



# 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

Detail	Data
School name	Race Leys Junior School
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 <b>22/23</b> 23/24
Date this statement was published	16/7/22
Date on which it will be reviewed	July 23
Statement authorised by	Sue-Ellen Lamb
Pupil premium lead	Hayley Foster
Governor / Trustee lead	Charlotte Foulston

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,000
Recovery premium funding allocation this academic year	£10,249
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	£127,249



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## Part A: Pupil Premium Strategy Plan

### Statement of intent

The challenges facing disadvantaged pupils and their families are varied and there is no “one size fits all”, however, through relationships with staff and families, we aim to know every child, as an individual, and tailor the support to precisely meet their needs. Common factors affecting pupil premium pupils include: lack of support at home, poor language and communication skills, lack of confidence and limited life experiences. There may also be more complex family circumstances that prevent children from flourishing.

Our ultimate objectives are:

- to eradicate the attainment gap between disadvantaged and non-disadvantaged pupils in all subject areas (including in attainment at greater depth);
- to foster meaningful partnerships between home and school, by supporting all families to participate fully in school life, and providing them with strategies to support the academic and social and emotional needs of children;
- to facilitate excellent learning opportunities, through an expertly taught curriculum which includes meaningful feedback, targeted questioning and accurate assessments.

We aim to do this by:

- ensuring that high quality teaching and learning opportunities meet the needs of all pupils;
- delivering an expertly planned curriculum which ensures pupils make rapid progress;
- delivering an aspirational broad and balanced curriculum which plans for experiential experiences to develop skills such as application, analysis and evaluation;
- providing families with the tools that they need to support their child’s learning in school through providing them with key learning concepts prior to learning taking place;
- holding regular drop –in sessions for families such as coffee mornings, stay and play and well-being sessions to provide targeted support;
- improving children’s well-being and developing skills such as problem solving, risk taking and improved communication through our outdoor learning provision;
- providing school clubs, trips and experiences to enhance cultural capital and widen horizons.

The key principles of the plan are to provide a holistic and well-rounded approach towards education providing an exceptional foundation for life-long learning. Our culture of 100% ensures that every child has the opportunity to grow in self-confidence, academic success and artistic endeavours. We do this by providing a rigorously planned and evaluated curriculum, opportunities for wide-ranging extracurricular participation and exceptional pastoral care.



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## Challenges

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

Challenge number	Detail of challenge
1	For some families, there is a poor reading ethos, meaning that the reading skills of pupils eligible for pupil premium are not as well developed as those of other pupils within the school.
2	A number of our pupils who are eligible for pupil premium can lack resilience and have under-developed independent learning skills when compared to others across the school.
3	Parental engagement from some disadvantaged families can be limited due to previous negative experiences of schools and the support services on offer.
4	A number of pupils who are eligible for pupil premium have a background of challenging social and personal issues which are negatively impacting on their social and emotional development and well-being.
5	For some pupil premium children, low future aspirations and lack of expectations from home can have a detrimental impact on outcomes and progress.

## 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
Raised engagement via the improved mental health and well-being of our disadvantaged children.	Thrive whole school approach to support well-being improves attendance, behaviour and attainment.  Drawing and Talking therapy increases enjoyment and engagement.
Developed a life-long learning culture for our most disadvantaged families enabling them to support their child's resilience and confidence.	Griffin University provides further learning opportunities for families.  Approach to the community café as a family learning hub increases participation.
Raised aspirations within our pupil's education to ensure that all PP pupils, regardless of circumstances, achieve 100%.	Bespoke specialist interventions have been highly differentiated based upon need.
Raised attainment of disadvantaged pupils in maths so that the proportions of disadvantaged pupils working at ARE and above are in line with other pupils nationally.	2022-24 KS2 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth in maths matched or exceeded the % other pupils nationally.



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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: £23,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>The Brilliant Club Scholars Programme (£2,560).</b>  <b>Graduation robes (£300)</b>	Places doctoral and postdoctoral researches in school, alongside university visits to raise aspirations.	5
<b>Year 6 HLTA (20,000).</b>  Extra staffing to ensure maximum progress in preparation for SAT's	Small group work and interventions to raise attainment.	5
<b>Cornerstones</b>  Platform embedded to provide a bespoke curriculum for PP children.	Children making accelerated progress in all areas of the curriculum.	2
<b>Times Tables Rockstars (£500).</b>  Support maths skill development in engaging ways for all.	Times Tables Rockstars will be renewed to improve engagement and PP children for their year 4 times table test.	2

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

Budgeted cost: £61,428

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Revision/General Resources (£500).</b>  Purchasing revision guides will ensure that all year 6 children have access to high	Children targeted and supported by staff to ensure a positive impact on attainment standards.	4



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quality resources to support their learning. GD revision guides also made available.		
<p><b>After School Tuition (£5352)</b></p> <p>After school tuition will provide year 6 Pupil Premium children with individualised support to meet targets identified on Target Tracker.</p>	SATS booster sessions will be offered to PP pupils identified who need support with reading, writing and maths.	4
<p><b>STS Subscription (£5,811), Ed Psych subscription (£7,780).</b></p> <p>STS and Educational Psychologist support will be maintained to enable school to quickly refer children who have additional needs.</p>	Agencies working with class teachers and learning mentor to secure appropriately tailored support.	4
<p><b>Learning Mentor x2 (£32,688)</b></p> <p>Interventions will be delivered to raise attainment of PP children.</p>	Progress is monitored and reviewed to inform future interventions. By both Learning Mentors and PP Champion.	2 and 4
<p><b>Breakfast Club (£2,730)</b></p> <p><b>Nurture Breakfast Group (£875)</b></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>	Families will be able to apply for specific funding that would assist them in improving attendance and punctuality for their children.	4
<p><b>Thrive (£5,692)</b></p> <p>Whole school approach to targeting mental health and well-being.</p>	Strategic lead and operational lead appointed to drive this new initiative.	4



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3) Wider strategies (for example, related to attendance, behaviour, wellbeing,  
Budgeted cost: £48,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Wider Experiences (£4,000)</b></p> <p>The Griffin Promise, is inextricably linked through all areas of the curriculum, thus providing out of school opportunities.</p>	Destinations selected by JLT and PLT.	5
<p><b>101 Experiences Passports (£500)</b></p> <p>Our Griffin Promise, encompasses the 101 experiences which ensures all opportunities are captured.</p>	Passport system and Griffin University to track and maximise the potential of this endeavour.	5
<p><b>Inclusions Manager (£11,000)</b></p> <p>Access to inclusions manager will reduce the impact that children with SEMH difficulties have on the learning of others.</p>	Daily dedicated time with Inclusions Manager.	4 and 5
<p><b>Pupil Premium Champion (£13,000)</b></p> <p>Pupil premium champion targeting individual needs.</p>	Regular updates provided during SLT meetings. Driving forward the progress of the pupil premium strategy.	2 and 4
<p><b>Sycamore Counselling (£6,150)</b></p> <p>Support necessary for pupils with SEMH needs or ACE's.</p>	Reviewed frequently to analyse impact made and review which pupils are in need of this provision.	4
<p><b>Nurture Interventions (£14,000)</b></p> <p>Delivered in year group teams to provide emotional and social support.</p>	Intervention tracking.	4



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<b>Regulation Stations</b>  Targeted provision to support pupils with their SEMH needs.	Learning mentor will hold regular reviews.	4
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Total budgeted cost: £133,438



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## Part B: Review of Outcomes in the Previous Academic Year

### Pupil premium strategy outcomes

The impact of our pupil premium strategy highlights the effectiveness of our pupil premium offer:

- The data analyses shows KS2 pupil premium pupils achieved a combined figure above the national figure.

The true benchmark on which to measure the impact of a school’s pupil premium strategy is how well its disadvantaged children achieve in comparison to ‘other’ non-disadvantaged children nationally. We are aware how pivotal it is to provide a quality education which empowers our disadvantaged children and creates opportunities to widen their horizons which matches the experiences of children from more affluent backgrounds.

- At the end of KS2, data shows pupil premium pupils achieved higher than the national figures in reading and writing.
- There is a gap between pupil premium and all pupils who scored over 20 marks in the year 4 multiplication check. 87% of our pupil premium children outperformed the national mean average score of 19.8.

Attainment data shows disadvantaged pupils at Race Leys Junior School achieved exceptionally well last year. This is the result of a clear intent and implementation which ensures that disadvantaged pupils are well prepared for the next stage of their education.

- The progress of our pupil premium pupils, in comparison to all pupils, shows a greater proportion of pupil premium children made accelerated progress in reading, writing and maths.

### Externally provided programmes

Programme	Provider
Myon	Accelerated Reader
Times Tables Rockstars	
Now Press Play	