

# Pupil premium strategy statement for West Rise Junior School

This statement details our school's use of pupil premium (and recovery 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	360
Proportion (%) of pupil premium eligible pupils (National %)	36% (22.5%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	End of year reviews: July 2023, July 2024, July 2025
Statement authorised by	Mike Fairclough Headteacher
Pupil premium lead	Helen Pentecost Assistant Headteacher
Governor / Trustee lead	Elaine Gardner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,580
Recovery premium funding allocation this academic year	£18,705
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£209,285</b>

# 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.

Teachers and TAs work together to provide in class support as well as additional pre and post learning sessions. In addition to this provision we are making full use of the NTP tuition to provide small group tuition in Mathematics, Writing and Reading Comprehension. This tuition aligns 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.

With reading ability of our lowest readers and reading comprehension across the school in need of improvement, we are adding to our repertoire by buying in additional resources to support our continued focus on this area.

Quality first teaching is imperative and as such we are focusing some of our spending on CPD. There will be a strong focus on Mathematics, to ensure teachers are utilising the White Rose resources and manipulatives to their full extent for all learners.

## Challenges

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

Challenge number	Detail of challenge
1	Understanding of number and arithmetic are below age-related expectations for some children
2	Language and vocabulary skills are below age-related expectations for some children
3	Reading comprehension is below age-related expectations for some children
4	Poor attendance and lack of parental engagement
5	Reduction in perceived value of school attendance since pandemic school closures
6	A rise in social and emotional issues with children, and their families

## 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	Evaluation
Improved number and arithmetic attainment	Key Stage 2 outcomes at the end of 2023 show that more than 75% of disadvantaged pupils met the expected standard, with continued progress in successive years.	Outcomes not impacted yet through using the new approach
Improved writing attainment	Key Stage 2 outcomes at the end of 2023 show that more than 75% of disadvantaged pupils met the expected standard, with continued progress in successive years.	
Improved reading comprehension	Key Stage 2 outcomes at the end of 2023 show that more than 75% of disadvantaged pupils met the expected standard, with continued progress in successive years.	
Increased attendance across the school	Sustained 97%+ attendance across the school.	
Improved well-being throughout the school	Reduction in children accessing support from our ELSA and wellbeing lead, pupil voice, parent voice, observations and reduction in parents accessing support also provided by our ELSA.	

## 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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
White Rose training and purchase of manipulatives	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	Outcomes do not yet show that this is having impact. A programme of training on adapting White Rose and using manipulatives has been put in place for 2023-2024 to ensure quality first teaching can happen across the school
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	<p>A good number of children have been using Times Table Rockstars but more buy in is required.</p> <p>To raise the profile further TTRS days will be built into the school year to raise the profile, trophies are being purchased to hand out in assemblies to acknowledge children with high scores or high levels of engagement. It has also been made a formal part of homework each week with Community Points on offer for every time children complete 21 minutes of practice (to meet the 3 minutes a day that TTRS recommend as good practice)</p> <p>Year classes to have TTRS time at least 2 mornings a week and also use the 'Soundcheck' to practice in an environment similar to that of the MTC.</p>

Accelerated Reader purchase and training	It is a web-based programme that encourages children to read for pleasure. EEF evaluation shows 5 months progress of FSM children. This also enables children to access books online, which could help with parental engagement	2, 3, 4 & 5	More children read more regularly since the introduction of AR and is helping children with their comprehension. We have yet to utilise this for children to access at home.
Better Reading Partnership Intervention and training for all support staff	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. The EEF states that the use of a commercial provider typically has a larger impact	2, 3	This has seen every child who participated increase their reading age. A group of 6 children at a time are able to benefit from this 10 week programme. May need to look at training more staff in order to increase capacity
Additional purchase of books to build a strong 'love of reading' ethos	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	2 & 3	AR and access to better books has increased children's love of reading but there is still some way to go.
Training of support staff to deliver phonics to those at risk of falling behind and additional purchase of books to support pupils working on phonics	Phonics has been shown to have a positive impact of 5+ months. EEF	2 & 3	Impact has not been as good as hoped. Have looked at changing our Phonics scheme to match that of the infant school.
1:1 reading support with HLTA	EEF suggests that 1:1 tuition regularly, 3 to 4 times a week can have a positive impact of 5+ months.	2 & 3	As with the Better Reading Partnership, this does not provide a great amount of capacity so the lowest readers across the school are targeted for this.

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Additional Teaching Assistant (with QTS) employed to provide targeted support for Year 5 children in writing and maths in small groups	Small group tuition has an average impact of four months additional progress over the course of a year. EEF	1, 2 & 3	There are significant gaps being filled using this support but it is yet to provide the outcome we need. Without these strategies, outcomes would be far lower.
Small group tuition employed to provide targeted support for Year 5 children in writing and maths in small groups	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	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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
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	This support is proving essential as the number of children requiring support to come into school and in to the classroom is rising (something noted across the country).
Pastoral support from Wellbeing team, including ELSA, for PP children	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 & 6	Our pastoral team have been invaluable but their workload has increased significantly throughout the year.
Forest School	Forest Schools: impact on young children in England and Wales ( <a href="http://www.forestresearch.gov.uk">www.forestresearch.gov.uk</a> ) confirms that participation in Forest School improves young people's confidence, social skills,	4 & 6	Children continue to benefit from time outside, working in small groups and learning new 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	We have paid for many children to participate in after school clubs, music lessons and attend school trips
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	We provide free places in breakfast club as and when needed. All children have access to bagel at the start of the day
Child Therapy Service	The Child Therapy Service are dedicated professionals focused on preventative measures and early intervention strategies for children struggling with their social, emotional and mental health needs. This will help our wellbeing team to support our large number of pupils and families with MHEW issues. Taking a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved pupil and student wellbeing, which, in turn, can improve learning. ( <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a> )	6	Our pastoral team have referred many families to this service.

**Total budgeted cost: £ 175,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Percentage of Pupil Premium children across the school that made progress from Term 1 to Term 6

	<b>Maths</b>	<b>Writing</b>	<b>Reading</b>
PP children	72%	83%	75%

Percentage of Pupil Premium children that were below their KS1 data in Term 1 compared with Term 6

	<b>Maths</b>		<b>Writing</b>		<b>Reading</b>	
	Term 1	Term 6	Term 1	Term 6	Term 1	Term 6
PP children	73%	28%	73%	22%	57%	19%

Percentage of Pupil Premium children working at Age Related Expectations and above in Term 1 and Term 6

	<b>Maths</b>		<b>Writing</b>		<b>Reading</b>	
	Term 1	Term 6	Term 1	Term 6	Term 1	Term 6
PP children	32%	42%	47%	37%	36%	48%

### 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.*

<b>Programme</b>	<b>Provider</b>
White Rose Premium resources	White Rose
Times Table Rock Stars	Maths Circle Ltd
MyMaths	Oxford University Press



## Service pupil premium funding (optional)

*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***

NA

**The impact of that spending on service pupil premium eligible pupils**

NA