

Pupil premium strategy statement – Pocklington Junior School

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
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 (detailed) 2024 – 2026 (outline)
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kelly Foxtton
Pupil premium lead	Sophie Kirk
Governor / Trustee lead	Liz Greatorex

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,020
Recovery premium funding allocation this academic year	£8,373.75
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£2,017.33
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£82,411.08

Part A: Pupil premium strategy plan

Statement of intent

At Pocklington Junior School we recognise, like safeguarding, the responsibility for pupil progress rests with everyone. We recognise that pupil socio-economic circumstances can change and that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We understand that, for all pupils, an excellent education is a great liberator.

We are wholly committed to meeting our pupils' pastoral, social and academic needs by creating a nurturing environment that prioritises academic outcomes. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and supported to meet their full potential. Our approach to providing effective support for disadvantaged pupils extends beyond the classroom and we are committed to ensuring that pupils in receipt of the Pupil Premium Grant experience a diverse and engaging curriculum, meeting our equality obligations in full. Through diligent monitoring, we ensure:

- Learning is tailored to meet the needs of pupils through quality first teaching, providing additional intervention and support where required.
- Equality of opportunity is afforded to pupils by promoting and supporting access to enrichment activities.
- Close liaison with families ensures we can adjust provision swiftly to meet pupils needs as they change.

The objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school and higher than disadvantaged pupils nationally

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium grants. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting educational enrichment opportunities and through an engaging educational framework.

Current picture:

In June 2023, FSM6 attendance was 92.16% which was lower than the 95.40% for non FSM6 pupils. On average, this means that FSM6 pupils are losing 1721 sessions as a result of absence. Unapproved family holidays in Year 3 and Year 4 account for a sizeable proportion of lost learning for these pupils.

To ensure the progress outcomes for pupils in receipt of pupil premium grant funding are at least in line with those of their chronological peers in school, across all areas of the curriculum.

Almost 24% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. A detailed breakdown of our intervention approaches is detailed as **Appendix A**.

At Pocklington Junior School we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. As a result, our final focus for 2023-2024 will be to:

Improve behaviour for learning so that pupils develop high levels of resilience to challenge, develop a growth mindset and are recognised for their achievements both during and outside of the school day.

Current behaviour tracking demonstrates there is a reduction in behaviour incidents, especially high level. As a result, we have invested in the creation of an Enhanced Resource provision which provides bespoke small group working environments for pupils who require significant adjustments to the school day. Lead by an experienced class teacher, this small group provision follows Nurture principles and aims to reintegrated pupils back into mainstream classrooms by building self esteem, confidence and awareness.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	Attendance data for 2022/23 indicates that attendance among disadvantaged pupils has been 3% lower than non-disadvantaged pupils. 30% of disadvantaged pupils were persistence absentees in 2022/23.
2 Attainment	Assessment at the end of KS2 in 2022/23 indicates that fewer disadvantaged pupils are attaining the expected level compare to their peers, in Reading, Writing and Maths. Reading 22.2% (60% national figure for all pupils) Writing 55.6% (58% national figure for all pupils) Maths 33.3% (59% national figure for all pupils)

	Combined 11.1% (44% national figure for all pupils)
3 Behaviour	Learning behaviours are varied through school. Some disadvantaged children are showing they physically and emotionally lack self-belief, determination, resilience and readiness to learn. The behaviour policy has recently been revised and imbedded within the school.
4 Outcomes	Disadvantaged pupils are not making expected progress for their year group and continued support and intervention is needed to close the gap.

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
To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school and higher than disadvantaged pupils nationally	<p>DIS pupil attendance is at least in line with non-DIS pupils at Pocklington Junior School or higher than national comparators (whichever is higher).</p> <p>Pupil survey indicates improves attitudes to curriculum as a result of curriculum rewrite with focus on adaptive practice.</p>
To ensure the progress outcomes for pupils in receipt of pupil premium grant funding are at least in line with those of their chronological peers in school, across all areas of the curriculum.	<p>Termly data captures show that, although attainment may lag behind the attainment of non-PPG pupils. The achievement of PPG pupils is at least in line with the achievement of non-PPG pupils.</p> <p>End of unit assessments demonstrate that PPG pupils have understand the essential pre-requisite concepts to prepare them for future learning.</p> <p>Newly introduced 'live feedback' policy shines a spotlight on pupil achievements in class and ensures they get the help they need in a timely manner. This is support through classroom monitoring activities.</p> <p>Progress made by pupils accessing the ERP is at least in line with pupils taught in class (Rd, Wr, Ma). Subject leader monitoring of provision indicates strengths in teaching and learning to be shared with colleagues across the school.</p>
Improve behaviour for learning so that pupils develop high levels of resilience to challenge, develop a growth mindset	Behaviour tracking shows a decline in the number/frequency and severity of behavioural incidents.

<p>and are recognised for their achievements both during and outside of the school day.</p>	<p>Monitoring of rewards and sanctions shows PPG pupils accessing (proportionately) the same number of rewards as non-PPG pupils.</p> <p>Enrichment opportunities for PPG pupils are wide and varied. Registers demonstrate high uptake of extra-curricular clubs and activities.</p>
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £54, 780

Activity	Weekly Time Allocation	Evidence that supports this approach	Challenge number(s) addressed
Enhanced Resource Provision support – TA	17 hours 30 minutes	nurtureuk research: promoting nurture in education	1, 3, 4
<i>Enhanced Resource Provision – Teacher</i>	17 hours 30 minutes	nurtureuk research: promoting nurture in education	1, 3, 4
<i>PPG Teaching Assistant Support</i>	22 hours weekly	Feedback EEF (educationendowmentfoundation.org.uk)	1, 3, 4

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

Budgeted cost: £20, 560

Activity	Weekly Time Allocation	Evidence that supports this approach	Challenge number(s) addressed
EAL	3 hours	Literacy and numeracy catch-up strategies	2 and 4

Times tables	3 hours	publishing.service.gov.uk https://www.catchup.org/interventions.php	2 and 4
Spelling	1 hour 30 minutes		2 and 4
Reading	3 hours		2 and 4
Handwriting	1 hour 30 minutes		2 and 4
Literacy – Catch up	6 hours		2 and 4
Numeracy – Catch up	6 hours		2 and 4
Fine motor/gross motor	1 hour	Leading-Change-15-Oak-Lodge-002.pdf (ssatuk.co.uk)	2 and 4
Individual specialised support – SEND need	40 minutes	EEF publishes independent evaluation of Read, Write, Inc.... EEF (educationendowmentfoundation.org.uk)	1, 2 and 4
Individual specialised support – emotional need	20 minutes		1, 2 and 4
Sensory circuits	1 hours 15 minutes		1, 2 and 4
Phonics	4 hours		2 and 4

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

Budgeted cost: £9, 540

Activity	Weekly Time Allocation	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime support	2 hours 30 minutes	elsa-research-impact-report-002.docx (live.com)	1 and 3
ELSA 1:1 support	10 hours		1,2 and 3
ELSA check in support	1 hour 15 minutes		1,2 and 3
Group interventions eg) friendship,	2 hours		1, 2 and 3

anxiety, anger			
Breakfast club provision for PP when required to improve attendance and punctuality.	4 hours (2 PP children accessing twice a week through our funding)	EEF research shows that for relatively little cost, attending a school breakfast or after school club had a positive effect on children's behaviour and attendance	1, 2, 3 and 4
School to subsidise or fund educational visits to ensure that no pupil premium child misses out on an educational visit as a result of funding the trip.		Evidence UK Parliament Research Document on Learning Outside the Classroom https://publications.parliament.uk/pa/cm200910/cmselect/cmchilsch/418/418.pdf	1, 2, 3 and 4

Total budgeted cost: £84, 880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2022-23, the challenges raised were focusing on the % of disadvantaged children working below the expected standard across KS2, in maths, reading and writing. The aim was for the % of disadvantaged children working at expected standard or above, in reading, writing and maths will increase. The data below shows the impact of the funding from 2022-23.

Maths

Beginning of the academic year 2022-23 = 34 % working at expected standard or above. (Y3-Y6)

End of the academic year 2022-23 shows that now 60% are working at expected standard or above. (Y3-Y5)

End of the academic year 2022-23 shows that now 67% are working at expected standard and 15% achieved a higher standard above. (Y6)

Reading

Beginning of the academic year 2022-23 = 44 % working at expected standard or above. (Y3-Y6)

End of the academic year 2022-23 shows that now 67% are working at expected standard or above. (Y3-Y5)

End of the academic year 2022-23 shows that now 66% are working at expected standard and 24% achieved a higher standard above. (Y6)

Writing

Beginning of the academic year 2022-23 = 21% working at expected standard or above. (Y3-Y6)

End of the academic year 2022-23 shows that now 33% are working at expected standard or above. (Y3-Y5).

End of the academic year 2022-23 shows that now 71% are working at expected standard and 13% achieved a higher standard above. (Y6)

Maths

Year 3

Beginning of the academic year 2022-23 = 89% working below expected standard

End of the academic year 2022-23 shows that now only 18% are working below expected standard.

Year 4

2022-23 = 40% working below the expected standard

End of 2023 shows that now 50% are working below expected standard.

Year 5

2022-23 = 69% working below the expected standard

End of 2023 shows that now only 53% are working below expected standard.

Year 6

2022-23 = 72% working below the expected standard

End of 2023 shows that now only 33% are working below expected standard.

Reading

Year 3

2022-23 = 84% working below expected standard

End of 2023 shows that now only 20% are working below expected standard.

Year 4

2022-23 = 20% working below the expected standard

End of 2023 shows that now 33% are working below expected standard.

Year 5

2022-23 = 67% working below the expected standard

End of 2023 shows that now only 47% are working below expected standard.

Year 6

2022-23 = 56% working below the expected standard

End of 2023 shows that now only 32% are working below expected standard.

Writing

Year 3

2022-23 = 100% working below expected standard

End of 2023 shows that now only 69% are working below expected standard.

Year 4

2022-23 = 80% working below the expected standard

End of 2023 shows that now 72% are working below expected standard.

Year 5

2022-23 = 80% working below the expected standard

End of 2023 shows that now only 59% are working below expected standard.

Year 6

2022-23 = 99% working below the expected standard

End of 2023 shows that now only 29% are working below expected standard.

It is clear that there has been an improvement across the school for children who are no longer working below the expected standard. We can recognise that there is a disparity with the Y4 maths and reading data but this is something we are responding to with interventions and support being put into place for these disadvantaged children.

The focus for the year was to improve attendance for all pupils particularly our disadvantaged. It was suggested that the overall absence rate for all pupils will be no

more than 5% and the attendance gap between disadvantaged and non-disadvantaged will be diminished. The overall attendance across the school for the academic year of 2022-2023 was 94.4%, making the absent rate across school 5.6%. This shows an improvement but the development must continue. When broken down, it highlighted that the overall attendance for disadvantaged children was 92.05% and 95.21% for non-disadvantaged. Disadvantaged children have a higher rate of authorised absences at 6.63%, compared to the 4.09% for non-disadvantaged children. However, disadvantaged pupils still have a higher unauthorised absence at 1.32% compared to 0.69% from non-disadvantaged pupils.

It was also identified that there needed to be an improvement of all pupils well-being through reducing the levels of anxiety and bullying incidents being report. There has been an improvement with the well-being of pupils across the school, as there has been a lot of focus on appointing a full-time ELSA in school to ensure we can meet the social, emotional and mental health needs of individuals. We have also implemented the use of worry boxes/monsters across school, ensuring these are used correctly and effectively. With a new policy in place for behaviour, behaviour has seen a great improvement across school and whole school assemblies around this has help to support the change. Assemblies are well thought out and we use these to address behaviour and bullying, such as on anti-bullying week or when changes arise, or issues need addressing. Communication with parents has helped us to embed and support this too, allowing a shift in incidents decreasing. More disadvantaged children are also accessing enrichment activities and are encouraged to do so. The use of enrichment clubs and breakfast/homework club has really helped our disadvantaged pupils and their families. Having the ability to offer this for the need of the child has been beneficial.

The improvement of cultural capital, vocabulary and oral and language skills has been evident during book looks where there are no difference between disadvantaged and non-disadvantaged children. It has also been supported by the new curriculum which provided meaningful assessments at the end of each topic, giving clearer outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider