



Whitstable Junior School

Pupil Premium Strategy Statement

2023/2024

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	222
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sarah Kent Headteacher
Pupil premium lead	Headteacher
Governor lead	Ged Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,305
Recovery premium funding allocation this academic year	£10730
National Tutoring funding	£5062
National Tutoring - school commitment	£2531
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£121,627

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, and have had, a social worker and young carers and those with high levels of mobility. 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. Also targeted interventions with our experienced TAs to deliver small group interventions including our PP children.

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

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary, expectations including social and emotional shared language – using targeted emotional literacy support and engagement in the Nurture UK schools programme.

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 2022 2023 across all year groups shows that disadvantaged pupils are attaining less well in all subjects than non-disadvantaged pupils.</p> <table border="1" data-bbox="384 546 1404 882"> <thead> <tr> <th colspan="4" data-bbox="384 546 1404 595">Teacher Assessment end of term 6 2023</th> </tr> <tr> <th data-bbox="384 595 751 748">Year Group</th> <th data-bbox="751 595 943 748">Number of disadvantaged pupils</th> <th data-bbox="943 595 1193 748">% RWM Expected + Disadvantaged Pupils</th> <th data-bbox="1193 595 1404 748">% RWM Expected + Non-disadvantaged Pupils</th> </tr> </thead> <tbody> <tr> <td data-bbox="384 748 751 786">Year 3</td> <td data-bbox="751 748 943 786">20</td> <td data-bbox="943 748 1193 786">30</td> <td data-bbox="1193 748 1404 786">74</td> </tr> <tr> <td data-bbox="384 786 751 831">Year 4</td> <td data-bbox="751 786 943 831">13</td> <td data-bbox="943 786 1193 831">44</td> <td data-bbox="1193 786 1404 831">51</td> </tr> <tr> <td data-bbox="384 831 751 882">Year 5</td> <td data-bbox="751 831 943 882">17</td> <td data-bbox="943 831 1193 882">27</td> <td data-bbox="1193 831 1404 882">73</td> </tr> </tbody> </table>	Teacher Assessment end of term 6 2023				Year Group	Number of disadvantaged pupils	% RWM Expected + Disadvantaged Pupils	% RWM Expected + Non-disadvantaged Pupils	Year 3	20	30	74	Year 4	13	44	51	Year 5	17	27	73
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2	<p>The impact of emotional dis-regulation, trauma and attachment on pupil attainment is a particular cause for concern, that has been exacerbated following the pandemic. For pupils unable to self-regulate their learning and resilience is affected. We are looking at whole staff training in order to reduce such barriers and provide strategies for our parents and pupils.</p>																				
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p> <p>Well-Being Data- July 2023 identified 126 (22%) pupils across the school accessing the well-being team for light touch, interventions, social and emotional support, well-being programmes. 62% were disadvantaged pupils. These findings are supported by national studies. These challenges affect the attainment of our disadvantaged pupils.</p>																				
4	<p>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. 52% of PA's were PP children. Attendance is having an impact on disadvantaged pupils' progress and attainment and so we are taking steps to support and engage families to ensure that any potential barriers are reduced as far as possible.</p>																				
5	<p>Some eligible children have playtime issues, including disputes or lack of appropriate social skills, which can be a barrier, if these prevent concentration in subsequent lessons.</p>																				

6	Differences in cultural capital mean that some children are not able to access wider opportunities outside of school. To ensure this imbalance is redressed, we provide access to experiences to aid with their understanding of curriculum learning and plan rich outdoor, creative and cultural experiences such as visiting local environmental locations, the theatre, art gallery, museums as well as funding outside run after school clubs and peripatetic music lessons.
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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
Decrease in the attainment gap between PP (non -SEN) and non PP pupils in Reading, Writing and Maths at the end of KS2	Data details the improved attainments for the non-SEN PP pupils and indicates that the gap between these pupils and their non PP peers is decreasing in R, W and M at the end of KS 2.
Improved pupil independent learning skills noted in monitoring visits by leaders at all levels and improved levels of self-regulation noted in the PASS results and well-being data collections.	Pupils demonstrate use of strategies to support learning following the metacognition skills taught and demonstrate that they are able to work more independently using skills learnt. Pupils will show a greater ability to self-regulate their behaviour using tools taught.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • 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%. • 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.
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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: £72,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of Family Liaison Officer, Creative Arts Counsellor, Play Therapist, Therapeutic Play trainee, Inclusive Sports and qualified music teacher to work with disadvantaged children.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2,3,4,5
Recruitment and retention of Nurture Practitioners	As above	2,3,5
Purchase of assessment tool (INSIGHT) Training for staff to ensure teacher assessments are accurate and gaps in learning are identified in a timely manner.	Accurate assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
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	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	1

<p>CPD (including Teaching for Mastery training).</p> <p>We will purchase manipulatives to ensure learning is accessible to all.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Whole staff training on behaviour management, deescalation and attachment approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>(Paul Dix Project)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation seek to improve levels of self-control and reduce impulsivity. Self regulation strategies overlap with Social and emotional learning strategies and Behaviour interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>2,3,5</p>

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

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group support using a range of intervention programmes delivered by trained staff and teachers.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes.</p> <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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1</p>

<p>Tutoring for catch-up, stay-up.</p>	<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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>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>	<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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

Wider strategies

Budgeted cost: £29,627

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to provide high quality well-being support using both targeted and reactive programmes of support. Provide CPD for all staff. Continue to embed the strategies used.</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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Provide lunchtime nurture club with a focus on positive play priority given to those who need this.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>2,3,5</p>

Provide funding to enable Pupil Premium (PP) children to access wider opportunities by making them affordable, including music tuition and sports clubs.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	4,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4,6
Contingency fund for acute issues.	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.	All

Total budgeted cost: £ £121,627

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.

This chart below shows attainment for those children who are eligible for Pupil Premium funding based on end of Key Stage outcomes for children 2022/2023. These figures are based on End of Key Stage 2 SATs.

School outcomes July 2023	% 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	33	57	0	13
Reading	67	76	19	35
Writing	85	87	0	13
Maths	41	69	0	22
SPAG-Spelling Punctuation and Grammar	70	74	0	24

The performance of disadvantaged pupils in Year 6, in reading, writing and SPAG, was significantly higher than the outcomes for this group at the end of 2019 pre pandemic.

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 a minimal gap between disadvantaged and non-disadvantaged pupils in SPAG 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 2022 2023 across all year groups shows that disadvantaged pupils are attaining less well in all subjects than non-disadvantaged pupils.

Teacher Assessment end of term 6 2023			
Year Group	Number of disadvantaged pupils	% RWM Expected + Disadvantaged Pupils	% RWM Expected + Non-disadvantaged Pupils
Year 3	20	30	74
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Year 5	17	27	73

Progress data shows that Non PP and PP progress is broadly in line.

Progress Data 22-23								
	Reading		Writing		Maths		SPAG	
	expected	More than expected	expected	More than expected	expected	More than expected	expected	More than expected
Non PP	92	26	93	23	93	23	88	17
PP	92	27	87	24	86	23	86	20

Overall attendance in 2022/23 was 93.19% which was marginally higher than 2021/22: 92.5%. However, this remains lower than in preceding years.

Non PP attendance 94.3%

PP attendance 90.4%

Absence among disadvantaged pupils was 3.9% higher than their peers. Attendance is a focus of our current school plan.

Persistent Absence (below 95% attendance) whole school 109 children. 44 of these were PP. 44.9% of PAs were PP.

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
Well-being Coaching and Development	https://www.mattdechaine.com/
Carnegie Mental Health Award	https://www.leedsbeckett.ac.uk/research/carnegie-centre-of-excellence-for-mental-health-in-schools/mental-health-awards/

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.