



# Whitstable Junior School

## Pupil Premium Strategy Statement

2022/2023

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Whitstable Junior School
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Annie Knoupe Headteacher
Pupil premium lead	Headteacher
Governor lead	Ged Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88640
Recovery premium funding allocation this academic year	£9715
National Tutoring funding	£11178
National Tutoring - school commitment	£7452
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£116985</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge																				
1	<p>Internal data for 2021/2022 across all year groups shows that disadvantaged pupils are attaining less well in all subjects than non-disadvantaged pupils however as the children move through the school this gap narrows year on year.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Teacher Assessment end of term 6 2022</th> </tr> <tr> <th>Year Group</th> <th>Number of disadvantaged pupils</th> <th>% RWM Expected + Disadvantaged Pupils</th> <th>% RWM Expected + Non-disadvantaged Pupils</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>13</td> <td>31</td> <td>68</td> </tr> <tr> <td>Year 4</td> <td>15</td> <td>33</td> <td>56</td> </tr> <tr> <td>Year 5</td> <td>19</td> <td>61</td> <td>84</td> </tr> </tbody> </table>	Teacher Assessment end of term 6 2022				Year Group	Number of disadvantaged pupils	% RWM Expected + Disadvantaged Pupils	% RWM Expected + Non-disadvantaged Pupils	Year 3	13	31	68	Year 4	15	33	56	Year 5	19	61	84
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2	Assessments, observations, and discussions with pupils indicate vocabulary gaps which are more prevalent among our disadvantaged pupils than their peers.																				
3	Well-Being Data- July 2022 identified 112 pupils across the school accessing the well-being team for light touch, interventions, social and emotional support, well-being programmes. 82% were disadvantaged pupils. These challenges affect the attainment of our disadvantaged pupils.																				
4	Attendance for disadvantaged children remains a focus for the school. Overall attendance in 2021/22 was lower than in preceding years at 92.6%. Absence among disadvantaged pupils was 3% higher than their peers. There was a 5% differential between Non PP Pupils (94%) and disadvantaged pupils (89%). % of PA's = 24.0332/62 PA's were PP children=52%																				

## 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
Improved attainment in all subjects for disadvantaged pupils at the end of KS2.	KS2 reading/writing/maths and SPAG outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved use of vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> <li>• the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>

## 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: £70565**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention of Family Liaison Officer, Creative Arts Counsellor, Play Therapist, Therapeutic Play trainee, Inclusive Sports to work with disadvantaged children.</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):  <a href="https://educationendowmentfoundation.org.uk">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p>Purchase of standardised diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support</p>	<p>1, 2, 3,</p>

Training for staff to ensure assessments are interpreted and administered correctly.	through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	
Embedding speaking and listening activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including speaking and listening activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1
Embed the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3

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

**Budgeted cost: £27790**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support using a range of intervention programmes delivered by trained staff and teachers.	Teaching assistants can provide a large positive impact on learner outcomes.	1, 2

	<p>Targeting specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
Tutoring for catch-up, stay-up.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
Engaging with the National Tutoring Pro-gramme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2

## Wider strategies

**Budgeted cost: £18630**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide high quality well-being support using both targeted and reactive programmes of support.</p> <p>Provide CPD for all staff.</p> <p>Continue to embed the strategies used to gain Gold Carnegie Mental Health Award.</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):</p>	3

	<a href="https://educationendowmentfoundation.org.uk">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Disadvantaged pupils targeted for enrichment activities, extra-curricular activities.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	1,2,3
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £ 116985**



## 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 2021 to 2022 academic year.

This chart below shows attainment for those children who are eligible for Pupil Premium funding based on end of Key Stage outcomes for children 2021/2022. These figures are based on End of Key Stage 2 SATs.

School outcomes July 2022	% Attainment at EXS	% Attainment at EXS	% Attainment at GDS	% Attainment at GDS
	Disadvantaged Pupils	Non-disadvantaged Pupils	Disadvantaged Pupils	Non-disadvantaged Pupils
Achieving RWM Combined	62	70	5	5
Reading	81	86	24	30
Writing	90	89	19	30
Maths	76	74	14	11
SPAG-Spelling Punctuation and Grammar	86	81	29	30

The performance of disadvantaged pupils in Year 6, in all subjects, was significantly higher than the outcomes for this group at the end of 2019 when the last external SATs were taken

The KS2 outcomes are evidence that our disadvantaged pupils have benefited from our pupil premium funded improvements to teaching and targeted interventions.

Our focus on improving vocabulary resulted in Year 6 disadvantaged children in SPAG outperforming non-disadvantaged children. This target remains a long term one as we see the impact reach across the school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We continued to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing with this approach with the activities detailed in this plan.

Internal data for 2021/22 across all year groups shows that disadvantaged pupils are attaining less well in all subjects than non-disadvantaged pupils however as the children move through the school this gap narrows year on year.

<b>Teacher Assessment end of term 6 2022</b>			
<b>Year Group</b>	<b>Number of disadvantaged pupils</b>	<b>% RWM Expected + Disadvantaged Pupils</b>	<b>% RWM Expected + Non-disadvantaged Pupils</b>
<b>Year 3</b>	13	31	68
<b>Year 4</b>	15	33	56
<b>Year 5</b>	19	61	84

Overall attendance in 2021/22 was lower than in preceding years at 92.5%. Absence among disadvantaged pupils was 3% higher than their peers. Attendance is a focus of our current school plan.

## 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*

<b>Programme</b>	<b>Provider</b>
Well-being Coaching and Development	<a href="https://www.mattdechaine.com/">https://www.mattdechaine.com/</a>
Carnegie Mental Health Award	<a href="https://www.leedsbeckett.ac.uk/research/carnegie-centre-of-excellence-for-mental-health-in-schools/mental-health-awards/">https://www.leedsbeckett.ac.uk/research/carnegie-centre-of-excellence-for-mental-health-in-schools/mental-health-awards/</a>

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.