> </ul>
5)	<ul style="list-style-type: none"> <li>• Reading: Attainment and progress targets from KS1 starting points for our lower achieving pupils eligible for pupil premium funding are not being met.</li> <li>• In addition, children eligible for pupil premium funding are over represented in the group of pupils who are working below age related expectations for reading or require significant support through phonic intervention. 79.2% of pupils in this group are PP eligible.</li> </ul>

## Intended outcomes

Intended outcome	Success criteria
Improved emotional wellbeing and attitude towards school for more PP pupils, which has a positive impact on their learning experience.	<ul style="list-style-type: none"> <li>• Improved attendance for pupil group.</li> <li>• Improved attitude towards school shown through attitude to learning, work in the classroom and pupil voice within in school</li> <li>• Improved Boxhall profile and evidence of progress within nurture groups and specific emotional interventions within school.</li> <li>• Specific Pupil voice evidences an improvement within attitude to school and impact on work and pupils are able to demonstrate a knowledge over how to regulate their emotions and wellbeing.</li> <li>• Evidence that all strategies and systems within the SEMH offer in the school are in place through observation and regular monitoring and evaluation.</li> </ul>
Improved behaviour of disadvantaged pupils	<ul style="list-style-type: none"> <li>• Reduced number of fixed term suspensions.</li> <li>• Clear tailored plans of support for pupils and behaviour intervention where needed, including engagement with external services.</li> <li>• Reduced physical behaviour incidents.</li> <li>• Specific case studies evidencing where targeted support has resulted in improvement.</li> </ul>
Improved attainment and progress in maths for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved outcomes against KS1 targets for lowest achieving disadvantaged pupils across all school years. This is supported by other sources of evidence such as engagement in lessons, formative assessments and pupil voice.</li> <li>• The % of disadvantaged pupils demonstrating their ability to work at greater depth continues to be improved beyond KS1 target for all cohorts and demonstrates further closure of the performance gap for each year group.</li> </ul>
Improved attainment and progress in writing for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved outcomes against KS1 targets for lowest achieving disadvantaged pupils across all school years. This is supported by other sources of evidence such as engagement in lessons, formative assessments and pupil voice.</li> <li>• The % of disadvantaged pupils demonstrating their ability to work at greater depth continues to be improved beyond KS1 target for all cohorts and demonstrates further closure of the performance gap for each year group.</li> </ul>
Improved attainment and progress in reading for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved outcomes against KS1 targets for lowest achieving disadvantaged pupils across all school years. This is supported by other sources of evidence such as engagement in lessons, formative assessments and pupil voice.</li> <li>• The % of disadvantaged pupils demonstrating their ability to work at greater depth continues to be improved beyond KS1 target for all cohorts and demonstrates further closure of the performance gap for each year group.</li> </ul>

	<ul style="list-style-type: none"> <li>Reduction of at least 20% in the overrepresentation of disadvantaged pupils in the group of pupils who are working below age related expectations for reading or require significant support through phonic intervention.</li> </ul>
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## 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)

£103, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff CPD Sessions (teachers and teaching assistants) to ensure high level of phonic knowledge and understanding of effective strategies for all staff who are class-based.</i>	<p><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></p> <p>Successful implementation is dependent upon a number of key factors, one of which is:</p> <p><b>“Training staff to ensure they have the necessary linguistic knowledge and understanding.”</b></p>	5
<i>Specific training for staff who deliver RWI phonics intervention for both lower and upper school provision: RWI, Fresh Start and RWI Comprehension.</i>	<p>“Pupils need to keep up with peers rather than catch up later... Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.”</p> <p><b>DFE Reading Framework, July 2021</b></p> <p><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></p> <p><b>Read, Write Inc. Research and Evidence, Ruth Miskin Literacy Inc</b> (Independent external evaluations are included)</p> <p><b>Prior EEF review and initial findings of research review now due in 2023.</b></p>	5
<i>Continuation of Jane C training (English Writing)) for teachers and TAs to ensure high quality delivery of models that are effective in our school.</i>	<p>“Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.”</p>	4

	<p>“Fluent writing supports composition because pupils’ cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.”</p> <p><b>Improving Literacy in Key Stage 2, November 2021</b></p> <p>“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.”</p> <p><b>Maximising Learning, High Quality Teaching, EEF Teaching and Learning Toolkit</b></p>	
<p><i>Continuation of White Rose maths training for teachers and TAs to ensure high quality delivery of models that are effective in our school.</i></p>	<p><b>Improving Mathematics in Key Stage Two and Three EEF Guidance Report</b></p> <p>White Rose as our endorsed scheme enables all of the key evidence-based recommendations to be delivered. Further training will pinpoint specific areas of delivery development for staff and enable greater confidence with the approach in the classroom.</p>	<p>3</p>
<p><i>Whole Class Vipers reading model – CPD and observations to ensure high quality delivery.</i></p>	<p><b>Improving Literacy in Key Stage 2, November 2021.</b></p> <p>The approach of our vipers scheme ensures that the key aspects identified (such as prior knowledge, summarising, clarifying) are explicitly identified and taught within the model.</p> <p>By providing tailored CPD to further enhance staff confidence in delivery and supporting pupils, the scheme will continue to best support pupils in their reading comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><b>EEF Toolkit : Reading Intervention Strategies</b></p>	<p>5</p>
<p><i>ECT scheme to ensure that new teachers are supported in their journey to deliver high quality teaching.</i></p>	<p>“Good Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p><b>EEF Guide to the Pupil Premium 2019</b></p> <p>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving in the key ingredient of a successful school...”</p>	<p>1-5</p>

	<b>EEF Guide to the Pupil Premium 2021</b>	
<i>Deployment of our teaching assistants to work with focussed groups and individual pupils during reading, writing and maths lessons each day. Continued professional development sessions to ensure confidence and best practice.</i>	<p><b>Making the best use of Teaching Assistants, EEF Guidance Report 2018.</b></p> <p>“School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.”</p> <p>“Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.”</p>	1-5
<i>Deployment of teaching assistants through follow up sessions, pre-teach or re-teach sessions and 1:1 follows ups structured throughout the day where necessary based on teacher assessment. Continued professional development sessions to ensure confidence and best practice.</i>		
<i>Continued subscription to AR and book corner development to enable pupils to use and enjoy high quality texts.</i>	<p><b>Dfe Reading Framework</b></p> <p>“Children who become engaged in reading can make high progress in their literacy development simply through their independent reading, whatever the natures of their early experiences.”</p>	5
<i>Release time for curriculum leaders to conduct subject deep dives into subjects with specific focus on learning experience of pupils eligible for PP, their outcomes, assessment and ability to ‘know and remember more’ as a result of effective diagnostic assessment and curriculum design.</i>	<p><b>EEF Evidence Insights – Diagnostic Assessment Document</b></p> <p><b>Long Term Memory Reading</b></p>	5
<i>Phase Leader release time to ensure high quality teaching and learning across phases and to ensure that PP is an ongoing and consistent focus in monitoring and</i>	Internal monitoring and evaluation logs demonstrate the impact of having a regular and sustained focus on resources, strategies and identification of barriers to learning for pupils.	3,4,5

<p><i>evaluation, tracking and PPR process.</i></p>		
<p><i>Assessment Leader release time for each assessment window in the year to ensure the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Tracking and monitoring of attainment and progress of our pupils eligible for PP.</i></li> <li>• <i>Creation of individualised class profiles to enable all teachers to be aware of progress flags in subject areas against KS1 data.</i></li> <li>• <i>Use of data analysis and profiling to compile list of PP eligible pupils who may require further support and intervention.</i></li> <li>• <i>Ensuring that data captures and progress trends are considered alongside softer data captures with Wellbeing Team to identify improvements and progress that is not at an assessment point level.</i></li> <li>• <i>PPR meetings are focussed with key information and lines of enquiry followed up for all classes.</i></li> <li>• <i>SEN PPRs have clear levels of tracking and data analysis regarding progress of pupils.</i></li> </ul>	<p>Data evidence from the previous year was able to show accelerated progress for Reading, Writing and Maths based on accurate data tracking. Specific areas of support were identified through data trends and actions put in place and reviewed against data targets.</p> <p>The use of data and tracking has been effective in highlighting cohort and school trends to ensure that resources are effectively used to support gaps across the school and in specific year groups.</p> <p>Teachers have evidenced an accurate understanding of pupils next learning steps to ensure that actions are put in place to support target progress. When these were reviewed at the end of the year teachers were able to evidence a significant decrease in the progress against KS1 targets.</p> <p>Through reviewing data and progress targets for pupil premium and SEND pupils three times a year there is opportunity to review the effectiveness of intervention and suggest proactive next steps to support progress.</p>	<p>3,4,5</p>
<p><i>Focused CPD sessions and staff development cover time to ensure that continued implementation of new marking and feedback approach is monitored and that work samples and pupil voice can demonstrate continued improvement to pupil outcomes and learning.</i></p>	<p>“There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.”</p> <p>“Feedback appears to have slightly greater effects for primary school age pupils (+7 months)”</p> <p>“Low attaining pupils tend to benefit more from explicit feedback than high attainers”</p>	<p>3,4,5</p>

	<p><b>EEF Teaching &amp; Learning Toolkit/ Effective Feedback.</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>“Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.”</p> <p><b>EEF Guidance: Metacognition &amp; Learning</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 32,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group forest school sessions with a focus on social and emotional support</i>	<p>“Social and emotional learning approaches have a positive impact on average of 4 months additional progress in academic outcomes of the course of an academic year.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1,2
<i>Nurture groups</i>	As above	1,2
<i>Elsa 1:1 support</i>	As above	1,2
<i>One to one tutoring support for PP pupils in maths across upper school.</i>	<p>“On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils who are identified as having low prior attainment or are struggling in particular areas” <b>EEF Evidence Report 1:1 Tuition</b></p> <p>“1:1 tuition can provide approximately 5 additional months progress on average.” <b>EEF Evidence Report on 1:1 Tuition</b></p> <p>“Compared to their peers who do not receive tuition, pupils who receive smaller group tuition may make, on average, 4 months additional progress” <b>DFE School Led Tutoring Guidance 2021</b></p>	3

<i>RWI intervention for all pupils requiring further phonic support. Regular review and assessment by Phase Leaders to ensure high quality sessions and good levels of progress across each year group.</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <b><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></b>  <b><u>EEF Guidance : Teaching Assistant Interventions</u></b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	5
<i>Mini Maths White Rose groups for pupils requiring further support to ensure progress in maths.</i>	“Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.”  <b>EEF Research: Making the best use of Teaching Assistants.</b>  “The role of the TA in facilitating such sessions is based around effective and tailored CPD on the White Rose model and how to support pupils with key aspects of their learning.”	3
<i>Handwriting groups for pupils who require further support with letter formation and cursive writing.</i>	“Monitor pupils’ handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.”  <b>Improving literacy in Key Stage 2, 2021.</b>	4
<i>Clever Hands &amp; Fizzy interventions to support motor skill development.</i>	<b>EEF Research: Making the best use of Teaching Assistants.</b>	3,4,5

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Deployment of our Wellbeing Team (to include second SENCO) to meet the following expectations for PP eligible children:</i></p> <ul style="list-style-type: none"> <li>To improve aspiration, confidence, resilience.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><b>EEF Research:</b> <b>Special Educational Needs in Mainstream Schools</b></p>	1,2

<ul style="list-style-type: none"> <li>• To provide targeted support to encourage positive wellbeing.</li> <li>• To identify specific areas of pupil need.</li> </ul>		
<p><i>CPD for all staff on nurture and approaches to de-escalation to decrease the number of behaviour log entries for PP pupils.</i></p> <p><i>Nuture training for staff</i></p> <p><i>Inclusive Leadership programme.</i></p>	<p>“Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.”</p> <p><b>EEF Toolkit / Behaviour Interventions</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><b>EEF Guidance Report: Improving Behaviour in Schools June 2019.</b></p> <p>Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.’ (Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges June 2021)</p>	1,2
<p><i>Continued development of our wellbeing spaces with the creation of a third within the lower school area to enable pupils to calm and self-regulate at times of high stress or outburst.</i></p>	<p><b>EEF Toolkit : Social and emotional learning</b></p> <p>“Social and emotional learning approaches have a positive impact, on average, of 4 month’s additional progress in academic outcomes over the course of an academic year... Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate into reading or maths scores.”</p>	1,2
<p><i>Boxhall profiling of every child in school</i></p>	<p><b>EEF Toolkit : Social and emotional learning</b></p> <p><b>Guidance Report: Improving Social and emotional learning in primary schools.</b></p>	1,2
<p><i>Counselling services for pupils who require further emotional and wellbeing support.</i></p>	<p>“The mental health and wellbeing of children and young people is everyone’s business. The benefits to the individual and to society in preventing problems from arising, and intervening early where they do, are significant. For schools this can result in improved attainment, attendance, reductions in behavioural</p>	1,2

	<p>problems, as well as happier, more confident and resilient pupils.”</p> <p><b>‘Counselling in Schools: A blueprint for the future.’</b></p> <p><b>Dfe advice for school leaders and counsellors. February 2016.</b></p>	
<p><i>Drawing and Talking and other holistic sessions such as ‘good to be me’ and ‘getting on and falling out’ to run with pupils who exhibit issues with these aspects of wider school life and can otherwise be overrepresented on the behaviour tracker.</i></p>	<p><b>EEF Summary &amp; Findings</b></p> <p><b>Social and Emotional Learning</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning#nav-key-findings">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning#nav-key-findings</a></p> <p>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.”</p> <p>We monitor the success of interventions and SEL groups by pupil voice interviews, behaviour incidents and whether these have reduced and by PASS data. We are able to ensure the efficacy and appropriateness by use of these softer data factors.</p>	1,2
<p><i>Running of schemes and initiatives such as Play Leaders, School Eco Councillors, Pupil Leadership Role and Anti Bullying Ambassadors to boost pupil confidence.</i></p>	<p>“Interventions which focus on improving social and interaction tend to be more successful (+6 months)”</p> <p><b>EEF Summary &amp; Findings</b></p> <p><b>Social and Emotional Learning</b></p>	1,2
<p><i>Subsidised breakfast, after school club and trips for most vulnerable children.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning#nav-key-findings">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning#nav-key-findings</a></p>	
<p><i>Use of Challenger Troop team building days to enable effective team building with peers and staff.</i></p>		

**Total budgeted cost: £ 186 425**

## 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.

#### Academic data

SATS Overview 2022

	SSJS 2019 Expected +	SSJS 2022 Expected +	SSJS 2019 GDS	SSJS 2022 Greater depth	National 2022 Expected +	Variance against national
Maths All	91%	79%	33%	29%	71%	8%
Maths PP	83%	54%	27%	13%	56%	-2%
Reading All	83%	83%	35%	32%	74%	9%
Reading PP	70%	69%	30%	19%	62%	7%
Writing All	94%	86%	38%	23%	69%	15%
Writing PP	90%	66%	33%	16%	55%	11%
Spag All	86%	70%	36%	35%	72%	-2%
Spag PP	73%	47%	43%	19%		
Combined	83%	69%	20%	16%	59%	10%
Combined PP	70%	42%	20%	13%	43%	-1%

Pupil premium pupils performed close to National Levels in terms of their combined percentage.

In Reading, pupils performed significantly above the national average.

Pupil Premium Pupils did not catch up with their KS1 starting points.

Across the school the amount of PP pupils working at the GDS standard, with years 4, 5, and 6 significantly improving on KS1 attainment.

In years 4 and 5 PP pupils improved on their Reading starting points from KS1.

Tutoring for Maths supported PP pupils to make on average an extra point of progress across the year compared to the cohort as a whole.

- Implementation of new tracking system that will further improve the level of accountability and effectiveness and targeted interventions.
- Improved provision within the classroom to ensure that all pupils are able to access the curriculum at a level that is appropriate for them. Supported through monitoring and evaluation visits and book reviews which focus on SEND/ PP outcomes.
- Pre teach/ re teach interventions for Maths have ensure that all pupils have an opportunity to consolidate their learning. This has resulted in improved understanding through targeted support of these pupils, evidenced through observations and book reviews.

#### Wellbeing and Pastoral support

- New behaviour policy in place to support all pupils behaviour, with a focus on ensuring that this is clear and relevant to all pupils. Feedback from pupils has been positive about the implementation of the new system
- Evidence of improved feedback from pupils in terms of Pupil Voice surveys and their attitude to school.
- Improved level of inclusivity within the school to ensure that all pupils are supported throughout their school day through the use of specific spaces which have been developed to support SEND pupils, all pupils accessing these spaces are PP. Pupils are positive about these spaces

- Spaces within all classrooms to support nurture and wellbeing with a focus on Zones of Regulation so all children are able to manage their own wellbeing and can discuss how this can support them in doing this.
- Use of Key 1:1 adults to provide support throughout school day has had significant positive impact on pupils wellbeing and progress within their academic work.

## 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
	NA
	NA

## 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?	Enhanced pastoral support with dedicated members of Wellbeing Team.
What was the impact of that spending on service pupil premium eligible pupils?	Improved attendance, confidence in school and engagement with lessons.