

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Consett Junior School
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	28.65% (63 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paul Dixon
Pupil premium lead	Rebecca Waters
Governor lead	Michael Bolam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98772
Recovery premium funding allocation this academic year	£9570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£108342

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communications skills, lack of confidence, occasional behaviour issues. The challenges are varied and there is no 'one size fits all'.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantage and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them access learning at an appropriate level.

We aim to do this by:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensure 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.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Not all children receiving free school meals will be in receipt of pupil premium interventions at any given time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring children have access to Quality First Teaching.
- Providing classes with adequate support to all for effective teaching and learning opportunities.
- To allocate experienced Support staff who are able to provide small group interventions to all year groups.
- 1:1 support where it is necessary.
- Additional support for all children who require support from external services.
- The aim of the Pupil Provision is to accelerate progress, ensure children move to Age Related Expectations.
- Ensure those children in receipt of Pupil Premium and are able are adequately challenged.
- Support payment for activities, educational visits and residentials – ensuring children have first-hand experience of learning opportunities outside the class room.
- Provide breakfast club for all children who are eligible.
- Give every child in school an opportunity to learn a Brass Instrument.

Challenges

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

Challenge number	Detail of challenge
1	<i>Poor engagement in reading by both parents and pupils.</i>
2	Narrowing the attainment gap across Reading, Writing and Maths
3	Attendance and Punctuality issues.
4	Emotional Resilience of PP children
5	Improved attitudes to learning

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
<i>Increase in reading engagement by children and parents</i>	Children's reading ages improve – Measured by accelerated reader Star Reading tests.
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Improved Attendance in Vulnerable groups	Attendance of disadvantage pupils above 96%
Improved attitudes to learning	Reduction of red behavioural incidents on Trackit behaviour system.
Improved resilience in children	The Children who receive either internal or external counselling lessens over time.

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

Budgeted cost: £ 70000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review of Year 2021/2022
<i>Additional 2.5 FTE Teaching Assistants to support PP children in making the required progress.</i>	EEF Toolkit – Small Group Intervention (+4) Support for the PP children within the class environment – delivering small group support.	1, 2, 5	Staff appointed and in place to support children where appropriate.
<i>CPD to support Quality first teaching. Purchasing of National College subscription Developing a coaching model to help develop Teaching.</i>	Money allocated to support staff to attend up to date training in English and Maths. Purchasing of the National College Online CPD programme EEF guide to Pupil Premium – tiered approach, teaching is the top priority, including CPD.	2	National College and National College Online Safety purchased and providing access for staff CPD. By into LA provision of Network meetings and subject specific support. E.g. History.

Targeted academic support

Budgeted cost: £ 19885

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<i>Accelerated Reader & MyOn – Support reading across the curriculum and reading for pleasure.</i>	EEF Projects - +3 The aim is to support home reading and reading for pleasure. AR also allows us to monitor closely groups of children – focusing on PP and the lowest 20% of readers.	1, 2, 5	Accelerated Reader and MyOn purchased
<i>Phonic Intervention for those pupils who need additional support.</i>	EEF Toolkit +5 The member of staff has 1:1 and 1:2 interventions to develop phonic awareness	1, 2, 3, 5	0.5 Teacher employed to support catch up in Phonics

	and support those children who are still struggling with phonics and who are reading at pre-accelerated levels.		
<i>Interventions led by existing staff – Success in Arithmetic, Lexia, 1st Class In Number, 1st Class in Writing.</i>	EEF Toolkit – Small Group Intervention Small group interventions led by experienced staff to support Maths, Writing and Reading.	1, 2, 5	Support staff lead interventions

Wider strategies

Budgeted cost: £ 18457

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<i>To provide an opportunity to give all PP children the opportunity to have Brass Tuition</i>	EEF Toolkit – Arts Participation Providing the children with the opportunity to play a musical instrument, taught by an external qualified teacher from Durham, Music Service.	4, 5	All children have access to Brass tuition as part of school approach to delivering Music.
<i>Further support behaviour for learning by introducing a new App based programme.</i>	EEF Toolkit Behaviour Interventions +4 This new app will help provide a clear and more consistent approach to behaviour across the school. Enhancing the Behaviour for Learning policy, hence supporting good learning environment.	2, 5	School has actively joined the DfE behaviour Hub – revamping who school behaviour policy – rolled out during Autumn Term 22.
Support children who require additional wellbeing support by providing a councillor for 1 day per week for the year.	EEF Toolkit – Social and Emotional +4 Some children have external barriers to learning and this is being addressed by the support from either an internal member of staff through Drawing and Talking Therapy or through external support from a councillor.	3, 4	School counsellor employed for 1 full day a week – 5 children plus lunch drop in available. Support staff trained in Talking and Drawing therapy.
Provide Breakfast Club for all PP children	EEF Toolkit – Social and Emotional The Free breakfast club has proven over time that it	3, 5	All PP children offered Free Breakfast club, to enable a good start to the day. Attendance of PP support.

	improves the attendance of those that attend.		
Support payment for activities, educational visits and residential	EEF Toolkit – Social and Emotional This will ensure children have first-hand experience of learning opportunities outside the class room.	3, 5	Subsidiaries are in place to support transport costs for all visits.

Total budgeted cost: £108342

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 2019 to 2020, and 2020 to 2021 results will not be used to hold schools to account.

Teachers and Teaching Assistants continued to teach those children who were in school during lock down - this enabled them to keep up with the curriculum for when school reopened in September 2020 and March 2021.

Leaders recorded concerns and TAF/care meeting minutes in CPOMS, alongside records of welfare calls made to PP/vulnerable families.

Internal End of Year Teacher Assessments indicates that PP children are 7% behind their peers on average in core subjects.

Subject	Pupil Premium Secure +	All Pupils Secure +	Not Pupil Premium Secure +
Reading	58%	62%	63%
Writing	41%	47%	49%
Maths	53%	60%	65%

We have used the internal data to help formulate our plans for the next three years Pupil Premium strategy. It has been apparent that the older children accessed the online learning offer more successfully than the younger children, this again has informed our approaches to this years Premium spend.

We have received our external Y6 SATs results for 2021-2022, we have used this data, alongside internal information to ensure we adjust our school improvement priorities and Pupil Premium priorities accordingly.

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.