# 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

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| Detail | Data |
| School name | World’s End Junior School |
| Number of pupils in school | 355 |
| Proportion (%) of pupil premium eligible pupils | 48% |
| Academic year that our current pupil premium strategy plan covers | 2022/2023 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Allison Owens, Headteacher |
| Pupil premium lead | Claire Craddock,  Deputy Headteacher |
| Governor | Sam Calder-Terry, lead for disadvantaged pupils |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £223,270 |
| Recovery premium funding allocation this academic year | £24,203 |
| Pupil premium funding carried forward from previous years | Nil |
| **Total budget for this academic year** | £247,473 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| All pupils are entitled to the very best curriculum and learning opportunities, whatever their starting point. We aim to ensure that all pupils, irrespective of their background or any barriers they may face, make good progress and achieve high attainment across all subject areas. Our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers.  A key focus of our strategy is to consider the challenges faced by vulnerable pupils and to support their needs, regardless of whether they are disadvantaged or not.  Our core approach is on High-quality teaching, with a focus on areas in which disadvantaged pupils require the most support. Research shows that not only does this have the greatest impact on closing the disadvantage attainment gap, it also benefits all pupils.  We also ensure they have the very best resources and enrichment opportunities, through visits to places of interest and participation in community events. Pupil Premium and Recovery Premium spending is reviewed in an ongoing way as each year progresses in light of regular evaluations. Future priorities are made in response to new research as well as the school’s self-evaluation processes.  We have a clear, strategic approach to the use of specific Pupil Premium and Recovery Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in-depth data analysis ensures that the correct support and strategies are identified to maximise progress.  Strong leadership systems ensure that Pupil Premium and Recovery Premium funding has the necessary impact. This includes, an identified governor having responsibility for Pupil Premium and Recovery Premium and a coordinated senior leadership approach to implementing plans.  **Recovery Premium Priorities:**   * Ensure teachers and staff are confident and have the necessary tools to support children’s catch up through high-quality learning, teaching and assessment; * Ensure that gaps/missed knowledge and misconceptions are addressed through the curriculum and basic skills approach; * Ensure that the welfare and well-being of the children, staff and local community is at the forefront of our integration back into school; * Continue with the work around family engagement to support both parents and children. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Our assessments and observations have found that disadvantaged pupils are displaying underdeveloped oral language skills and vocabulary gaps to a greater degree than their peers. |
| 2 | Disadvantaged pupils generally have greater difficulties with phonics than their peers, which has impacted their development as readers. |
| 3 | Assessments indicate that maths, reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 4 | 65% of SEND pupils are also disadvantaged. There has been a significant increase in the number of SEN referrals during the past 3 years. |
| 6 | Attendance of disadvantaged pupils is lower than that of non-disadvantaged pupils nationally and the rate of persistent absence of disadvantaged pupils is significantly higher than that of non-disadvantaged pupils. This has had a negative impact on the progress of disadvantaged pupils. |
| 7 | Our disadvantaged pupils have been impacted more severely by social and emotional issues, requiring support, nurture, family support and counselling. |
| 8 | Some disadvantaged pupils have low self-esteem and do not have enough belief in their ability as a learner. |
| 9 | More disadvantaged pupils have missed out on educational experiences such as visits, music lessons and creative experiences. |

## 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.

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| Intended outcome | Success criteria |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Significantly improved oral language and vocabulary among disadvantaged pupils is observed in lessons, books and through ongoing assessments. |
| Improved attainment at EXS and HS among disadvantaged pupils, closing the attainment gap with non-disadvantaged pupils | KS2 and in year reading, writing and maths outcomes in 2022/23 show that more disadvantaged pupils achieve the expected and higher standards. |
| Reading outcomes for disadvantaged pupils are improved, closing the attainment gap with non- disadvantaged pupils. Disadvantaged pupils are able to access the whole curriculum | Reading attainment of disadvantaged pupils is increased across the school with more achieving the expected and higher standard at the end of KS2  More disadvantaged pupils who did not pass their phonics screening in Y1, move on from decoding to further developing fluency interventions before entering year 4  More disadvantaged pupils are able to develop a lifelong love of reading |
| Improved attainment among SEND pupils | SEND pupils make good progress across the wider curriculum and an increased proportion are reaching the expected standard in reading, writing and maths. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing is demonstrated by:   * qualitative data from pupil voice, pupil and parent surveys and teacher observations * recorded behaviour incidents remain low * We aim to have full participation in our varied range of enrichment activities, including extra-curricular activities, educational visits and residentials. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance demonstrated by:   * the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. * the percentage of all pupils who are persistently absent being below 11% (National 2019-2020 11.2%) and the figure among disadvantaged pupils being in line with their peers. |
| Greater opportunities for disadvantaged pupils to experience enrichment/cultural activities. | * More disadvantaged pupils engage in extra curricular clubs and enrichment opportunities across the school * Engagement in enrichment activities supports pupil’s well-being and mental health, |

**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: **£19,723.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time.  West Midlands Speech and Language Therapy half day refresher training for all staff 04.09.22 | 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:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1,2    £250 |
| [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) (Little Wandle), to secure stronger phonics teaching for all pupils.  New staff to receive Little Wandle training in delivering phonics teaching.  Top up resource cards and decodable readers | 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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2  £1000 to release staff  £500 |
| 1. Through training, coaching and mentoring, ensure that teachers and staff are confident and have the necessary subject knowledge and pedagogy to deliver high-quality teaching, learning and assessment, including same day catch up sessions. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 3  £5000 |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff:   * Pastoral Manager /ELSA (Emotional literacy support assistant) to deliver whole-school training and provide resources to support SEL * ELSA to receive supervision | 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). | All  Proportion of Pastoral Manager’s time:  £10,000  £100 |
| Recruitment and retention of teaching staff  Retention TLR for outstanding teacher | Consistently good or outstanding teaching has significant impact on pupil progress. | All  £2,873 |

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

Budgeted cost: **£87,378.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SALT Specialist to provide ½ day support each week.  Trained teaching assistant to provide wider SALT interventions across the school every afternoon | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1,2, 4  £8316  £15,000 |
| Standards Teachers and additional teaching assistants to deliver School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4  177 pupils:  £ 22, 800  +  £15,200  Standards teacher (5 days):  Teaching Assistants:  £26, 062 |

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

Budgeted cost: **£140,372.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Designated administrator to manage and monitor attendance, working with designated senior leader and senior learning mentor to deliver Early Help | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | All  £31,492 |
| Pastoral Team to support social and emotional wellbeing of pupils and families, strengthening resilience and readiness to learn.  Senior learning mentor HLTA  2 x Learning mentors Grade 2 | A greater proportion of disadvantaged pupils require social and emotional support and family support. More disadvantaged pupils suffer from low-self-esteem and do not have enough belief in their ability as a learner. Mentoring and family support has a direct impact on improving disadvantaged pupils’ resilience and readiness to learn, improving their rates of progress. | All  £28,807  £28,207  £28,207 |
| Enrichment:   * wider opportunity music (year 4) * Theatre workshops (Birmingham Hippodrome) * Educational visits subsidized * Visiting artist | Providing greater opportunities for disadvantaged pupils to experience enrichment/cultural activities not only supports their well-being and mental health, but also enables them to make good academic progress. | All  £5000  £3000  £10,000  £2000 |
| To purchase online subscriptions for every child:  Bug Club  Mathletics  TT Rockstars |  | 3,4,5  £1537.62  £1954.80  £167.00 |

**Review of outcomes of Pupil Premium Spending 2021-2022**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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| **Teaching Budgeted cost: £14,186** |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time. |
| Evidence of Impact:  Teachers have increased knowledge of speech and language difficulties, in particular Developmental language disorder.  Teachers are aware of strategies to support children with speech and language difficulties and can incorporate this into their planning.  Teachers are able to identify signs of DLD and refer to the SERNCO.  Teachers are able to use strategies that support children with DLD as good practise to support all children.  Teachers have an increased knowledge of how to specifically teach tier 2 vocabulary. |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) (Little Wandle), to secure stronger phonics teaching for all pupils.  All staff to receive training in delivering phonics teaching |
| Evidence of Impact:  All teaching staff have better understanding of addressing gaps in children’s phonic knowledge and have been able to deliver phase 5 revision lessons.  Teaching Assistants, after accessing training, have delivered daily phonics as well as 3 guided readings lessons a week to 44 pupils across the school. All of the pupils passed half-termly assessments. 22 pupils out of 35 (63%) from the year 3 and year 4 groups has 32 marks and above in the 2022 phonics screen test and will now move on from decoding to further developing fluency interventions. |
| 1. Through training, coaching and mentoring from senior leaders, we will ensure that teachers and staff are confident and have the necessary subject knowledge and pedagogy to deliver high-quality teaching, learning and assessment, including same day catch up sessions. |
| Evidence of Impact:  Teachers have increased understanding of the DfE Primary Guidance and how to use it (evidenced in lesson planning where RtP’s have been used to assess start points and additional lessons have been added).  Teachers are using the NCETM Assessment Questions to ensure that the pitch of lesson is accurate (evidenced in lesson plans).  Experienced teachers have a greater understanding of sequencing, representation & structure and variation when planning High Quality lessons (evidenced in lesson planning and feedback from Open Lessons)  Teachers have a better understanding of how develop the written reasoning of the previous high attaining learner (evidence in pupils maths journals)  New to career teachers have developed subject knowledge through the completion of the NCETM SKTM programme and coaching (evidence in independent lesson planning) |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff:   * Senior learning mentor to receive training to become ELSA (Emotional literacy support assistant) * ELSA to deliver whole-school training and provide resources to support SEL   ELSA to receive supervision |
| Evidence of Impact:  Senior learning mentor completed ELSA training. Pupils were identified across school who would benefit from Emotional literacy support. This included supporting with bereavement, friendships, trauma and regulated emotions, self-harm and suicidal thoughts.  8 children support with regulating emotions, 3 with self-harm, 1 with suicidal thoughts, 3 bereavements, 12 trauma. All made progress on Boxall profiling, with support children were able to understand self-harm and keep themselves safe.  Whole school training delivered around zones of regulation; this is being used within classrooms and supporting children to identify and self-regulate emotions.  Training and modelling for learning mentors has enables them to be able to support successfully in classrooms, using ELSA strategies. They are now able to model and support teachers.  Training delivered through conversations with staff around supporting children with emotions empowers staff to successful manage behaviour.  Supervision completed and ongoing- networking, sharing resources, opportunity to discuss strategies with other professionals on anonymised caseloads. This can then be used to support children within our setting. |

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| **Targeted academic support Budgeted cost: £87,719** |
| SALT Specialist to provide ½ day support each week.  Trained teaching assistant to provide wider SALT interventions across the school every afternoon |
| Evidence of Impact:  Assessments show children achieving their SALT targets. Increased amount of NHS referrals which promotes joint working between health and school. Salt interventions provide evidence for these referrals.  SALT specialist and TA build evidence when applying for SSPP and EHCP to further support children. SSPP and EHCP applications all successful. This ensures funding is in place for children to have access to the support needed to achieve.  SALT specialist has worked 1:1 with teachers to develop their knowledge and skill to support children in their class.  Transition groups for year 6 pupils with DLD allowed for a successful transition to secondary for SEN pupils. This intervention improved children’s mental health as they were able to understand their diagnosis and develop strategies to support themselves. |
| Standards Teachers and additional teaching assistants to deliver School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. |
| Evidence of Impact:  Targeted interventions delivered by standards teachers and teaching assistants have had an impact on disadvantaged pupils making progress.  KS2 2016: 52% of the cohort were disadvantaged, of the 46 disadvantaged pupils, 14 were SEN (30%).  Without SEND pupils, the attainment of disadvantaged pupils is significantly higher than that of disadvantaged pupils nationally in maths (69%/56% +17) and the gap is -4.6 compared to national.  In reading, attainment of disadvantaged pupils without SEN was +19 compared with disadvantaged pupils nationally (81.3%/62%) and the gap between the non-disadvantaged was -2 (81.3% / 83.3%) compared with the national gap of –18  In writing, the attainment of disadvantaged pupils without SEN was 0.4% above other pupils without SEND. 8% of all disadvantaged pupils achieved the higher standard in writing, +2.9% above all other pupils.  In R,W&M combined, 4% of disadvantaged pupils achieved the higher standard, compared with 2.6% of other pupils (+2.6%) |

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| Wider strategies Budgeted cost: £145,568 |
| Designated administrator to manage and monitor attendance, working with designated senior leader and senior learning mentor to deliver Early Help |
| Evidence of Impact:  Attendance 2021 – 2022: Disadvantaged Pupils: 94.3%  Whole school: 95%  Persistent Absence 2021 – 2022: Disadvantaged Pupils: 1.38%  Whole school: 4.70%  The work of the attendance administrator has been key to ensuring the attendance of disadvantaged pupils remains high and in line with all pupils. The percentage of disadvantaged pupils persistently absent is less than half of that of all pupils (1.38% / 4.70%). Pupils’ attendance is monitored and tracked thoroughly, and the attendance figures of pupils causing concern is reported to SLT weekly. The attendance officer attends our fortnightly safeguarding meetings with the DSLs and Head teacher. Home visits are conducted with the Pastoral manager for any pupil whose absence is a cause for concern. Parents are invited into school to discuss how school can best support the attendance of their child, often through Early Help. |
| Pastoral Team to support social and emotional wellbeing of pupils and families, strengthening resilience and readiness to learn.  Senior learning mentor HLTA  2 x Learning mentors Grade 2 |
| **Evidence of impact:**  **Pastoral**  105 pupils received mentoring during the academic year. 45 of these were high-profile with significant or complex emotional and social needs who needed daily or twice weekly mentoring.   |  |  |  |  | | --- | --- | --- | --- | |  | Pupil Premium | SEND | Vulnerable | | Number of pupils | 56 | 28 | 38 | | Percentage | 53% | 26% | 36% |     Boxall Profile measures development and diagnostic data and converts it into numerical data. The data shows an impact average of 25.09 points for the development strand and 37.07 points for the diagnostic strand.   * Daily check-in 21 Year 3 children, 13 Year 4 children, 17 Year 5 children and 22 Year 6 children. * 6 pupils were identified as Young Carers. Referrals were made to Spurgeons and support was put in place in school. * 19 pupils were supported and monitored following Operation Encompass alerts. * 26 pupils received E-safety support following online monitoring alerts. * 4 pupils received intense support as they were at risk of exclusion. Individual strategies were introduced to enable them to access the curriculum and remain in school. 2 of these pupils were Pupil Premium, all of them were on the vulnerable list and they all struggled with regulating their own emotions and required intense support and modelling of strategies.   **Safeguarding**  39 families received Early Help and 48 families received Family Support.  90 pupils were on the vulnerable list. Senior Learning Mentor attended professional meetings and offered support to these pupils and their families. |
| Enrichment:   * Drama / dance workshops * wider opportunity music (year 4) * Theatre workshops (Birmingham Hippodrome)   Educational visits subsidised |
| Evidence of Impact:  Whole-school enrichment opportunities have ensured that all disadvantaged pupils have benefitted from experiencing creative activities, such as learning a musical instrument and taking part in a performance for parents at the end of the year. The subsidy of educational visits ensured that all disadvantaged pupils took part in educational visits and a high proportion went on the Y6 residential. Disadvantaged Pupils are actively encouraged to attend the wide range of extra-curricular clubs and sports competitions with other schools. |
| To purchase a greater variety of fully-decodable books  Dyslexia-friendly books |
| Evidence of Impact:  44 pupils accessed the decodable readers. There has been positive feedback both from pupils, staff and parents. All 44 pupils made progress in decoding measured by half-termly Little Wandle Phonics assessment, 22 pupils have now graduated from the decodable readers after successful phonics screening in Autumn 1 2022 week 2 and now will have texts matched to their fluency level.  Each year group now has access 30 dyslexia friendly texts (120 books across the school), so that pupils on the dyslexia friendly pathway can access the correct national curriculum reading books. |
| To purchase online subscriptions for every child:  Bug Club  Mathletics  TT Rockstars |
| Evidence of Impact:  Bug Club – diagnostic analysis provided by this platform for eReaders showed that all pupils accessed this reading portal throughout the year. The impact of this has been the engagement of disadvantaged boys in reading who have enjoyed the range of books and the interactive aspect of reading with pop of questions, opportunities to earn points. |