

Sawley Junior School

Pupil Premium Grant Strategy Statement 2022-2025



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.

Detail	Data
School name	Sawley Junior School
Number of pupils in school	325
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	Termly - AGB
Statement authorised by	J Haigh
Pupil Premium Lead	A Burton / E Joyce
Governor / Trustee Lead	TBC

Detail	Data
Pupil premium funding allocation this academic year	£151,970
Recovery premium funding allocation this academic year	£14,335
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£166,305

Part A: Pupil Premium Strategy Plan





Statement of Intent

At Sawley Junior School we want all pupils to **Aspire**, **Achieve** and **Thrive** during their time with us and beyond:

Aspire - to develop a long term love of learning and a desire to achieve

Achieve - to fulfil their potential; achieving their best across the curriculum

Thrive - for all of our children to feel happy, healthy and safe

-  We do our very best to encourage our children to be positive and motivated about learning so that each and every one can reach their true and full potential.
-  We offer an inclusive curriculum where high standards of learning and teaching also allows for independent learning; we set challenging targets which encourages our pupils to participate in their own learning and achieve high standards.
-  We strive to create a stimulating atmosphere where staff are fully committed and dedicated to support our children on an exciting journey through their learning.
-  We work hard to ensure that parents and carers can work with us in partnership to ensure that Sawley children will become the responsible citizens of the future.

We recognise that our pupils in receipt of the pupil premium face specific barriers to achieving our ultimate aims and at Sawley Junior School we are determined to use our Pupil Premium funding to provide the support and opportunities necessary to help our children overcome these barriers.

Sawley Junior School recognises that pupils in receipt of pupil premium may need adapted assistance to allow them to access the school curriculum in all its forms. The school will aim high for all its pupils and will ensure that barriers to learning will be mediated wherever possible. The school will not lose sight of its aim for enabling all pupils to achieve their potential and the following steps are to support those pupils who may need additional intervention and acknowledgement to ensure that every child has the best opportunity regardless of whether they are identified as a Pupil Premium child or not.

Whilst being eligible for FSM and Pupil Premium some children in this cohort may not be low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We must focus on supporting all disadvantaged children to achieve the highest levels possible in all aspects.

We do this by ensuring our pupil premium strategy follows these core principles;

- We use the latest Education Endowment Foundation Guide to develop an evidence informed approach
- Barriers, challenges and successes are identified and measured using a range of information including summative and diagnostic assessment information which identifies needs in different areas including both academic and social and emotional needs.
- High quality teaching is at the heart of our approach - this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- Staff delivering targeted academic support are given appropriate support and training.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>The school location deprivation indicator is in quintile 5 (most deprived) of all schools. The pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation.</p> <p>Limited experiences for some pupils outside the immediate community.</p> <p>Parental academic aspirations and knowledge for some PP children are low – some children do not complete homework at home including reading.</p>
2	<p>A high proportion of disadvantaged pupils have other vulnerabilities, particularly SEND.</p> <p>At Autumn 2023: The percentage of disadvantaged pupils in each year group who are also SEND:</p> <ul style="list-style-type: none"> • Year 3, 32% - Year 4, 36% - Year 5, 30% - Year 6, 48%
3	<p>Assessments, teachers judgement/observations, and discussions with pupils indicate underdeveloped skills and gaps in learning in:</p> <ul style="list-style-type: none"> • phonics, reading fluency and comprehension skills and for those pupils who are also SEND • basic writing, SPAG and handwriting skills and their consistent application across the wider curriculum <p>Overtime, writing has consistently been a school strength. Monitoring of engagement with writing/SPAG during Remote Learning was identified as a weaker area in terms of the quality of work produced by pupils when working remotely. Gaps have been identified in phonic knowledge partly as a result of COVID lockdown.</p>
4	<p>Our assessments, surveys, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Support for well-being has markedly increased during the pandemic. An increased number of families currently require additional support with social and emotional needs and receive either 1:1 or small group interventions. Individual work on anxiety is also increasing as specific children need individual approaches.</p>
5	<p>Recent attendance monitoring shows that there is an emerging concern around an increasing percentage of disadvantaged pupils identified as persistent absentees.</p> <p>At the end of academic year 2021/22, disadvantaged attendance was 89.9% compared to non- disadvantaged at 92.7%. At the end of academic year 2022/23, disadvantaged attendance was 91.4% compared to non- disadvantaged at 94.9%.</p>

Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended Outcomes	Success Criteria
<p>Develop pupil engagement with reading in order to broaden pupils' experiences of quality literature and vocabulary- includes oral language approaches.</p> <p>To improve reading skills in Y3, Y5 & Y6 so they are within the 70% to 75% range at expected and meet school targets.</p> <p>Disadvantaged pupils read fluently allowing them to comprehend and engage with texts at a deeper level.</p>	<p>Assessments and observations indicate improved reading fluency among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</p>
<p>To improve writing skills across all year groups so they are closer to age-related expectations by July 2024.</p> <p>Improved written language skills amongst disadvantaged pupils.</p>	<p>Assessments and observations indicate improved written language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</p>
<p>To support the mental health and well-being of all pupils in school. Disadvantaged pupils' social and emotional needs are understood and swift, supportive intervention helps to ensure these needs are met.</p> <p>To engage pupils with a reinstated programme of enrichment opportunities and exposure to cultural capital.</p>	<p>Pupil voice shows that pupils feel happy, healthy and safe in and out of school. Where intervention has occurred these have shown positive outcomes for pupils and that needs are being met.</p> <p>Following consistent access to face to face education, there has been a reduction in the number of referrals for group and/or 1:1 support.</p>
<p>Improve attendance and readiness to learn for persistently absent pupils including those who are disadvantaged. Facilitate Early Help to support identified families.</p>	<p>By the end of 2024:</p> <p>A reduced number of pupils are persistently absent or late, including disadvantaged pupils.</p> <p>The gap between disadvantaged pupil attendance and non-disadvantaged pupil attendance is narrowed.</p>

Activity in this Academic Year (2023/2024)

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: **£42,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the ratio of disadvantaged children to staff in order to deliver High, Quality First Teaching - specifically targeted support – recruitment of Teaching Assistant hours.	Impact of small group provision for targeted phonics/reading. (+ 4/5mths)	1,2,3,4
Continuation of Accelerated Reader to support diagnostic reading assessment and formative monitoring and assessment in reading from Year 2-6	Accelerated Reader is shown by the EFF to have average an impact of 3months progress on disadvantaged pupil attainment. The school has been using accelerated reader for 3 years – outcomes have shown an upward trend at the expected level.	1,2,3,4
Continue delivery of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for identified pupils. Provision of phonics teaching CPD for new staff.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1,2,3,4
Ensure all learners can access an ambitious curriculum: provide approaches to inclusive learning and teaching CPD for all staff.	Ensuring learning and teaching activities are matched to pupil need.	1,2,3,4,
Multimodal literacy training is booked for 2022-23 with a key teacher supporting children and their families to participate in the programme. (PEP Funding supplemented)	<ul style="list-style-type: none"> Studies have shown that students learn best when educators appeal to different learning styles at the same time, which is possible through multimodal learning. Multimodal learning engages the brain in multiple learning styles at once using various media. 	1, 2, 3, 4
Implementation of Provision Mapping Tool to track and analyse school wide interventions and progress.	Product feedback and colleague recommendations.	1, 2, 3, 4
Introduction of <i>The Zones of Regulation Approach</i> school wide to support pupils to promote pupils self-regulation strategies.	EEF (+ 3mths)	1, 2, 3, 4, 5

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

Budgeted cost: £94,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra 0.5 teacher in Y6 to reduce teaching group sizes in English & maths.	Small group / targeted intervention (+4mths)	1,2,3,4
School-led tutoring (separate to SLT grant, school funded) – targeted to support identified disadvantaged pupils to achieve ARE.	Impact of small group provision for targeted phonics/reading. (+ 4/5mths)	1,2,3,4
Address gaps in phonics: <ul style="list-style-type: none"> • Year 3 daily phonics sessions – including TA led groups for different stages dependent on need • Targeted phonics interventions for identified pupils in Year 4. • Year 5 & 6 phonic groups for identified pupils needing extra input. 	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	2,3,4
Fluency Reading Interventions: Provision of intensive daily reading sessions for identified pupils including approaches to develop oral language and comprehension skills and improve fluency.	EEF: Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension. Tim Shanahan (2019) says we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody. (EEF) In turn, pupils can more readily access the wider curriculum facilitating access to the whole curriculum.	1,2,3,4

Comprehension support in English - TA/HLTA support for targeted pupils in each year group. Additional teaching group in Y6 - children who have low reading/ spelling abilities to support catch up and individual targets.	EEF: Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. In turn, pupils can more readily access the wider curriculum facilitating access to the whole curriculum.	3,4
IDLS – to support phonics sessions and enable children to practice in school and at home, additional time allocated for children to complete tasks in school for those who have limited access at home.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	3,4
Spelling Shed implemented throughout all year groups-specific targets for identified children. Children can engage from home.	Pupils engaging with regular spelling practice showed improved outcomes.	3,4
We have enrolled another pupil onto the peer mentoring programme to begin this year. (PEP Funding supplemented)	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. (EEF, +2 months)	1, 2, 3, 4, 5
Introduce Lego Therapy (pupils DIS & SEND) - to benefit children with a variety of communication and social developmental difficulties.	Play-based learning approaches have a moderate positive impact (+ 4 months) on learning outcomes.	1, 2, 3, 4
Introduce a morning Meet & Greet Toast Club for children exhibiting School Refusal.	Breakfast clubs that offer pupils in primary schools a nutritious meal before school can boost their reading, writing and maths results (+2 EEF)	1, 2, 3, 4, 5
Private 1:1 tutoring (NTP)	EEF, +5 months	1, 3

Wider Strategies (for example, related to attendance, behaviour and well-being)

Budgeted cost: £29,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: <ul style="list-style-type: none"> • SENCO and FLO (1.5 days p/w) to work with individual children/families to support attendance and manage any anxieties around family situations and school. 	Half Termly attendance monitoring by Attendance Admin, HT and FLO followed by support form FLO where appropriate. Embed principles of good practice set out in the DfE's Improving School Attendance advice.	6
Continue to provide access to lunchtime and after school clubs.	The EEF recognises the benefits of physical activity/arts based clubs on both academic performance (additional 1 month's progress) and health and well-being.	5,6
Funding visits, residential trips and enrichment activities (e.g. Forest School) on a needs based approach.	The EEF recognises the benefits of physical activity/arts based clubs on both academic performance (additional 1 month's progress) and health and well-being.	5,6
Delivery of social and emotional interventions including (but not limited to) Positive Play, Happy to be Me, Good to be Me, Happy to be Us, Anger Gremlin, Anxiety Gremlin, Social Stories, Comic Strip Cartoons, 1:1 Socially Speaking and anxiety work, FLO support.	The EEF recognises the benefits of social and emotional learning on both academic performance and health and well-being.	1,2,3,4,5
SEND Natters and other Matters	Evidence from EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	2,3
Forest Schools	Forestresearch.gov highlights the many benefits of forest school including increased confidence, improved social skills, improvement in communication skills and physical skills as well as increased knowledge and understanding of the world around them.	1,2,3,4,5

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.

At Sawley Junior School, a high proportion of disadvantaged pupils also have SEND.

In the year 2022-2023: The percentage of disadvantaged pupils in each year group who are also SEND:

Year 3, **35%** - Year 4, **40%** - Year 5, **41%** - Year 6, **26%**

From their baseline starting points the difference between disadvantaged pupils and non-disadvantaged pupils is;

Y3 Dis	Dec 2022/23			April 2022/23			Summer 2022/23		
	Dis (26)	Non-Dis	Gap	Dis	Non-Dis	Gap	Dis	Non-Dis	Gap
Reading	38	53	-15	42	43	-1	46	55	-9
Writing	35	28	+7	42	42	0	62	58	+4
Maths	58	66	-8	38	47	-9	58	66	-8

- 33% of the cohort are disadvantaged.
- 9 out of 26 (35%) are also SEND
- Disadvantaged Gap without SEND: Y3: R+10%, W +30%, M +10%

Y4 Dis	Dec 2022/23			April 2022/23			Summer 2022/23		
	Dis (20)	Non-Dis	Gap	Dis	Non-Dis	Gap	Dis	Non-Dis	Gap
Reading	42	73	-31	42	76	-34	60	78	-18
Writing	16	43	-27	16	60	-44	30	71	-41
Maths	21	74	-53	21	66	-45	15	52	-37

- 24% of the cohort are disadvantaged.
- 8 out of 20 (40%) are also SEND
- Disadvantaged Gap without SEND: R -8%, W -21%, M -36%

Y5 Dis	Dec 2022/23			April 2022/23			Summer 2022/23		
	Dis (28)	Non-Dis	Gap	Dis	Non-Dis	Gap	Dis	Non-Dis	Gap
Reading	32	68	-36	26	61	-35	35	70	-35
Writing	36	70	-34	30	68	-30	35	70	-35
Maths	36	72	-36	17	61	-44	35	72	-37

- 28% of the cohort are disadvantaged.
- 10 out of 23 (43%) are also SEND
- Disadvantaged Gap without SEND: R -13%, W -13%, M -29%

Y6 Dis	Dec 2022/23			April 2022/23			Summer 2022/23		
	Dis (31)	Non-Dis	Gap	Dis	Non-Dis	Gap	Dis	Non-Dis	Gap
Reading	39	59	-20	42	71	-29	35	69	-34
Writing	19	42	-23	45	72	-27	52	78	-26
Maths	19	41	-22	29	60	-31	58	78	-20

- 34% of the cohort are disadvantaged.
- 8 out of 31 (26%) are also SEND
- Disadvantaged Gap without SEND: R -26%, W -17%, M -13%

The no. of SEND pupils in each year group make a significant impact upon the gap between disadvantaged and non-disadvantaged and when the data is removed the gap is;

- Y6: R -26%, W -17%, M -13%
- Y5: R -13%, W -13%, M -29%
- Y4: R -8%, W -21%, M -36%
- Y3: R+10%, W +30%, M +10%

SEND pupils make steady progress when compared to their baseline in most subjects.

2022/2023 – Outcomes were also supported by:

- HLTAs/TAs assigned to consistent year groups supported mental health and well-being well
 - staff knew the children exceptionally well and were able to support on a needs basis
 - Time to work with individual children and small groups to support friendships and resilience was used well and children felt well supported.
 - Additional support for families was provided by support staff.
- All Y3 & Y4 children accessed a 6 week PSHE program- individual children were supported during this on a need basis by TA/ HLTA
- Comprehension and reading support enabled good progress.
- Ability based phonics groups implemented in Y3 & Y4.
- Spelling Shed - purchased and all children trained to access spellings weekly including home access.
- Accelerated Reader embedded.
- Fluency Reading Interventions implemented - Provision of intensive daily reading sessions for identified pupils including approaches to develop oral language and comprehension.
- SNIP program introduced and used in years 3&4 for identified pupils. Additional individuals who required practice with selected words accessed it in years 5&6.
- FLO worked with a range of families, supporting and encouraging parents and providing early help.
- Attendance monitoring supported children to attend when possible.
- Socially speaking, anxiety and anger work completed by FLO and SENCo.
- Monopoly attendance assemblies with weekly certificates for classes with highest attendance.
- Inset and cluster meetings have highly prioritised CPD on adaptive strategies.
- Multi-modal Literacy projects
- Teachers, teaching assistants and midday supervisors have received CPD on the 4 main areas of SEND need in school to support the high percentage of pupils who are in receipt of PP and have SEND.
- Wordsmith week improves wider opportunities and culture capital inviting authors into school for workshops.
- Owl writes allow pupils regular opportunities for creative extended writes, as asked for in pupil interviews. Children have opportunities to write for purpose e.g. writing to the PM.
- We have provided mental health clinics for Y6 pupils and ELSA sessions for key pupils.
- Close partnership with the Canal and River Trust to provide culture capital opportunities both by Trent Lock and also through school-based workshops.
- Working towards the John Muir award in Forest schools

Externally Provided Programmes

Programmes	Provider
Read Write Inc	Ruth Miskin Literacy
IDLS for Numeracy and Literacy	IDLS Group
Spelling Shed	Ed Shed
TT Rockstars	Maths Circle Ltd
MyMaths	Oxford University Press
Accelerated Reader	Renaissance Learning
White Rose Maths	White Rose Maths
Anger Gremlin	Author: Kate Collins-Donnelly
Anxiety Gremlin	Author: Kate Collins-Donnelly
Twinkl (Phonics)	Twinkl
Happy to be me/ Happy to be us	Happy Secrets.com
Zones of Regulation	Leah M. Kuypers
Provision Map	TES
John Muir Award	www.johnmuiraward.org
Autism Advocates	Derbyshire County Council

Service Pupil Premium Funding

Measure	Details
Outdoor learning	6-week course to develop confidence and self-esteem. Class support as required to support understanding. Pupil identified for additional reading support.