



Pupil Premium Strategy Statement

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	Race Leys Junior School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	23/9/21
Date on which it will be reviewed	21/7/22
Statement authorised by	Sue-Ellen Lamb
Pupil premium lead	Hayley Foster
Governor / Trustee lead	Carrie Claire

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,160
Recovery premium funding allocation this academic year	£12,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£128,775



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Part A: Pupil Premium Strategy Plan

Statement of intent

To meet the needs of all children, ensuring that they have a rich and varied curriculum. A holistic approach will mean that our children and families are nurtured. A focus on mental health and well-being is fundamental and is heavily supported by our pastoral team who will work not only with the children, but their families. Our dedicated pupil premium lead will guarantee that targeted support is in place in order for all PP children to reach maximum success.

Challenges

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

Challenge number	Detail of challenge
1	Poor reading ethos beyond school
2	Pupils can lack resilience and have under-developed independent learning skills.
3	Parental engagement from some families.
4	Ensuring children are school ready after the implications of the pandemic.
5	Some low aspirations and expectations from home impact on outcomes and progress.
6	Emphasise continued to be needed regarding prompt arrival times on site.

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
Embed a culture of reading and targeted reading recovery programme based on accurate benchmark assessment and reviewed through regular moderation	All children who are below their chronological reading age are identified and quickly catch up; all pupils read widely and for pleasure inspired by a rich literacy diet across the curriculum. Half termly assessment ensuring that staff and children alike have an in depth understanding of their reading attainment and progress.
Attainment and accelerated progress of disadvantaged pupils remains a focus with all staff having an understanding of each pupil's individual needs	One page profile in place for all PP children. Supported by learning Mentor with a focus on the whole child.
Holistic approach to our pupil's education to ensure that all PP pupils, regardless of circumstances, achieve 100% across all their areas of learning.	Dedicated PP champion delivering bespoke specialist interventions which have been highly differentiated based up need.
Establish a life-long learning culture for our most disadvantaged families to enable them to support their child's resilience and confidence.	Utilise Community Café as a haven for our families to attend targeted support sessions, delivered by external agencies and our pastoral team.
Attendance is above national average, with low PA/nn authorised through work with targeted families supported by the AVE team	PP attendance in line with non PP and a reduction in absence including term time holidays.



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Mental health and well-being is promoted and all PP pupils have a rigorous support system in place to facilitate in school and at home support	In house and external support readily available to all PP children including our pastoral team and Sycamore counselling.
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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.

1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading scheme – AR (£6,00) Reading expectation to heighten and an increase in progress to be evident. iPad for AR testing (£4,000).	Star testing process as a consistent assessment tool	Number 1
Year 6 HLTA (20,000). Extra staffing to ensure maximum progress in preparation for SAT's	Small group work and interventions to raise attainment.	Number 3
Cornerstones Platform embedded to provide a bespoke curriculum for PP children.	Children making accelerated progress in all areas of the curriculum.	Number 2
Times Tables Rockstars (£500). Support maths skill development in engaging ways for all.	Times Tables Rockstars will be renewed to improve engagement	Number 2
Griffin University Sashes (£500).	Griffin University heightens aspirations through individual seminars every Friday afternoon to promote higher learning.	Number 5



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

Budgeted cost: £44,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Revision/General Resources (£500).</p> <p>Purchasing revision guides will ensure that all year 6 children have access to high quality resources to support their learning. GD revision guides also made available.</p>	<p>Children targeted and supported by staff to ensure a positive impact on attainment standards.</p>	<p>Number 4</p>
<p>After School Tuition (£5352)</p> <p>After school tuition will provide year 6 Pupil Premium children with individualised support to meet targets identified on Target Tracker.</p>	<p>SATS booster sessions will be offered to PP pupils identified who need support with reading, writing and maths.</p>	<p>Number 4</p>
<p>STS Subscription (£5,811), Ed Psych subscription (£7,780).</p> <p>STS and Educational Psychologist support will be maintained to enable school to quickly refer children who have additional needs.</p>	<p>Agencies working with class teachers and learning mentor to secure appropriately tailored support.</p>	<p>Number 4</p>
<p>Learning Mentor (£16,344), Curriculum Support Worker (£8,600)</p> <p>Interventions will be delivered to raise attainment of PP children.</p>	<p>Progress is monitored and reviewed to inform future interventions. By both Learning Mentor and PP Champion.</p>	<p>Numbers 2 and 4</p>
<p>Breakfast Club (£2,730) Nurture Breakfast Group</p>	<p>Families will be able to apply for specific funding that would assist them in</p>	<p>Number 4</p>



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<p>(£875)</p> <p>Professional targeted support is offered to families where poor attendance and punctuality are barriers to learning. Free access to Breakfast Club for PP and these pupils are prioritised.</p>	<p>improving attendance and punctuality for their children.</p>	
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3) Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,922

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>New Library Space (£10,000)</p> <p>Newly refurbished library, themed around a classic text to ignite a passion for reading and bringing story-telling to life.</p>	<p>Promoted as an independent learning and reading space in school. Enriched with exciting modern genre.</p>	<p>1</p>
<p>Vending Machine Reading Incentive (£1,000).</p> <p>New incentive, vending machine is stocked with exciting genres to promote a passion for reading at home and to reward home reading.</p>	<p>Tracked by class teachers and promoted via school social media.</p>	<p>1</p>
<p>Wider Experiences (£4,000)</p> <p>The Griffin Promise, is inextricably linked through all areas of the curriculum, thus providing out of school opportunities.</p>	<p>Destinations selected by JLT and PLT.</p>	<p>5</p>
<p>101 Experiences Passports (£500)</p> <p>Our Griffin Promise, encompasses the 101 experiences which ensures all opportunities are captured.</p>	<p>Passport system and Griffin University to track and maximise the potential of this endeavour.</p>	<p>5</p>



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<p>Attendance Improvement Service (£772).</p> <p>All staff members are fully aware of the link between attendance and achievement, therefore attendance levels for all pupils are monitored frequently.</p> <p>Attendance Incentives (£1,500).</p>	<p>RSR meetings will focus on attendance concerns across the school with PP pupils at the forefront.</p> <p>Weekly attendance incentives to boost punctuality and attendance. Yearly show stopper prize.</p>	<p>6</p>
<p>Inclusions Manager (£11,000)</p> <p>Access to inclusions manager will reduce the impact that children with SEMH difficulties have on the learning of others.</p>	<p>Daily dedicated time with Inclusions Manager.</p>	<p>4, 5, 6</p>
<p>Pupil Premium Champion (£13,000)</p> <p>Appointed a pupil premium champion across the school due to increasing numbers.</p>	<p>Regular updates provided during SLT meetings. Driving forward the progress of the pupil premium strategy.</p>	<p>4</p>
<p>Sycamore Counselling (£6,150)</p> <p>Support necessary for pupils with SEMH needs or ACE's.</p>	<p>Reviewed frequently to analyse impact made and review which pupils are in need of this provision.</p>	<p>4</p>
<p>Nurture Interventions (£14,000)</p> <p>Delivered in year group teams to provide emotional and social support.</p>	<p>Intervention tracking.</p>	<p>2</p>
<p>Regulation Stations</p> <p>Targeted provision to support pupils with their SEMH needs.</p>	<p>Learning mentor will hold regular reviews.</p>	<p>4</p>

Total budgeted cost: £136,914



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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.

In accordance with our PP strategy report review, the report was RAG rated to show that most outcomes were achieved, despite the current circumstances in the education sector. Assessments were utilised to confirm teacher judgements and ensure a smooth transition both at an infant and secondary level. Moderation was a key feature of our staff CPD, sharing expertise and celebrating children’s achievements.

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
Maths Mastery	Third Space 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?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	N/a