

Pupil premium strategy statement for West Rise Junior School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils (National %)	124 35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	End of year reviews: July 2025, July 2026, July 2027
Statement authorised by	Louise Muller Interim Headteacher
Pupil premium lead	Helen Pentecost Deputy Headteacher
Governor / Trustee lead	Bridget Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,610
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£184,610

Part A: Pupil premium strategy plan

Statement of intent

At West Rise Junior School, we inspire and empower independent and creative learners. We support a culture of high achievement and mutual respect. Our students will enrich their lives and those of others.

We are a Rights Respecting School. The articles of the Unicef Children's Rights Charter are at the heart of all school policy. We recognise that all children have a right to:

- learn
- be listened to
- join in cultural and artistic experiences
- be safe
- fair treatment
- a healthy lifestyle
- extra support if needed.

We have high expectations of all pupils within our school. With a high proportion of disadvantaged children, we recognise the importance of closing gaps and therefore ensure we are supporting and challenging these children appropriately, ensuring staff know who the disadvantaged children are in each classroom.

Research shows that children from disadvantaged backgrounds can feel a sense of social isolation and that this can travel with them throughout their life. To help combat this it is suggested that disadvantaged children need to have strong relationships with their teachers and all school staff and be given opportunities to talk and participate in proper conversations. This in turn not only builds vocabulary but confidence, self-esteem and a true sense of belonging.

Teachers and TAs work together to provide a calm, nurturing environment where children feel safe and supported and can focus on their learning. In class support as well as additional pre and post learning sessions are provided to aid with any gaps in learning in Mathematics, Writing and Reading Comprehension. This work aligns closely with the work carried out in the classroom as 'evidence suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.' EEF.

Our outcomes last year show we are making progress with our Reading provision. We continue to use Accelerated Reader - a cloud based application that provides children with a short quiz when they finish reading a book. It moves children onto the next book if they are showing a good understanding and for those who have not fully understood it indicates to the staff member that they need some additional support. In addition to this we have implemented daily 30 minute reading lessons, providing children with the opportunity to hear expert readers (their teachers) and to emulate this through choral and echo reading. They also have lessons where they answer questions about the text. These lessons find the teacher modelling how to master this important skill. We are monitoring these lessons while they are embedded and providing CPD as needed.

We have purchased Little Wandle Phonics to provide consistency for the children moving from the infant school as this is the scheme they use. Phonics training has been provided for all Year 3 and 4 teachers and support staff and Phonics teaching is happening in all Year 3 and 4 classes. Monitoring of this continues to ensure it is embedded satisfactorily and CPD provided as needed.

We have one member of staff who is currently trained in the 'Better Reading Support Programme'. This has proved to be such a beneficial programme that we plan to provide CPD to all Teaching Assistants in order to increase the number of children that can access this.

Quality first teaching is imperative and therefore a systematic monitoring schedule is in place to ensure structures are being followed consistently and effectively and CPD for teachers and support staff will continue throughout the year as need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes for children in Mathematics are still low across the school – improvements are being seen as teachers become more familiar with White Rose and further CPD will support this further
2	Outcomes in Writing are low across the school – CPD to be provided across the school to improve teaching of Writing and increase engagement
3	Outcomes in Reading comprehension is still low across the school – Accelerated Reader brought in in the latter part of last year – starting to see impact. CPD to be provided to improve the teaching of reading across the school
4	Poor attendance (below national attendance % of around 94%) and lack of parental engagement
5	Reduction in perceived value of school attendance since pandemic school closures
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, difficulties maintaining positive relationships with peers and diminished levels of resilience. These challenges particularly affect disadvantaged pupils and can impact upon their attainment.

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
Improved Mathematics outcomes	Key Stage 2 outcomes at the end of 2024 show that at least 69% of pupils met the expected standard, with continued progress in successive years.
Improved Writing outcomes	Key Stage 2 outcomes at the end of 2024 show that at least 55% of pupils met the expected standard, with continued progress in successive years.
Improved Reading comprehension	Key Stage 2 outcomes at the end of 2024 show that at least 71% of pupils met the expected standard, with continued progress in successive years.
Increased attendance across the school	Sustained 95%+ attendance across the school.
Improved well-being throughout the school	Reduction in children accessing support from our pastoral/wellbeing team and a reduction in parents accessing support from our MHEW. TBC - awaiting mock results to be done in week 5

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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further White Rose training and purchase of manipulatives. CPD for two teachers accessing Maths Mastery training. Cover for the monitoring of Maths and provision of feedback and CPD as identified	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF PP Guidance	1

Times Table Rockstars	<p>To become mathematically competent, learners need to develop a rich foundation of factual and procedural knowledge. EEF Teacher Toolkit</p> <p>Technology in today's world has grown significantly and suggests that as a result of the advances of technology, the way in which people are educated has improved. The impact of the action research is that teachers feel that in order to improve acquisition, accuracy and speed of times tables, children need to be engaged through technology. As a result of the Times Table Rockstars programme, children are enjoying the learning and rehearsing of times tables and have an increased level of confidence in their abilities to use times tables in all areas of Maths. Research from the EdReview</p>	1
Accelerated Reader purchase and training	<p>This is a web-based programme that encourages children to read for pleasure. EEF evaluation shows 5 months progress of FSM children.</p> <p>This also enables children to access books online, which could help with parental engagement.</p>	2, 3, 4 & 5
Better Reading Partnership Intervention and training for all support staff	<p>This trains a teaching assistant or volunteer to support reading effectively; develops phonic and comprehension skills; promotes engagement with and enjoyment of reading; enables pupils to make rapid progress in reading and provides detailed evidence of progress and impact.</p> <p>The EEF states that the use of a commercial provider typically has a larger impact</p>	2, 3
CPD for teachers in how to teach reading effectively. Purchase of books to support improved reading lessons. Cover for monitoring, feedback and provision of CPD as needed	<p>Teresa Cremin et al (2014) suggest that the acquisition of the habit of reading is helped when teachers build communities of readers in their classrooms, developing a love of reading and the motivation to do so – building both the will and the skill. Likewise, Jerrim and Moss (2018) argue that reading fiction is a predictor of long-term academic success. EEF</p>	2 & 3
Little Wandle Rapid Catch Up programme – cover for monitoring, feedback and provision of CPD as needed.	<p>Phonics has been shown to have a positive impact of 5+ months. EEF</p>	2 & 3
<p>1:1 reading support with HLTA</p> <p>Training for other support staff to provide this</p>	<p>EEF suggests that 1:1 tuition regularly, 3 to 4 times a week can have a positive impact of 5+ months.</p>	2 & 3

intervention in order to increase capacity		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teacher /Tutor employed in Year 6 to split classes 4 ways for Writing and Mathematics lessons. To provide 1:1 and small group tuition in the afternoons	Small group tuition has an average impact of four months additional progress over the course of a year. EEF	1, 2 & 3
TAs employed each afternoon to provide 1:1 and small group intervention in reading, writing and maths as directed by the teachers	Small group tuition has an average impact of four months additional progress over the course of a year. EEF	1, 2 & 3

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs employed from 8:30am each day (additional 10 minutes) to support pupils as they arrive and check in using Zones of Regulation	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year	6
Pastoral support from Wellbeing team for all children as needed	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. EEF study shows 4+ months progress	4, 5 & 6
Forest School	Forest Schools: impact on young children in England and Wales	4 & 6

	(www.forestresearch.gov.uk) confirms that participation in Forest School improves young people's confidence, social skills, communication, motivation, physical skills and knowledge and understanding	
Enrichment – such as school trips and music lessons	EEF and National Curriculum say that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. This not only enhances wellbeing but also has impact upon attainment too.	2, 4, 5 & 6
Breakfast club funding for PP children and bagels for all in classrooms	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).	1, 2, 3, 4 & 6

Total budgeted cost: £ 150,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for 2023-2024			
	Mathematics	Writing	Reading
All children	56%	28.4%	59%
PP children	55.2%	34.5%	62.1%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
White Rose Premium resources	White Rose
Times Table Rock Stars	Maths Circle Ltd
Little Wandle Rapid Catch Up Programme	Wandle Learning Trust

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA