



Pupil Premium Strategy Statement

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
School name	Race Leys Junior School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sue-Ellen Lamb
Pupil premium lead	Hayley Foster
Governor / Trustee lead	Anne Powell

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,315
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£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	£145,564



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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 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 outside agencies to offer their expertise;
- 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% is driven by our vision to ensure all children ensures that all children have 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.

Challenges

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

Challenge number	Detail of challenge
1	Mental health in children and young people is now in crisis point since the pandemic leading to pupil premium children being more likely to be school refusers and have PA concerns.
2	Social, emotional and wellbeing needs are often not being met at home and therefore children are not mentally prepared for the classroom. This can have a negative impact on their personal wellbeing and on their achievement.



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3	Many disadvantaged pupils do not have the same rich and varied life experiences as non-disadvantaged pupils resulting in a limited knowledge and understanding of the world. Without school support, disadvantaged pupils have limited opportunities to develop cultural capital.
4	Disadvantaged children enter school in year 3 with significantly lower starting points than their peers.
5	Children can lack resilience in lessons and have under-developed independent learning skills. They do not always have the confidence to be successful in their learning.

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
1. All pupil premium children are reaching the national attendance figure – 95% - with the necessary adaptations to reach this aspiration.	<ul style="list-style-type: none"> • Case studies to target PA children and identify next steps. • Liaise with Warwickshire Attendance Service in line with our attendance policy. • PA to be a focus in weekly SLT meetings and Raise, Share and Review meetings. • Attendance lead to work closely with our pupil premium families on a holistic level. • Half-termly attendance letters shared with families highlighting successes and areas of improvement.
2. Improvements identified in the SEMH of our pupil premium children. Children are accessing the curriculum and closing attainment gaps.	<ul style="list-style-type: none"> • Our senior mental health lead works in partnership with The Mental Health in Schools Team. • Aspirational pastoral team are proactive in targeting hard to reach families. • Thrive is used to facilitate improvements in mental health. • Sycamore counselling is extended to target more children. • Facilitating specialist involvement from our educational psychologist and STS.
3. All pupil premium children have a wide range of opportunities to develop their understanding of the world through a culturally diverse curriculum.	<ul style="list-style-type: none"> • Fully funded trips and experiences which are not tokenistic and further enrich the curriculum. • High-quality music lessons with free tuition delivered by specialist teachers. • On site swimming pool to facilitate daily swimming at no cost to our families. • Our co-curricular offer is exemplary and has not cost attached for our families. • Griffin University raises aspirations and prepares children for adulthood. • Strong links to external agencies – Royal Ballet Company, Disney, Houses of Parliament.
4. Learning gaps upon entry are proactively addressed and closed through quality first teaching and a rich, varied curriculum.	<ul style="list-style-type: none"> • Baseline assessments are fundamentally used to highlight any gaps in learning and plan next steps accordingly. • Careful transition process to cultivate success. • Exemplary SEND provision in place to meet all learners needs.



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	<ul style="list-style-type: none"> Staffing with knowledge of ks1 to target children who are working below the expected standard upon entry. Utilise external agencies to support transition such as STS, EP, Sycamore and MHST.
5. Develop a life-long learning culture for our most disadvantaged families enabling children and their families to engage in a passion for learning.	<ul style="list-style-type: none"> Griffin University provides aspirational learning opportunities which grow children’s passion and curiosity. Facilitate a learning culture for families through utilising our community café. Thrive to target children’s resilience and confidence levels.

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: £47,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Warwickshire Music Service – Flute lessons</i>	<p>Previous success where an arts enriched curriculum positively impacts the attainment and progress of disadvantaged children.</p> <p>Whole class teaching and private tuition groups will be available for all pupil premium children. These lessons will focus on learning to play the flute and will be led by Warwickshire Music Service.</p>	Number 3
The Brilliant Club Scholars Programme.	<p>Places doctoral and postdoctoral researches in school, alongside university visits to raise aspirations.</p> <p>Opportunities to visit actual universities will further grow an academia passion and love of learning,</p>	Number 3
Year 6 HLTA Extra staffing to ensure maximum progress in preparation for SAT’s	A highly trained member of staff will deliver targeted support to our pupil premium children. This will be across the whole curriculum to raise the attainment of our most disadvantaged children.	Number 3



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	Children are confidently prepared with the knowledge and skills needed to transition into year 7.	
On site swimming pool	<p>The in school tried and tested measure to close the swimming attainment gap for disadvantaged children.</p> <p>Swimming lessons happen daily in the Autumn term for our new joiners and children who need additional support to meet their 25-metre milestone. This lifesaving skill is fundamental in our curriculum offer.</p>	Number 3
Trips and experiences	<p>Our wide horizons opportunities further enhance the curriculum and links to topics thus providing awe and wonder. Aspirational trips are planned at no cost to our pupil premium families. Our external visits are pitched at a high standard and include places such as Harry Potter World, The Royal Ballet Company and West End Musicals.</p> <p>Year 6 children attend a fully funded residential to London where they attend the best attractions the city has to offer.</p>	Number 3
Culturally rich events	High-quality curriculum visitors which add to our wide horizons offer with a focus on EDI.	Number 3

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

Budgeted cost: £77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil premium champion</i>	<p>Attainment and progress exceed non-disadvantaged children.</p> <p>The pupil premium champion raises mental-health, attainment and attendance of our pupil premium</p>	Numbers 2, 3 and 4



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	families supported by the pastoral team and SLT.	
<i>National Tutoring Programme</i>	Attainment and progress exceed non-disadvantaged children. Holistic provision supporting the needs of the child and the family. We admit families and not just children.	Numbers 2,3 and 4
<i>Forest School</i>	Forest school lead working with small groups of children across the curriculum to promote positive wellbeing. These targets vulnerable and disadvantaged children.	Number 2,3 and 4
<i>Interventions taking place for any child at risk for not achieving ambitious attainment targets</i>	After school tuition – SATs boosters Saturday school and Easter school for year 6 Additional teacher recruited Pre-teaching from HLTA Counselling services Provision map of resources available	Number 3

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

Budgeted cost: £61,391

Activity	Evidence that supports this approach	Challenge number(s) addressed
STS Subscription, Ed Psych subscription. STS and Educational Psychologist support will be maintained to enable school to quickly refer children who have additional needs.	Agencies working with class teachers and learning mentor to secure appropriately tailored support. Early identification of support needed and the correct provision is actioned.	Number 2
Sycamore Counselling Support necessary for pupils with SEMH needs or ACE's.	Tailored support for the mental health and well-being our disadvantaged children. This will enable our children with the correct provision to thrive in the learning environment. Extended this provision to two days per week in line with current mental-health needs.	Number 2
Thrive Approach	Thrive offers a trauma-informed, whole school or setting approach to improving the mental health and wellbeing of children and young people. Provided with access to DfE-accredited training and an award-winning profiling tool.	Number 2 and 5



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Warwickshire attendance service	Approach to support our attendance policy and procedures. Targeting PA cases and school refusers within our disadvantaged and ever 6 families.	Number 1
Inclusions Manager – Attendance Lead	Improved attendance in line with national and reduced PA percentage. Support provided for our disadvantaged families to enable them to increase attendance.	Number 1
Drawing and Talking Therapy	Increase in mental health across disadvantaged children. Targeted intervention in place to support those children who are emotionally struggling.	Number 2

Total budgeted cost: £185,951



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Part B: Review of Outcomes in the Previous Academic Year

Outcomes for disadvantage pupils

The impact of our pupil premium strategy highlights the effectiveness of our pupil premium offer. Through the data analyses below, it is clear that our pupil premium children reach a combined figure (70%) which far beyond the national figure (44%). Of course, 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 that children from more advantaged backgrounds. At the end of KS2, our pupil premium children's data is higher in both reading and writing than the national figure. There is a narrow gap between pupil premium and non-pupil premium children who scored over 20 marks in the year 4 multiplication check. The national average score was 20.2 for all pupils and 18.3 for pupil premium children. Our average score for pupil premium children was 22.5.

As can be seen from the attainment data below, disadvantaged children at Race Leys Junior School achieved exceptionally well. This is the result of a clear intent and implementation plan which ensures that disadvantaged children at the school are well prepared for the next stage of the education via pathways which are presented to them which are similar to (or some cases better than) 'other' children nationally from non-disadvantaged backgrounds.

End of KS2

	National Standard	
	End of 2022-2023	National
Reading (all pupils)	83	73
Reading (PP)	75	60
Writing (all pupils)	83	72
Writing (PP)	75	58
Maths (all pupils)	83	73
Maths (PP)	75	59
Combined (all pupils)	80	60
Combined (PP)	70	44

Externally provided programmes

Programme	Provider
Trackit Lights	School Tools Limited
Literacy Shed	Literacy Shed Limited
Lifewise	Lifewise Technologies Limited (Ltd)
White Rose Maths	White Rose Education
Myon	Renaissance
Accelerated Reader	Renaissance
Times Table Rockstars	Maths Circle Limited
Letter Join	Green Tempest Limited
Spag.com	Orchard Digital Limited
Now Press Play	National Literacy Trust