

# Pupil premium strategy statement – Wensum Junior School

## 2021 - 2024

### School overview

Detail	Data
School name	Wensum Junior School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022 (milestone #1)
Statement authorised by	Victoria McConnell, (Headteacher
Pupil premium lead	Peter Hubery, Deputy Headteacher
Governor / Trustee lead	Anna Varley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,223.00
Recovery premium funding allocation this academic year	£20,190.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£127,500.00

# Part A: Pupil premium strategy plan

## What is the Pupil Premium?

The Pupil Premium is a grant given to schools to help them close the attainment gap that exists between advantaged and disadvantaged children. It was launched by the coalition government in April 2011 in a major effort to address the growing body of evidence showing that children from disadvantaged backgrounds *generally face extra challenges in reaching their potential in school, and often don't perform as well academically as their peers*. Children who are entitled to Pupil Premium often face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. The Pupil Premium is intended to directly benefit the children who are eligible, helping to narrow the attainment gap between them and their classmates by tackling the barriers that inhibit success in school. It is important to understand that the Pupil Premium is not based on ability. Research shows that the most academically able pupils from disadvantaged backgrounds are more at risk of under-performing than their peers, with the gap widening as they get older.

## Who is eligible?

Our Pupil Premium funding is based on the number of looked after children (LAC) and children who receive Free School Meals (FSM) on roll with us when the annual census is taken in October of each year.

**Free school meals:** We get £1,345 for every primary age pupil who claims free school meals, or who has claimed free school meals in the last 6 years. You can claim free school meals if you receive any of the following support:

- Universal credit (provided you have a net income of £7400 or less)
- Income support
- Income-based jobseekers' allowance
- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less

**Looked after and previously looked after children:** We get £2,345 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order. Local authorities get the same amount for each child they are looking after. They must work with us to decide how the money is used to support the child's personal education plan.

We are responsible for recording the children who are eligible for Pupil Premium in our annual school census. You don't have to do anything yourself other than making sure you return any paperwork that relates to the benefits you receive or your child's entitlement to free school meals.

## The Pupil Premium at Wensum Junior School

Pupil Premium funding is allocated based on the previous year's cohort. In the academic year 2020 – 2021 we had 190 on roll, 80 of whom were eligible for Pupil Premium funding. This brought in a total of £107,223.00 for the coming academic year 2021 – 2022. This represents 42% of the school compared with a national average of 28%. It is important to realise that while the funding is based on the number of eligible children, it is not a personal bursary. It is up to school leaders to decide how best to spend the Pupil Premium. This is because we are best placed to assess a pupil's needs and use the additional funding to improve attainment.

### A tiered approach at Wensum Junior School

*The quality of teaching and learning is good and improving. Teachers plan learning activities that enable pupils, including those who are disadvantaged, to make good progress in reading, writing and across the school's wider curriculum - OFSTED, 2018*

We have adopted a tiered approach, targeting our spending across three areas: Quality First Teaching, targeted academic support, and wider approaches.

- 1. Quality First Teaching:** While some children eligible for Pupil Premium funding might be receiving targeted support (see below), all children benefit from high quality teaching in the classroom. Indeed, research shows that excellent classroom provision has a particularly positive benefit for disadvantaged children. The bulk of our Pupil Premium funding is therefore targeted at ensuring a high quality classroom experience for all our children. This includes providing an on-going programme of high quality training for teachers and generous funding for our rich curriculum offer.

*Leaders have developed a rich, innovative curriculum that fire's pupils' imagination and inspires them to learn. OFSTED, 2018*

- 2. Targeted academic support:** We deploy a range of targeted support to meet the academic and pastoral needs of our children and their families. Based on on-going teacher assessment overseen by our SENDCo, and, where necessary, in conversation with families, this can include individual and small group interventions; bespoke in-class support, work with educational professionals and much more besides. We also use Pupil Premium to fund Pokemon class, our alternative provision.
- 3. Wider approaches:** It is here that we aim to tackle a wide range of non-academic issues that often create significant barriers to success in school. Our dedicated pastoral and family support staff, partially funded through the Pupil Premium, work with senior leaders,

families and external agencies to address issues around attendance, behaviour and social and emotional support. They also work closely with Children's Services, the LEA and a wide range of professionals across the city to ensure that those that need it get the support they deserve. In addition to this we also use the money to fund:

- Our daily breakfast club
- Music provision for all children in-class, and for those attending our school orchestra
- Educational and residential trips and visits

## Monitoring the impact of the Pupil Premium at Wensum Junior School

Measuring the impact of Pupil Premium funding takes many forms. Academic progress is routinely monitored through termly pupil progress meetings, with feedback to families provided via the scheduled Parent Teacher meetings as well as through a range of more informal meetings in school. A range of approaches are adopted to measure the impact of interventions around social and emotional support. Thrive profiles are regularly updated by class teachers reflecting gains made through whole class and bespoke interventions. Attendance is monitored in partnership with Norfolk Council / LEA. If you have any questions around Pupil Premium funding please contact the school office and arrange a time to speak with a member of the senior leadership team.

## The challenges

The challenges we now face have been exacerbated by the impact of Covid19 on schooling over the past 22 months. Periods of isolation, lockdown and general disruption to learning over an extended period of time have all taken their toll. The gap between pupils eligible for Pupil Premium funding and their 'more well off peers' has widened significantly. Over the coming months we will be working to close the gap to ensure that no child is left behind.

Challenge number	Detail of challenge
1	<b>Phonics</b> There are 26 children receiving dedicated phonics teaching during our daily English skills session. 16 of these children are PP. This equates to 62%.
2	<b>Attainment</b> In year data (December 2021, based on teacher assessment) shows that WJS is below the national and LA dataset for achieving age related expectations across the core of reading, writing and mathematics. <i>Further details providing a detailed breakdown per subject is attached, but won't appear on the website.</i>
3	<b>Closing the gap</b> The school's attainment dataset also makes clear that the gap between pupils eligible for Pupil Premium funding and their more well off peers has widened over the past two years (we had managed to close it pre-pandemic). This is seen across all subjects in all year groups.

4	<p><b>Oracy</b></p> <p>Oracy will become one of the gateway skills of the 21<sup>st</sup> century. To be able to speak confidently and clearly, present an informed position, challenge intelligently and listen carefully are essential to accessing and engaging with the world of work and beyond.</p>
5	<p><b>Supporting low cognition and learning</b></p> <p>A small number of children come to us each year with significant and often complex issues around cognition and learning. This often manifests itself in challenging and extreme behaviours that limit the chances of being successful in a mainstream classroom. Experience has shown us that with skilful teaching, a bespoke curriculum, small group sizes and a relentless commitment to each of our young people we can change the narrative and life chances of our most vulnerable learners.</p>
6	<p><b>Supporting the social, emotional and mental health of our children (SEMH)</b></p> <p>The impact of Covid19 has resulted in much higher levels of worry and anxiety for many of our young people. We pride ourselves on creating a school that is happy, healthy and safe, but we recognise that for all sorts of reasons this might not be the case for some of our children. It is our responsibility to do all we can to support children at the point of need.</p>
7	<p><b>Attendance</b></p> <p>In year data shows that attendance currently stands at 97%. There are, however, 9 children on attendance plans, of which, 8 are Pupil Premium (89%)</p>

## Intended outcomes 2021 - 2024

Intended outcome	Success criteria
<b>Attainment</b>	Rapidly rising trend by summer 2021. Three year trend with average 80% of children achieving ARE+
<b>Progress</b>	Gaps significantly narrowed across all subjects, all cohorts by Summer 2021. 100% of children making Expected + progress from starting points thereafter. Exceptions will be children who have specific vulnerabilities that will prohibit this.
<b>Alternative Provision</b>	To continue to provide bespoke curriculum provision to support the academic, pastoral and social / emotional needs of the learners in Pokémon. EHCP's to be secured and children either reintegrate back into their parent class, remain in Pokémon or move along the pathway to specialist provision in another setting.
<b>Pastoral support</b>	To continue to provide specialist support, advice and guidance; liaise with off-site providers or otherwise signpost services to vulnerable families to ensure that all children are <i>happy, healthy and safe</i> (school vision statement strand 1)
<b>Attendance</b>	To provide the support to families to ensure that all at risk children achieve the minimum requirement of at least 95% attendance.

## 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.

### Quality First Teaching

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Feedback	EEF toolkit: <i>Very high impact for low cost based on extensive evidence.</i> <a href="#">Link</a>	2, 3, 4
Metacognition and self-regulation	EEF toolkit: <i>Very high impact for very low cost based on extensive evidence.</i> <a href="#">Link</a>	2, 3, 4
Collaborative learning	EEF toolkit: <i>High impact for very low cost based on limited evidence</i> <a href="#">Link</a>	2, 3, 4
Oracy	EEF toolkit: <i>Very high impact for very low cost based on extensive evidence.</i> <a href="#">Link</a>	4
Reading comprehension	EEF toolkit: <i>Very high impact for very low cost based on extensive evidence.</i> <a href="#">Link</a>	2, 3, 4
Developing reflective practice (IRIS)		1, 2, 3, 4
Developing subject leadership		1, 2, 3, 4

## Targeted academic support

Budgeted cost: £94,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative Provision	The school has a range of internal academic, pastoral and other data on the positive impact of our alternative provision.	5, 6
Phonics	EEF toolkit: High impact for very low cost based on very extensive evidence. <a href="#">Link</a>	1, 2
Booster sessions (Y6)	EEF toolkit: Reading comprehension strategies: <a href="#">Link</a> Small group tuition: <a href="#">Link</a>	2, 3
Other small group work (Y3, 4, 5)	EEF toolkit: Reading comprehension strategies: <a href="#">Link</a> Small group tuition: <a href="#">Link</a>	2, 3

## Wider strategies

Budgeted cost: £22,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting families	EEF toolkit: Moderate impact for very low cost based on extensive evidence. <a href="#">Link</a>	6, 7
Supporting children		6, 7
Financial support through subsidies		6, 7

**Total budgeted cost: £124,575**

**In year contingency: £2925**

## 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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*