

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	St Jude's CE Junior School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	26.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Vicki Chiverton
Pupil premium lead	Emily Stanton
Governor / Trustee lead	Xavier Brice

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85, 645
Recovery premium funding allocation this academic year	£6, 633.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£92, 278.75</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

Our aim for our disadvantaged pupils is for them to achieve to the best of their potential, both academically and in their social and emotional development. We endeavour to do this through our whole school ethos, high quality teaching and targeted interventions. It is vital that we have high expectations for our pupils, regardless of their backgrounds. Our strategy begins with consistently high quality teaching in the classroom as evidence shows this has the most impact. Then, through effectively identifying barriers and needs of our pupils, we will be able to target teaching on areas needed, and intervene at the earliest opportunity. Well planned interventions aim to accelerate progress and fill learning gaps. Through pastoral care we will develop the whole child, supporting them to manage their emotions, develop resilience and be brave in their learning.

### Challenges

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

Challenge number	Detail of challenge
1	Data on entry shows lower attainment in Reading, Writing and Maths, with the gap widest in reading.
2	Observation, teacher feedback and school assessments show language development is often behind that of their peers.
3	Data from class teachers and ELSA referrals also demonstrate difficulties in managing emotions and low resilience.
4	Attendance for disadvantaged has been around 3% lower than non-disadvantaged for the past 3 years, with 78% of current pupils below 90% attendance being disadvantaged.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Data from intervention assessment, school assessments and observations show improvement in oral language skills for disadvantaged pupils. This will also be evident through use of high-level vocabulary in speech and writing
Improved reading attainment among disadvantaged pupils.	% ARE increased Disadvantaged pupils still needing phonics make good progress.
Improved writing attainment among disadvantaged pupils.	% ARE increased For those below ARE, book scrutiny and teacher tracking shows good progress.
Improved maths attainment for disadvantaged pupils.	% ARE increased
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	ELSA evaluation and school behaviour tracking shows improvement in targeted areas.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The % gap between PP and non-PP reduces from Sept 2021 School attendance is as close to 96% as possible

## 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: £41, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Build and engaging, relevant and progressive Curriculum-</b> to include Cornerstones, subject leader release time and network meetings.</p>	<p>An engaging, relevant and progressive curriculum helps develop pupil enthusiasm for learning, helps make links and build on prior knowledge.</p>	<p>1-3</p>
<p><b>Staff CPD in HQT --</b> to include staff meeting time to access training resources, management time for monitoring and coaching, SENDCo time to audit needs across the school, Eng leader conference, Assessment networks, joint staff INSET.</p>	<p>EEF guide to pupil premium indicates that high quality teaching is the most important lever to improve pupil attainment.</p>	<p>1, 2</p>
<p>Embed Monster Phonics across the school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Evaluate and improve developing language across the curriculum.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	<p>2</p>

	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Increase reading for pleasure for all pupils. This will be through daily class novel, whole class guided reading with a balance of whole texts and extracts.	EEF report on improving Literacy in KS2.	1,2

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring Aut 1+2 (30 children will access 1:3 tutoring)</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
Additional phonics support for those furthest behind. To include Nesy programme and precision teaching.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
<i>SEMH 1:1 support</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes,	3

	behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>ELSA support for pupils</b></p> <p>HSLW support for families</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions   EEF (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	3
<p><b>Funded trips and clubs-</b></p> <p>Homework club, breakfast club etc.</p>	<p>EEF toolkit shows clubs participation has positive outcomes on academic attainment, as well as being valuable in itself.</p> <p>Social Mobility report shows range of benefits.</p>	1, 2, 3
<p><b>HSLW and SLT focus on improving school attendance.</b></p>	<p><a href="#">Improving School Attendance</a> advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>School achieves Healthy schools status</p>	<p>EEF recommendations for social and emotional learning</p>	3
<p>Ensure all pupils have access to devices to allow them to engage with any remote teaching, Mathletics and other online activities.</p>	<p>Ofsted Remote Education research highlights the importance in access to devices for home learning over nation lockdown.</p> <p>EEF best evidence to support pupils learning remotely.</p> <p>EEF toolkit shows some evidence for impact of homework.</p>	1,2

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**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

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.

Despite a challenging year due to Covid, we prioritised well-being and learning for our disadvantaged pupils, accessing 33 laptops to facilitate home learning, inviting those without appropriate home environments/support into school during national lockdown, making weekly phone calls to pupils and parents, and through utilising the national tutoring funding. 14 pupils had tutoring in Maths via the National Tutoring Programme, with 12/14 making an extra level of progress. Reading progress shows the gap has not further widened.

## 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
Nessy	Nessy Learning Ltd.
Mathletics	3P learning

## 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?	