



## Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	<b>Pickering Community Junior School</b>
Number of pupils in school	<b>214</b>
Proportion (%) of pupil premium eligible pupils	<b>21%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021-2022</b> <b>2022-2023</b> <b>2023-2024</b>
Date this statement was published	<b>November 2022</b>
Date on which it will be reviewed	<b>February 2023</b>
Statement authorised by	<b>M De Barr</b>
Pupil premium lead	<b>M De Barr</b>
Governor lead	<b>H Yeabsley</b>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£65375.00</b>
Recovery premium funding allocation this academic year	<b>£4,966.25</b>
Pupil premium funding carried forward from previous year (enter £0 if not applicable)	<b>-£3,723.00</b>
<b>Total budget for this academic year</b>	<b>£66,618.25</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Principles

- We ensure that teaching and learning opportunities meet the needs of all our pupils and that quality-first teaching is at the heart of what we do.
- 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 and addressed.
- 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, e.g. those who have a social worker or who are young carers.
- 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 rigorous analysis of data will be used to plan specific intervention and support which will be reviewed at least termly.

### Aims

We strongly believe that our pupils are not disadvantaged as a result of their socio-economic context and aim to remove barriers to learning created by poverty, family circumstances and background. There is a shared responsibility of all staff and we have high expectations of what our pupils can achieve.

Our ultimate objectives are to:

- \* Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts;
- \* Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- \* Enable the children to access a wide range of opportunities to develop their cultural capital and knowledge and understanding of the world;
- \* Equip our pupils to look after their social and emotional well-being, help them to develop strategies for regulating emotions and develop their resilience;
- \* Accelerate progress, moving children to at least age-related expectations at the end of Year 6, and thus achieve GCSEs in English and maths; and
- \* Inspire all our pupils to aspire to reach their full potential.

## Provision

In order to achieve these objectives, we have targeted the Pupil Premium Grant in a number of ways:

- a) Providing high quality training and resources to ensure quality teaching for all.
- b) Providing Advanced Teaching Assistants (ATAs) to run interventions.
- c) Providing quality reading resources in order to promote reading for pleasure and raise attainment.
- d) Providing after-school 1:1/1:2 tuition as well as in-school small group intervention.
- e) Subsidising the cost of residential trips and extra-curricular clubs.
- f) Providing opportunities, such as the Wider Opportunities program and Forest School, for all pupils to participate in enrichment activities.
- g) Providing behaviour and nurture support in order to improve children's mental health and well-being, promote our school values and enhance learning.
- h) Operating a Breakfast Club for FSM/FSMEVER6 pupils and for those with SEND. When required, provide 1:1 support within this setting.

This list is not exhaustive and will change according to the needs of our pupils. Our chosen mechanisms of support are evidence based.

We refer to <https://educationendowmentfoundation.org.uk/> for examples of successful strategies to raise attainment and outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Limited speech and language/vocabulary acquisition which impacts on learning, especially reading.</i>
2	<i>Challenges with low self-esteem and children struggling with their mental health and well-being.</i>
3	<i>Lack of support with learning at home and limited access to resources, technology and learning opportunities for some children.</i>
4	<i>Lack of provision of high quality reading materials, including non-fiction texts linked to recently revised curriculum themes.</i>
5	<i>Lack of engagement with extra-curricular provision.</i>
6	<i>Pupil attendance is not in line with national and persistent absence has increase.</i>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Diminish the gap between PP eligible and non-PP eligible pupils achieving EXS and GDS in Reading, Writing and Maths at the end of Key Stage 2	Pupil attainment data demonstrates that PP eligible pupils achieve broadly in line with their non-PP eligible peers.
Progress and Attainment in Reading	More than 80% of disadvantaged pupils met the expected standard. Achieve above national average progress scores in end of Key Stage 2 Reading (1+).
Progress and Attainment in Maths	More than 80% of disadvantaged pupils met the expected standard. Achieve above national average progress scores in end of Key Stage 2 Maths (1+).
Improve attendance and punctuality	Attendance for disadvantaged pupils is above 95% and the gap between disadvantaged pupils and their non-disadvantaged peers has reduced by 20%. % of persistent absentees is below 4% and the figure among disadvantaged is no more than 1% lower than their peers.
Pupils engagement and achievement in wider curriculum subjects is in line with non-PP eligible pupils and cultural capital is developed and sustained	Participation of PP eligible pupils in after school activities has increased. Pupil voice shows a greater understanding of the world around us.
Pupils are able to self-regulate and manage their emotions in an appropriate way	Pupil voice, Boxhall profiles, behaviour monitoring and observations shows the development of learning behaviours and a reduction in high level behaviour incidents

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022-2023)** to address the challenges listed above.

## Teaching

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers and support staff	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Research indicates that high quality teaching can narrow the disadvantage gap. The most effective forms of CPD aim to build knowledge, motivate staff, develop teaching techniques or embed practice.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
Wider Opportunities program for all Year 3 and Year 4 pupils	<p>Arts participation can have a positive impact on well-being. Music provides opportunity to practise, reflect and identify areas for improvement and can help children to develop positive attitudes to learning in general. By providing an instrument free of charge to our families, we eliminate the financial barrier that learning an instrument can present.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 2
Sing Education for all Year 5 and 6	<p>Singing improves brain development, improves language and communication skills and contributes to positive mental health.</p> <p><a href="https://www.britishacademyofsoundtherapy.com">Your Healing Voice - Article sing for health research 3 (britishacademyofsoundtherapy.com)</a></p>	1, 2, 3, 5
Curriculum development	<p>A school’s curriculum both creates and reflects culture and identity and helps to connect a school with its community. A broad, balanced and relevant curriculum needs to continue to change and develop.</p> <p><a href="https://www.gov.uk">Curriculum research reviews - GOV.UK (www.gov.uk)</a></p>	1, 4
Assessment of needs and	<p>NFER assessment materials provide reliable insights into specific strengths and areas for development for each pupil. This</p>	1, 2, 3

diagnosis of learning gaps	helps to ensure that they receive the correct additional support through interventions and teacher instruction. <a href="#">Research into Assessment - NFER</a>	
Learning resources, with a particular focus on reading	Access to a good variety of high quality and appropriately pitched texts and resources is vital in order to ensure that children develop a love of reading as well as develop their confidence, fluency and comprehension skills. <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Research evidence on reading for pleasure - GOV.UK (www.gov.uk)</a>	1, 3, 4

## Targeted academic support

Budgeted cost: **£42,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group, 1:1 and 1:2 interventions and support	Small group tuition is likely to be most effective when it is targeted at children's specific needs and where groups are kept as small as possible. <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
1:1/1:2 tutoring	Evidence indicates that 1:1 tuition can be effective, providing approximately 5 additional months progress on average. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	3, 4
Reading books, learning resources and revision guides	Financial barriers sometimes prevent children from accessing a wide range of reading materials, learning resources and revision guides. These materials often help to develop confidence, attainment and ownership over one's learning.	1, 3, 4

## Wider strategies

Budgeted cost: **£11,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	<p>Research has shown that nearly a third (32%) of children in the UK regularly miss breakfast and this can have an impact on concentration and energy levels. There are also some social and educational benefits of attending a breakfast club.</p> <p><a href="https://educationendowmentfoundation.org.uk/magic-breakfast">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3, 6
Positive Footprints for Year 6 <a href="#">Positive Footprints</a>	<p>Raising aspirations is often believed to incentivise improved attainment.</p> <p><a href="#">Raising Aspiration: Primary Fund findings   The Careers and Enterprise Company</a> <a href="#">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3
Subsidy of residential visits, extra-curricular clubs and in-school workshops	<p>The subsidy provides opportunities for disadvantaged pupils to take part in activities that they otherwise might not be able to access. Through participation in these challenging and emotional activities, outdoor adventure learning interventions (such as Forest School) can support children in developing non-cognitive skills such as resilience, self-confidence and motivation.</p> <p><a href="https://ltl.org.uk">https://ltl.org.uk</a></p>	3, 4
School milk	<p>Mid-morning milk is a powerful boost to children's nutrient needs and contributes to muscle and bone growth, development and maintenance.</p>	2
Improve school attendance <a href="#">Improving school attendance</a>	<p>Reduced levels of absence and persistent absence ensures that children are able to access an education and their full curriculum entitlement.</p> <p><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a> (Attendance Interventions Rapid Evidence Assessment – March 2022) <a href="#">An evidence informed approach to...   Durrington Research School</a></p>	6
Social and Emotional Learning,	<p>Pupils from disadvantaged backgrounds and other vulnerable groups, on average, have weaker SEL skills</p>	

Nurture and Well-Being	at all ages than their peers. Evidence suggests that effective SEL can lead to learning gains of +4 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	
Contingency fund for acute issues	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: £65,000**

Spent so far in 2022-2023: **£57,913.92 (as of 23.11.22)**

Remainder to spend this academic year: **£8,704.33**

## 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.

Intended outcome	Impact of Pupil Premium Strategy
Diminish the gap between PP eligible and non-PP eligible pupils achieving EXS and GDS in Reading, Writing and Maths at the end of Key Stage 2	<p>Pupil attainment data demonstrates that PP eligible pupils achieve broadly in line with their non-PP eligible peers.</p> <p><u>Reading</u>            EXS 70% of PPE pupils compared to 72% of all pupils            GDS 40% of PPE pupils compared to 25% of all pupils            Average Scaled Score = 104.7 for PPE pupils compared to 104.2 for all pupils</p> <p><u>Maths</u>            EXS 64% of PPE pupils compared to 74% of all pupils            GDS 27% of PPE pupils compared to 25% of all pupils            Average Scaled Score = 101.8 for PPE pupils compared to 103.5 for all</p> <p><u>Writing</u>            EXS 55% of PPE pupils compared to 62% of all pupils            GDS 9% of PPE pupils compared to 13% of all pupils</p>
Progress and Attainment in Reading	<p>70% of PPE pupils met the expected standard.            40% of PPE pupils met the greater depth standard</p>
Progress and Attainment in Maths	<p>64% of PPE pupils met the expected standard            27% of PPE pupils met the greater depth standard</p>
Improve attendance and punctuality	<p>Attendance for disadvantaged pupils is in line with that of non-disadvantaged pupils.</p>
Pupils engagement and achievement in wider curriculum subjects is in line with non-PP eligible pupils and cultural capital is developed and sustained	<p>Participation of PP eligible pupils in after school activities has increased. In Summer 2022, 15% of places were utilised by Pupil Premium eligible places and in Autumn 2022, 44% of those pupils taking part in after-school clubs were Pupil Premium eligible.</p>
Pupils are able to self-regulate and manage their emotions in an appropriate way	<p>Pupil voice, Boxhall profiles, behaviour monitoring and observations shows the development of learning behaviours and a reduction in high level behaviour incidents</p> <p>The introduction of a new relational behaviour policy has supported children in their ability to self-regulate and to talk about and normalise their emotions. A very small minority continue to be involved in high level behaviour incidents.</p>