

Pupil premium strategy statement 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	203
Proportion (%) of pupil premium eligible pupils	61 (30%)
Academic year/years that our current pupil premium strategy plan covers.	2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025.
Statement authorised by	Louise Bennett
Pupil premium lead	Tammi Wainwright
Governor / Trustee lead	Lisa Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,940
Recovery premium funding allocation this academic year	0
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	Closing the maths attainment gap between pupils who are disadvantaged in relation to their peers.

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 in relation to attendance and pupil welfare.

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 2024/2025 demonstrate that pupils achieve national progress scores
Progress in Writing	KS2 writing outcomes in 2024/2025 demonstrate that pupils achieve national progress scores
Progress in Maths	KS2 maths outcomes in 2024/2025 demonstrate that pupils achieve national progress scores
Progress in Phonics	The vast majority of pupils will no longer require phonics intervention.
Improved level of attendance and punctuality	Identified persistent absentees will be reduced.
Pupils are ready to learn and are able to self regulate	Progress shown through SDQ tracking (play therapist) and through behaviour tracking.

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: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide updated training for all teachers and teaching partners to use in English lessons and theme related lessons so that the barriers to writing are removed.	The national literacy trust conducted research into the use of technology to assist reluctant writers. Some of the strongest themes which have emerged from this report highlight how assistive technology 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, assistive technology 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.	3 and 4
To train staff and further embed the Little Wandle phonics scheme that relates to KS1 (infant school phonics teaching) to secure stronger phonics teaching.	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	3 and 4

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

Budgeted cost: £ 35,760

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	Key PP children who did not pass their phonics assessment will be targeted in the following ways:	3 and 4

according to age related expectations.	<p>Access to an entry phonics assessment (placement assessment) 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 five times a week at the beginning of the day.</p> <p>Regular 1:1 reading with an adult each week.</p> <p>Staff will be informed of any updates/reviews taken by the SLT in relation to the 'Little Wandle' phonics scheme.</p>	
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: Assistive technology, Widgeit, '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>Purchase of androids or iPads to enable access through assistive technology.</p> <p>Release SENDCo to research use of assistive technology and any additional strategies/resources to further assist PP learners.</p>	3 and 4
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> <ul style="list-style-type: none"> - To improve their rapid recall of times tables using Times Tables Rock Stars. - Targeted maths meetings - Y6 SLT booster groups 	2

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

Budgeted cost: £ **32,180**

Total budgeted cost: £ 96,940.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ a play therapist who will provide targeted support for pupils who	Senior leaders have identified a group of children who at times, struggle to arrive at school in a calm and settled manner that is	1 and 5

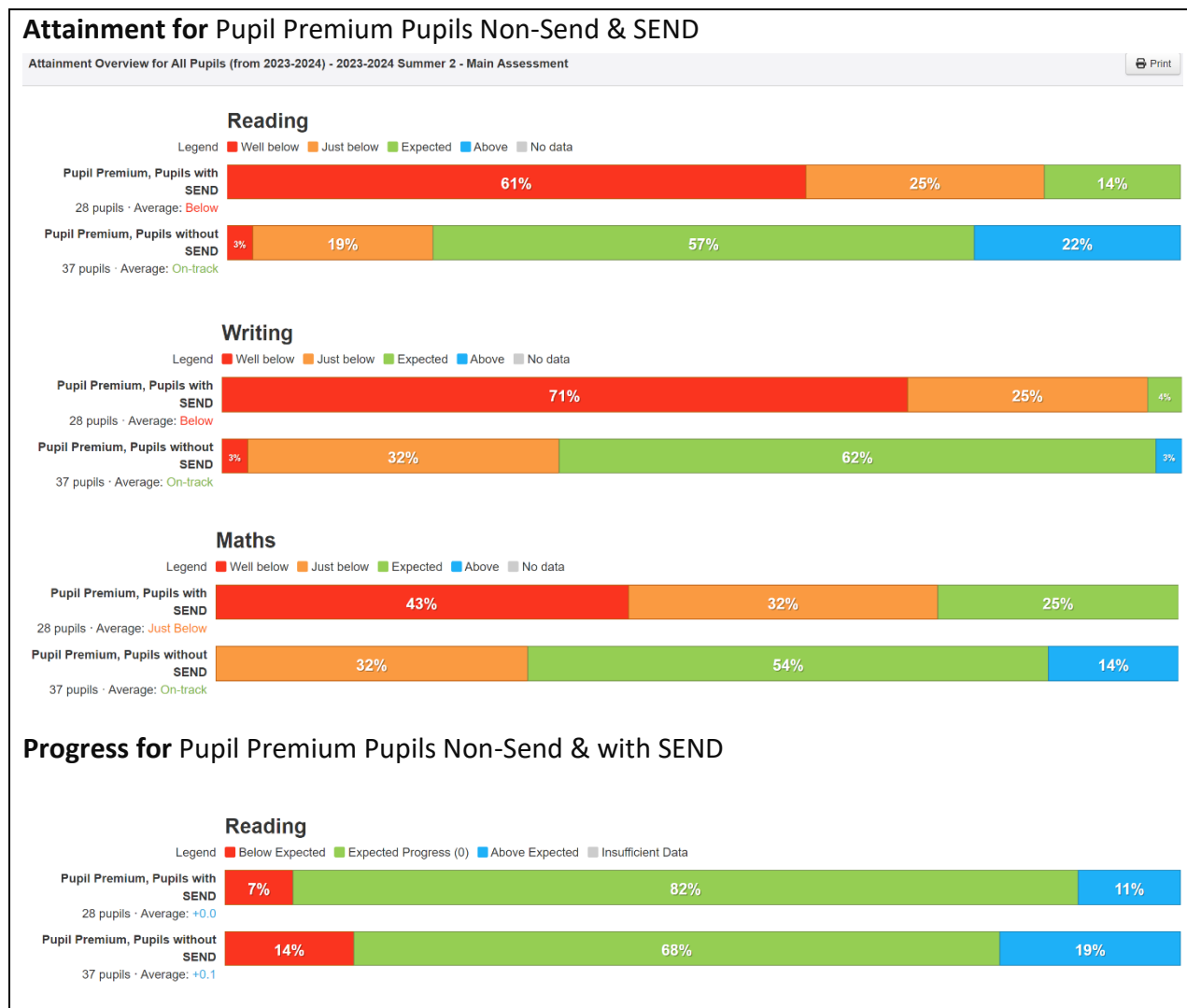
<p>have suffered Adverse Childhood Experiences (ACES) that are currently impacting upon their attendance and engagement in learning.</p>	<p>conducive to learning. This is due to factors that put them at a disadvantage in relation to their peers i.e. those who have suffered ACEs (adverse childhood experiences) that places them at 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 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 work in conjunction with an alternative provider to support pupils with SEMH needs, as a preventative measure for PEx.</p>	<p>The school works in partnership with other external providers to support individuals who are close to PEx. This is used to reintegrate the pupil back into school after a series of suspensions related to incidents of challenging behaviour (which is beyond the skill set and capacity of the school).</p>	<p>1 and 5</p>
<p>To provide a breakfast club to improve attendance, punctuality and improve pupil welfare (Early Help Offer).</p>	<p>Identified pupils who are a cause for concern regarding attendance and welfare to attend a breakfast club, daily. This will provide a nutritious breakfast and help to develop life skills in a nurturing environment. This requires two members of staff to support and nurture in terms of need.</p>	<p>1 and 5</p>
<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 (Miss Margetts)</p>	<p>1 and 5</p>
<p>To provide a 'Breathing Space' outdoor area to support pupils with SEMH as a preventative measure for suspension/PEx.</p>	<p>The school works in partnership with 'Free Hospital Trust Fund' charity to secure additional funding to support the project.</p> <p>Identify a staff member who can take on the Forest School training to lead on timetabled sessions.</p> <p>Identify pupils whose SEMH needs will be met through using the Breathing Space.</p>	<p>1 and 5</p>

Part B: Review of outcomes in the previous academic year

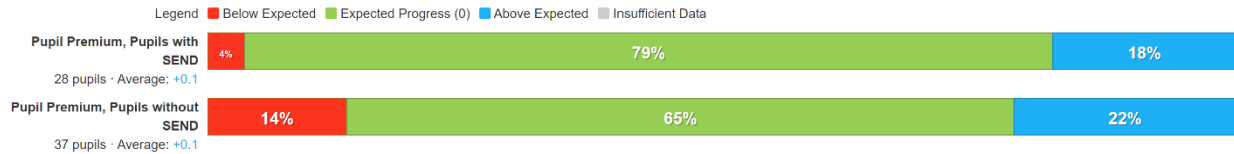
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

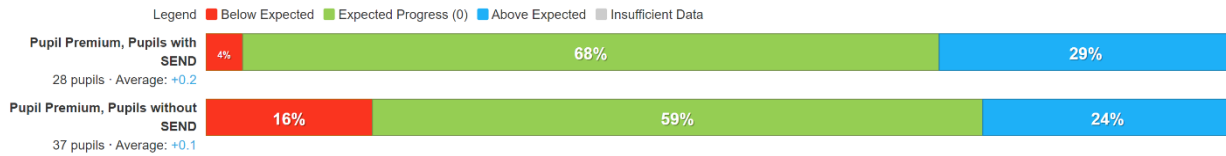
Key Results - 2023-2024						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	47	43%	Below (significant)	61%	14th



Writing



Maths



Phonics

Out of the 76 (37%) pupils assessed upon entry in Sept 2022, 48 (24%) pupils are now deemed to no longer require any further phonics provision in July 2023.

This means that in:

September 2023, 37% of the school population required phonics support.

July 202, 24% of the school population require phonics support.

This impact has been supported by The Little Wandle programme and changing our approach to ensuring that all pupils are immersed and have quality first teaching in whole class reading sessions.

NESSY 'Reading and Spelling' Programme

What has been successful?

There is now a clear rationale for why TW might direct pupils to the Nessy Programme:

- ✓ Pupils who no longer need a phonics intervention (they have just come off the Little Wandle Phonics Scheme) and need support to apply correctly spelt graphemes to their writing.
- ✓ Pupils who have scored as 'high risk' on the Dyslexia screening programme.
- ✓ Pupil who have an official diagnosis of Dyslexia.
- ✓ Pupils, who display a specific difficulty with spelling, where most graphemes are not even phonetically plausible – evidence of graphemes not being retained in the long term memory.

There were 17 pupils across the school who were accessing NESSY.

Writing

What has been successful?

Continue to embed strategies to support the success of the following: Training on Mighty Writer, Sentence Builder Pack and assisted technology. Pupils' book demonstrated clear progress and Y6 SATs writing results was in line with national results for both children achieving age related expectations (72%) but also children working at the higher standard (13%).

Maths Further work required with this element as maths results at Y6 were lower than expected. A real drive on Times Table knowledge is key to ensuring that pupils are fluent in their number recall when calculating reasoning questions.

Pastoral

Pupils who accessed pastoral provision have shown key impact on the following:

Thrive

6 pupils received reparative support via 1:1 weekly session lasting 30 minutes each. Some of these children accessed more than one session per week due to their needs. These sessions addressed identified gaps in disruptions to earlier emotional development.

6 pupils were set the target of progressing by 30%- 1 met and exceeded this target. This child had previously received several suspensions from school.

1 pupil came off the programme at Easter achieving 25% progress over four terms.

1 pupil joined the Thrive programme at the start of term three and was required to achieve 20% which they successfully did in this timeframe.

2 pupils moved onto secondary school in September.

Play Therapy

5 pupils received external play therapy support and there has been a noticeable difference in their attitudes to school and levels of engagement.

Breakfast Club

Continues to support 4 pupils. Both staff and parents have noticed a positive impact on all four children. They are getting a healthy breakfast and socialising in a calm and positive manner with adults who support them.

Attendance has improved for these pupils. Two of the pupils have attendance in the region of 94% or above. Two of the pupils are showing a positive increase in their attendance as the academic year progresses.

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
NA	

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.