

Pupil premium strategy statement

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	Consett Junior School
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	32.88% (73pupils)
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	December 2022 December 2023 November 2024
Statement authorised by	Paul Dixon
Pupil premium lead	Rebecca Waters
Governor lead	Gemma Cornes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103850
Recovery premium funding allocation this academic year	£10295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£114145

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 pupils, lack of parental engagement.</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: £ 71934

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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
<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

Targeted academic support

Budgeted cost: £ 21817

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Accelerated Reader – 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
<i>Phonic Intervention for those pupils who need additional support. Using of Little Wandle</i>	EEF Toolkit +5 The member of staff has 1:1 and 1:2 interventions to develop phonic awareness and support those children who are still struggling with phonics and who are reading at pre-accelerated levels.	1, 2, 3, 5
<i>Interventions led by existing staff – Success</i>	EEF Toolkit – Small Group Intervention	1, 2, 5

<i>in Arithmetic, Lexia, 1st Class In Number, 1st Class in Writing.</i>	Small group interventions led by experienced staff to support Maths, Writing and Reading.	
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Wider strategies

Budgeted cost: £ 20394

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
<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
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
Provide Breakfast Club for all PP children	EEF Toolkit – Social and Emotional The Free breakfast club has proven over time that it improves the attendance of those that attend.	3, 5
Support payment for activities, educational visits and residentials	EEF Toolkit – Social and Emotional This will ensure children have first-hand experience of learning opportunities outside the class room.	3, 5

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 2021 to 2022 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.

Below are the Y6 SATs outcome for 2021/2022

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%

2022 Outcomes for Year 6

Subject	Pupil Premium Secure +	All Pupils Secure +	Not Pupil Premium Secure +
Reading	50%	61%	68%
Writing	45%	68%	81%
Maths	41%	51%	51%

The Y6 outcomes were very disappointing, we feel that they are cohort specific – with a large PP cohort. (36.67%)

Internal Autumn Data would indicate a specific improvement in last years results. Although we do feel further work will be needed on Mathematics across the school.

All our our TAs have enrolled on a Maths Specific TA course, this is being delivered by the Archimedes Maths Hub, based in Darlington. Each TA will receive 4 training sessions spread over 4 months.

We have looked again at how we set home work and how we deliver interventions in Maths to ensure we help children fill the gaps in learning from the previous two years.

We have closely worked with the Infant School Maths lead and they have now adopted the White Rose Scheme of work, so that we are confident that the coverage is now complete.

We have used the internal data to help formulate our plans for the next three years Pupil Premium strategy.

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.

By being active members of the local school sports partnership, we actively seek the children who are deemed Pupil Premium to take an active role in Sporting events.

After school clubs are accessed free for those children who are PP.