

Pupil premium strategy statement – Penbridge Junior School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Penbridge Junior School
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	55% (242)
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Anna Webb
Pupil premium lead	Ashlee Cole
Governor / Trustee lead	Emma Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,090
Recovery premium funding allocation this academic year	£34,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£358,455

Part A: Pupil premium strategy plan

Statement of intent

At Penbridge Junior School, everybody is responsible for socially disadvantaged pupils and we are all committed to meeting children's individual pastoral, social and academic needs within the school environment. Our school serves a diverse community where deprivation is high. Our families are often trying to overcome more than one complex barrier as well as local factors and we understand that a one size fits all approach is not sufficient in meeting the needs of our disadvantaged pupils. All stakeholders work closely together to identify the needs of our children and families and we are very aware that these needs can differ across our families. We ensure good relationships and pastoral support for our families to ensure we know their needs well.

Our Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- To improve our children's cultural capital, providing them with opportunities and experiences they would not normally have
- To ensure disadvantaged children have access to a broad and balanced curriculum
- To ensure our disadvantaged children receive the pastoral and emotional support they require

Our Key Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals; we know that our best practice benefits all of our children.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- High expectations and inclusive teaching are imperative. Classrooms provide challenge and support through building trusting relationships.
- Our approach to teaching meta-cognition builds life-long learning habits such as resilience, self-regulation and resourcefulness. Children build self-esteem and confidence through successful engagement with high quality, challenging tasks.

- We have a strong pastoral team who work with our families to ensure good attendance and to provide emotional support, as well as support with developing socially.
- We use a tiered approach as advised by EEF to ensure that challenges are met using a range of strategies.

Challenges

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

Challenge number	Detail of challenge
1	Children's oracy and vocabulary is poor, which has a negative impact on their learning and achievement in all areas of the curriculum.
2	A lot of children join us with poor phonic knowledge.
3	74% of our children who meet threshold for persistent absence come from our disadvantaged families have lower than average attendance.
4	Our disadvantaged children do not have many opportunities to improve their cultural capital. Some of our children do not visit the local area, or have the chance to have experiences which provide them with enrichment.
5	Many of our disadvantaged families have social and emotional needs outside of school as well as in, including mental health, relationships and family disputes and social care involvement. This can have an impact on children's behaviour and attitudes to learning.
6	Children have poor retention of maths skills, especially where they haven't had the repeated practice during school closures.

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
Ensure that children are receiving support and strategies to improve their language and vocabulary, giving them a greater chance of being successful throughout the curriculum.	Children's vocabulary will improve. Children's understanding of vocabulary questions in reading assessments will improve. This will be evidenced through our test analysis and data drops. Children's attainment across the curriculum will improve.
Phonics will be taught in year 3 and to individual children who need it across the school, improving their fluency and comprehension.	Children will move through phonics phases. Children will be able to access books on our Scholastic programme.
Support will be provided to families and communication strong to ensure the percentage of persistent absentees from our disadvantaged families decreases.	The percentage of persistent absentees from our disadvantaged families will decrease.
Ensure children are provided with opportunities to take part in experiences which improve their cultural capital.	Children will take part in activities as outlined on the 'school passport'. The curriculum will have more planned opportunities for enrichment. All children have access to our enrichment activities. The school will achieve ArtsMark.
Ensure our families are provided with the required social and emotional support. Ensure good relationships with the pastoral team, teaching staff and families.	Attendance of our disadvantaged children will improve. Learning behaviours of disadvantaged children will be positive, allowing them to make good progress across the curriculum. Attainment of disadvantaged children will be in line with all children.
Ensure that children have regular opportunities to practise retrieval of taught objectives, through revisiting, space practice and inter-leaving.	Children's recall of taught objectives will improve as evidenced in assessment outcomes.

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: £62,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> • Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching. • Staff development and quality CPD • Staff completing NPQs are supported well in their project in order to support teaching across the school • ECTs are well supported 	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>School continue to support those teachers who took part in the DFE Early Career teachers framework – staff are supported by colleagues across the trust. The school supports x3 ECTs.</p>	<p>1, 2, 6, 3</p>
<p>SIP working party with teachers from across the school dedicated to oracy and vocabulary.</p>	<p>Research shows that vocabulary (particularly tier 2 vocabulary) needs to be the focus if you want to improve children’s learning as it is vocabulary which is transferrable across the curriculum.</p> <p>The EEF shows that oral language interventions have a very high impact on progress, based on extensive evidence.</p> <p>Using working parties in our school last year allowed teachers to share and disseminate knowledge effectively across all year groups, therefore we have introduced this for Oracy and Vocabulary this year.</p>	<p>1</p>

Phonics training for year 3 teachers and early reading lead introduced	EEF – Phonics Key finding 1: Phonics has a positive impact (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds	2
High quality texts in class used in guided reading, across the curriculum and in our library	The Centre for Literacy in Primary Education states that ‘the use of high quality books within the reading curriculum is at the heart of a school’s successful approach to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers.’ Using high quality texts in reading linked to topics in the past has improved children’s understanding of the topics they are learning.	1, 2, 4
Continue to develop feedback in all classes across the school, to ensure that the feedback provided to all pupils is instant and effective	Feedback (+8 months – EEF Toolkit) EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.	1, 2, 6
Jigsaw curriculum to be used across the school for SRE	The DFE RSE and Health Education guidance states that ‘in primary schools, subjects need to put in place the building blocks of healthy, respectful relationships, focussing on families, in all contexts, including online.’ We have looked at a range of PSHE schemes to meet the statutory requirements, whilst also meeting the needs of our children and we believe Jigsaw does this: ‘The Jigsaw curriculum is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.’	5
Retrieval to be a focus for all teachers in their own career development, looking at impact on children’s learning	Research shows that retrieval practice improves children’s recall. (Roediger and Karpicke, 2006) It also helps to identify gaps in knowledge and aids later retention, allowing children to make links in their next unit of study. (Roediger, Putnam and Smith 2011) As a Thinking School, this is something we have had training on and used within school and we know from using	6

	low stakes assessments previously, it improves their recall.	
Coaching to be used throughout the school for support for staff in improving their own practice	Coaching for Teaching and Learning, gov.uk: ‘Teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment and coaching can provide a means by which this principle can be achieved and thus teacher learning enhanced.’ Teachers in our school have had some coaching training in the past and responded well to peer tutoring with small steps to improve practice.	1, 2 and 6
Resources used across the curriculum to provide enrichment activities	Pupil interviews with our children have shown us that they are able to recall more knowledge from lessons where they have had a memorable experience and these often involve a range of practical resources.	6, 4
PiXL membership	‘PiXL is known for its aim of wanting to improve life chances and outcomes for young people and its focus on equipping school leaders to make that happen. Whether it is a focus on reading, oracy, writing, numeracy, character education or establishing strong cultures, PiXL is committed to providing practical support and strategies to make an impact.’ Using PiXL resources and strategies previously has allowed us to identify and target specific needs and help our children, particularly disadvantaged children, make accelerated progress.	1, 2, 6

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

Budgeted cost: £124,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA interventions take place focusing on misconceptions in lessons	<p>EEF shows +4 months progress and a large positive impact on learner outcomes, as long as they are deployed effectively.</p> <p>We have used same day interventions for maths previously and there is clear evidence of progress in their books when using this approach so we will transfer this to other subjects.</p>	1, 6
Tutoring to take place as part of school directed tutoring programme	<p>EEF – One to One tuition is very effective at improving pupil outcomes. The EEF shows that small groups tuition has an average impact of four months' additional progress over the course of a year.</p> <p>The DfE states that tuition is most effective when children receive high quality and individualised feedback and regular assessment and monitoring – a qualified teacher has the knowledge and training for this.</p>	1, 2, 6
Boosters in maths taught by teachers and targeted at children's specific needs using diagnostic assessment	EEF – small group tuition has average impact of four months' additional progress over the year	6
Fortnightly meetings with year 6 teachers with focused support on attainment from SLT, using coaching model	<p>Coaching for Teaching and Learning, gov.uk:</p> <p>'Teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment and coaching can provide a means by which this principle can be achieved and thus teacher learning enhanced.'</p>	1, 2, 6
Teachers to work with children weekly with focused conferencing time to identify gaps and provide individual feedback on next steps	EEF – providing feedback is well-evidenced and has a high impact on learning outcomes.	6

Educational Psychologist/ MABS/ Counselling	Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in school, which need specialist support	5, 3
Speech and Language Therapy	Communication and oracy is poor, and in the past having dedicated SALT time with specific children has improved children's vocabulary as seen in their reading assessments and communication as seen by their teachers	1
Enrichment interventions	Pupil voice gave us information about the activities children wanted more experience of. Having regular opportunities to take part in these activities regularly has improved enjoyment of school for the children who take part as shown through our pupil interviews.	4

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

Budgeted cost: £171,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club places for disadvantaged children and children with poor attendance.	<p>Gov guidance Breakfast Clubs Programme 2021-2023 states that ‘the evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.’</p> <p>From past experience in our school, providing some children with breakfast club places has improved their attendance.</p>	3, 5
Pastoral team	<p>Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in school, which need specialist support. From our own experience in school, having good communication with families improves their attendance and learning in school.</p>	3, 5, 1, 2, 4, 6
Visitors, trips and other experiences to be planned throughout the curriculum to enhance children’s cultural capital	<p>Many of our disadvantaged children do not have the experiences which will help with social mobility and Ofsted have identified this as a key area in their judgements of schools’ effectiveness. The Sutton Trust recommends that schools’ pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)</p>	4
ELSA one to one support, Lego therapy, social groups and Circle of Friends	<p>Many of our disadvantaged children have high emotional need – having ELSA support provided them with emotional and pastoral support, on top of the academic support they receive in class or through TA interventions.</p>	1, 3, 5
Places for disadvantaged children in after school clubs	<p>Many of our disadvantaged children do not have the experiences which will help with social mobility and Ofsted have identified this as a key area in their judgements of schools’ effectiveness. The Sutton Trust</p>	4

	recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)	
Subsidising trips	A lot of our parents struggle with the cost of trips and we believe that trips are crucial in developing cultural capital. A lot of our children don't visit locations in our local area, as well as locations further afield and we aim to provide these experiences for them.	4
Inclusion meetings with pastoral team	As a large school, weekly meetings have ensured that the high level of needs of our children is understood by the wider pastoral team and this is something we want to continue.	5, 3
Attendance officer	Having an attendance officer develop strong relationships with the children and families has seen improvements in the attendance of individual children, which we want to continue.	3
Parental engagement – open evenings, engage and topic outcome events, newsletter and improved lines of communication	EEF – Parental engagement has a positive impact on average of 4 months additional progress	1, 2, 3, 5, 6
Attendance rewards	Through having our attendance rewards in the past we have seen improved attendance of individual children as they are keen to achieve our golden tickets and 100% rosettes	3, 1, 2, 6

Total budgeted cost: £358,455

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Assessment of outcomes linked to strategy 2021-2022

A. Ensure that children are receiving support and strategies to improve their language and vocabulary, giving them a greater chance of being successful throughout the curriculum.

Debugging was introduced in reading lessons and children were using more advanced vocabulary in their writing as seen through monitoring. When talking to children, they were able to tell us about the meaning of the tier 2 vocabulary in the subject they were learning about. Vocabulary questions in assessments continue to be a barrier for lots of our children, therefore we aim to continue with this as a priority.

B. Ensure children are building their fluency in reading so that they have a good understanding of the texts they read, allowing them to access information more easily in other areas of the curriculum.

The fluency of the children who join us with secure phonic knowledge improved over the year with the use of our Scholastic programme and the introduction of DEAR time. We used a fluency tracker to identify the children's next steps. The focus now needs to be on early reading skills for children who join us with poor phonics knowledge.

C. Ensure children improve their attendance and communication with parents is good to avoid persistent absences.

Attendance has continued to be a barrier this year. The attendance officer has a good relationship with our families where attendance is low, however we now need to focus more on persistent absentees.

D. Ensure children are provided with challenging texts, which provide them with rich vocabulary and high quality examples, which they can use in their own writing.

Our percentage of children meeting the higher standard in writing improved for the cohort with some of our disadvantaged children who were EXS at KS1 achieving GDS. When moderated in the Summer term, vocabulary was identified as a strength.

E. Ensure children are provided with opportunities to take part in experiences which improve their cultural capital.

Children took part in enrichment activities and had a range of visitors and experiences. Pupil interviews showed that children enjoyed these experiences and also enjoyed taking part in planning them.

F. Ensure our families are provided with the required social and emotional support.

Ensure good relationships with the pastoral team, teaching staff and families.

Having a strong pastoral team and weekly inclusion meetings means we are able to swiftly identify where families may require support. We have had MABS support for many families over the year and parents are able to contact individuals within our pastoral team at any time.

G. Ensure that children have regular opportunities to practise retrieval of taught objectives, through revisiting, space practice and inter-leaving.

All lessons start with retrieval activities and this is supporting children in their recall of knowledge. When carrying out pupil interviews, children are able to recall facts from their current topics and explain how the knowledge links to prior knowledge.

H. Ensure all children have access to the appropriate technology for their learning, so that they are not further disadvantaged.

All children who needed access to a device for home learning were provided with one. We have continued this and children in years 4 – 6 also have a one to one device for learning in school.

Recovery funding

We used our recovery funding to employ tutors who supported children across the school in reading and maths. These children were identified using diagnostics and the planning was based on this. Children were assessed regularly to help in their understanding of the priority objectives and question level analysis was used to identify next steps.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One of our ELSAs led a service children group and took the children to activities for service children taking place in the city.

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Pupils were able to spend time with other pupils who had similar experiences and they were able to share these with each other. This supported their emotional well-being.</p>
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