

Pupil premium strategy statement 2021/22

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	Cam Woodfield Junior School
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	47 (27%)
Academic year/years that our current pupil premium strategy plan covers.	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022.
Statement authorised by	Louise Bennett
Pupil premium lead	Tammi Wainwright
Governor / Trustee lead	Kathleen McGillicuddy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,800
Recovery premium funding allocation this academic year	£5800
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

At CWJS we use pupil premium funding to improve educational outcomes for disadvantaged pupils in schools; to 'close the gap'. Evidence shows that disadvantaged children generally face additional challenges in reaching their full potential at school and often do not perform as well as other pupils.

We believe it is important that we consider the context of the school and the challenges faced by our pupils. We recognise that pupils can experience many barriers to their learning and that these barriers can be long term, short term or can change over time. We believe that it is vital that these barriers are identified and addressed in order for our pupils to achieve their maximum potential.

The barriers to learning might be related to one or more of the following factors:

- attendance and punctuality
- low levels of aspiration
- weak language and communication skills
- social, emotional and behavioural difficulties
- low confidence and self-esteem
- lack of resources to support home learning
- family conflict and social problems
- a narrow range of experiences and opportunities
- negative peer influences

CWJS leaders, who are best placed to assess their pupils' needs in terms of how to use the funding, will use evidence to inform their decisions. They will consider a tiered approach to pupil premium spending so that there is a balance between the different forms of spending, as follows:

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- help with the cost of educational trips or visits

The above tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as CWJS's priorities change. It is important to note that a small number of strategies are likely to make the biggest difference rather than creating a longer list of strategies that will each receive less attention.

The following key principles guide our strategy plan:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The statement of Intent was written using 'The EEF Guide to Pupil Premium' (EEF) and the 'Using Pupil Premium: guidance for school leaders' (<https://www.gov.uk>).

Challenges

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

Challenge number	Detail of challenge
1	Removing evidenced SEMH barriers to learning
2	Providing catch up for learners who faced personal barriers to being able to fully engage in home learning (that placed them at more of a

	disadvantage) during long periods of lockdown and self-isolation due to cases of COVID in school or within the family.
3	Closing the writing attainment gap between pupils who are disadvantaged in relation to their peers.
4	Closing the reading attainment gap between pupils who are disadvantaged in relation to their peers.
5	Providing parenting support

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
Progress in Reading	KS2 reading outcomes in 2021/2022 demonstrate that pupils achieve national progress scores
Progress in Writing	KS2 writing outcomes in 2021/2022 demonstrate that pupils achieve national progress scores
Progress in Maths	KS2 maths outcomes in 2021/2022 demonstrate that pupils achieve national progress scores
Progress in Phonics	To have moved up at least one phase or to have reached phase 6
Progress in Behaviour – using the behaviour tracker	To reduce greens/ambers/reds
SEMH progress- using the Name it to Tame it tracker	To reduce the number of blues, purples and/or reds

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: £22000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To purchase and provide Clicker 8 training for all teachers and teaching partners to use in English lessons and theme related lessons so that the barriers to writing are removed.</p>	<p>The national literacy trust conducted research into the use of technology to assist reluctant writers. This research covered the use of Clicker in schools. Some of the strongest themes which have emerged from this report highlight how Clicker is able to help children overcome a range of barriers to writing and promote inclusivity in schools, as a wide range of students were able to access the curriculum and demonstrate their knowledge using the software. Plus, for students who struggle with the mechanical aspects of writing, Clicker enables them to focus more on expressing themselves rather than having to worry about their handwriting or the fine motor skills of controlling a pen.</p> <p>There are currently 33 out of 47 PP pupils (71%) who are either working below or just below age related expectations (who are not 'on track') for writing. The breakdown is as follows</p> <p>Just below ARE = 11 out of 47 PP pupils (23%) Below ARE = 22 out of 47 PP pupils (48%)</p> <p>Just below ARE = 11 out of 47 PP pupils (23%) – for this group of pupils, they will be targeted through QFT, 'The Mighty Writer' and alternative methods of recording (see target relating to this on page 6).</p> <p>Below ARE = 17 out of 47 PP pupils are also SEND (36%) – for this group of pupils, they will be trained to use Clicker 8 to support with their writing/and across all subjects.</p>	<p>2 and 3</p>

To purchase and train staff in the use of a newly purchased phonics scheme that relates to KS1 (infant school phonics teaching) to secure stronger phonics teaching.	1 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	2 and 4
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(2) Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up teaching from teachers and TPs targeting reading and phonics for those who are not reading according to age related expectations.	<p>Key PP children who did not pass their phonics assessment will be targeted in the following ways:</p> <p>Access to a phonics passport along with termly assessments to measure progress and identify next steps.</p> <p>Access to high quality phonically decodable books.</p> <p>Targeted phonics teaching four times a week during the reading element of the English lesson.</p> <p>Regular 1:1 reading with an adult each week.</p> <p>Staff will be trained on how to use the new 'Little Wandle' phonics scheme.</p> <p>The PP children receiving this support will be targeted according to the following:</p> <p>There are currently 13 out of 47 PP pupils (28%) who did not pass the latest phonics screening test (this was used across the whole school) – two children were dis-applied.</p> <p>There are currently 30 out of 47 PP pupils (64%) who are either reading below are just below age related expectations (who are not 'on track'). The breakdown is as follows:</p> <p>Just below ARE = 9 out of 47 pupils (19%) Below ARE = 21 out of 47pupils (45%)</p>	2 and 4

To provide targeted support for learners who need additional methods of recording and developing their writing, within a variety of contexts i.e. English lessons and theme based lessons	<p>Access to support interventions as follows: Clicker 8, 'The Mighty Writer', Talking Tins, Talking Whiteboards and use of IT to record their ideas as a stage before recording in written form. This is to support those who have barriers to writing and recording.</p> <p>This will be accessible in English lessons and theme based lessons.</p> <p>There are currently Below ARE = 17 out of 47 PP pupils are also SEND (36%) – 10 pupils within this group will be trained to use Clicker 8 independently. There are two PP children who are not SEND who will still access this resource.</p>	2 and 3
To provide in-class targeted maths support for specific learners who need to practise key skills to enable them to move towards age related expectations.	<p>Quality first teaching and TPs within the school will be deployed to support specific PP children according to the following:</p> <p>There are currently 32 out of 47 PP pupils (68%) who are below are just below age related expectations (who are not 'on track') in maths The breakdown is as follows:</p> <p>Just below ARE = 15 out of 47 pupils (32%) Below ARE = 17 out of 47 pupils (36%)</p>	2

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

Budgeted cost: £ **14840**

Total budgeted cost: £ 59600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ a play therapist who will provide targeted support for pupils who have suffered Adverse Childhood Experiences (ACES) that are currently impacting upon their attendance and engagement in learning.	<p>Senior leaders have identified a group of children who at times, struggle to arrive at school in a calm and settled manner that is conducive to learning. This is due to factors that put them at a disadvantage in relation to their peers i.e. those who have suffered ACEs (adverse childhood experiences) that places them as risk of underperforming in terms of what they are capable of achieving.</p> <p>A play therapist will be employed on a weekly basis to support key children to</p>	1

	<p>address their specific SEMH needs through bespoke 1:1 sessions.</p> <p>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): See the EEF guidance</p>	
<p>To provide parenting support through parenting sessions on the school site – these will be provided by a trained facilitator, who is also the school's PSA.</p>	<p>High proportion of parents seek support from staff in terms of how to manage their children's SEMH needs at home.</p> <p>Being able to hold parenting support through zoom will reduce accessibility issues for some parents.</p> <p>Previous parenting support provided was able to gather positive feedback from parents verbally or through evaluation forms.</p>	5
<p>To provide support with uniform, PE kit, trips, swimming, access to daily fruit.</p>	<p>For those pupils who are identified as needing support with uniform, PE kit, access to daily fruit, swimming lessons, they will be advised and supported by the school PSA (Mrs Margetts)</p>	5

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.

Pupil premium Support and Impact during Covid –19 and Lockdown.

The school still provided the following interventions to support the rising SEMH issues as a result of lockdown: Targeted intervention: Thrive, Build Happy, Family Support, Lunchtime support, Checkins, Time to talk, Canine Therapy, Play therapy Play Glos, Young Carers & Counselling.

- 16 Y3s accessing a total of 23 Sessions
- 11 Y4s accessing a total of 15 Sessions
- 11 Y5s accessing a total of 21 Sessions
- 17 Y6s accessing a total of 27 Sessions.

All children received a wellbeing pack during the January Lockdown period. The above interventions supported pupils in engaging with school more positively and reduced the number of pupils showing signs of anxiety.

Pupil premium results in Y6 and a trend that is demonstrated across the school, of Non SEND PP pupils are achieving in line or above their peers:

- Non SEND PP pupils are closing the gap in writing and maths against Non- PP Pupils across the school.
- The figures below are Non SEND PP Pupils Vs Non SEND & Non PP Premium:

May 2021

- PP Reading 62% on Track ; Non PP 83% on Track (a gap of 21%)
- PP Writing 62% on Track ; Non PP 69% on Track (a gap of 7%)
- PP Maths 67% on Track ; Non PP 74% on Track (a gap of 7%)

July 2021:

- PP Reading: 47% / Non SEND PP:79% compared to Non PP: 73%
- PP Writing: 40% % / Non SEND PP:71% compared to Non PP: 66%
- PP Maths:47% % / Non SEND PP:71% compared to Non PP: 69% NON SEND PP pupils achieved in line or above their peers.

How the school supported PP Families during Covid -19

- 100% provided with half term FSM provision
- Families received support with Christmas presents for pupils.
- FSM holiday provision – 86% took part
- Food Bank Easter Hamper – 31%
- School Uniform Support – 12%

- Play Bubble (Play Glos) – 38%
- Play therapy and Counselling – 5%
- Trips & Residentials & other + - 19%

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

Service pupil premium funding

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?	Pupils eligible received SEMH intervention. Time to talk with pastoral team.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils know that when they need to talk they are able to do so to an adult during the day. Less emotional behaviours are shown as a result.