



Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (recovery premium and school led tutoring 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	Lumley Junior School
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	27% 37 FSM/Ever 6 pupils 6 post LAC 3 service pupils
Academic 2021-2024 that our current pupil premium strategy plan (3-year plan)	2021, 2022, 2023, 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Tracey Wilson
Pupil premium lead	Carol Hughes
Governor / Trustee lead	Mr. Stephen Forster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,765
Recovery premium funding allocation this academic year	£5365
School led tutoring funding (allocation of pupils 25)	£5062.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£75,192.50



Part A: Pupil premium strategy plan

Statement of intent

At Lumley Junior School we want to enable all pupils regardless of their background to fulfil their potential both academically and socially. We want every child to 'Aspire' and achieve their goals. We want all of our children to:

A – have a positive attitude and ambitions

S – be safe, spirited and successful

P – be proud and passionate

I – be inclusive and celebrate everyone as an individual

R – be respectful, resilient and responsible

E – have enthusiasm and empathy for others

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.

Quality first 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intention is 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 School Led Tutoring and access to an academic mentor through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We adopt a whole school approach in which all staff take responsibility in supporting this strategy. Together we aim to raise expectations and support pupils to achieve their very best.

We recognise that disadvantaged children can face a number of barriers to learning and it is our intent to help pupils and their families overcome these barriers and ensure equality of access and opportunity for all.

Our key priorities to support disadvantaged pupils are to:

- Raise attainment outcomes in Reading, Writing and Mathematics.
- To enable pupils to read with confidence and increased fluency and with good comprehension skills to enable them to access the curriculum and prepare them for the next stage of their education.
- To develop confidence in their ability to communicate effectively in a wide range of contexts.
- Improved attendance and engagement of identified pupils.
- Raise aspirations and foster self-belief.
- Promote and support positive physical and mental health.
- Ensure equality of access and opportunity, regardless of starting point.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate disadvantaged pupils generally have greater difficulty with phonics than their peers. This impacts negatively on their development as a reader.
2	Internal assessments indicate that attainment for reading, writing and maths among disadvantaged pupils is generally below and well below that of non-disadvantaged pupils.
3	Impact of the COVID pandemic has further widened the gap between PP children and non-PP children.
4	Persistent absence, low levels of attendance and lack of punctuality for some disadvantaged pupils.
5	Social, emotional and behavioural difficulties; increase in issues around mental health and low self-esteem impacting on motivation and levels of concentration.
6	Complex family challenges and difficulties; lack of parent/carer engagement with school and a lack of active support at home with reading and other learning tasks.
7	Inequality of opportunity; disadvantaged pupils lack access to social and cultural experiences that enrich the learning journey.

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
To improve phonic knowledge of disadvantaged pupils to enable them to develop as a reader.	Phonic assessment data indicates pupils make rapid improvements in their phonics knowledge enabling them to develop as a reader. KS2 outcomes for Reading show more disadvantaged pupils meeting the expected standard.
Improve reading, writing and mathematics attainment amongst disadvantaged pupils.	Increased proportions of disadvantaged pupils will reach age related expectations in reading, writing and maths at the end of Key Stage 2 (2024/2025).
Pupils are supported and motivated to attend school regularly. Parents/carers support their children to attend school regularly.	Improvement in attendance percentage for disadvantaged children.
To achieve and sustain improved wellbeing for all pupils in our school, with special consideration for disadvantaged pupils.	<p>All pupils feel safe and happy in school. Pupils mental health is a priority and there is a trained Senior Mental Health Leader in school.</p> <p>Pupils and stakeholders recognise signs of positive mental health and well-being and signs of poor mental health and well-being.</p> <p>Pupils and stakeholders know how to ask for help and support.</p> <p>Effective means of referrals upheld and interventions/support to help pupils remains a priority.</p>
Families are supported to deal with challenges and difficulties. Parents/carers feel able to approach the school for support.	Increased engagement from parents/carers of disadvantaged children. Families are supported, where needed, through Children's Social Care involvement, Early Help Referrals and Plans, single agency support, the Designated Safeguarding Leads, teachers and support staff within school.
All children have the opportunity to access cultural and social experiences, enriching all areas of learning.	Increased participation in enriching school events from disadvantaged children. All pupils have taking part in an educational visit off site.

Activity in this academic year 2021-2022

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: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and resources: Purchase of RWI Whole school training for teachers and teaching assistants to secure stronger phonics teaching for all pupils.</p>	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>RWI is a DfE validated teaching program and is highly systematic.</p> <p>EEF Phonics</p>	1,2,3
<p>CPD and resources: Purchase Read, Write, Inc Spelling Programme to provide a standardised and progressive approach to teach spellings, building upon the phonics programme.</p>	<p>To purchase Read, Write, Inc Spellings and roll the programme out from Year 3 to Year 6. Spelling has been identified as an area for improvement and by adopting a consistent, standardised and progressive spelling scheme, standards in spelling will improve. This will build upon the synthetic phonics programme used to support reading and writing development.</p>	1,2,3
<p>CPD: Team Teach For all teachers and teaching assistants to be trained in Team Teach to assist with the quality of social and emotional learning.</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p> <p>EEF Toolkit Behaviour Interventions EEF Social and Emotional Learning</p>	5,6
<p>Smaller classes in Year 6 To split the Year 6 cohort of 32 into two groups for Maths and English.</p>	<p>The research into small classes is only a small sample. The evidence suggests that smaller classes only impact on learning if the reduced numbers allow the teacher to teach differently, for example high quality interactions with pupils with minimal disruptions. The gain is likely to come from the quality and quantity of feedback pupils receive.</p> <p>EEF Toolkit Reduced class sizes</p>	2,3,5
<p>CPD and deployment of teaching assistants to deliver focused interventions in the core subjects and to promote pupils' well-being. CPD includes: Connecting with Children, Draw and Talk Therapy, Lego Therapy, Relax kids.</p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) EEF Social and Emotional Learning</p>	1,2,3,5,6

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring; School led tutoring</p> <ul style="list-style-type: none"> - Small group tutoring in RWI phonics and get writing for years 3 and 4 and Fresh Start Phonics catch up for years 5 and 6. - 1:1 individual reading support for pupils who are not reading at home. 	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3,6</p>
<p>Structured interventions Delivered by teaching assistants in years 3 - 6. A mixture between small group and 1:1 support.</p>	<p>On average 1:1 tuition is very effective in improving pupil outcomes. 1:1 tuition might be an effective strategy for providing target support for pupils that are identified as having prior lower attainment or are struggling in particular areas.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 6</p>
<p>To invest into online personalised learning programmes. Lexia, TT Rock Stars, Numbots, Discovery Education, My Maths, Spag, Maths.co.uk</p>	<p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.</p> <p>EEF Lexia Core 5</p>	<p>1,2,3,6</p>

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement and well-being;</p> <ul style="list-style-type: none"> -Educational visits & cultural opportunities within school (subsidised costs for PP pupils) - free school milk for PP pupils - subsidised costs for pupils to have music tuition. 	<p>We do not want socio economic factors to disadvantage our most vulnerable pupils, therefore we will subsidise events, activities and milk to support pupil premium pupils.</p> <p>EEF Using the Pupil Premium</p>	<p>4,6,7</p>
<p>Embedding principles of good practice set out in the DFE Improving School Attendance advice.</p> <ul style="list-style-type: none"> - Daily monitoring of attendance phone call and follow up text message. - SLA – Attendance officer to work with families to improve attendance and punctuality for some pupils. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	<p>4,6</p>
<p>Parental engagement</p> <p>To develop the use of the WEDUC communication app to communicate effectively with parents and carers and to involve them in celebrating pupils' learning at school and home.</p>	<p>School communications with parents are likely to be more effective if they are personalised, linked to learning, and framed positively (for example, celebrating success). There are several evaluations of programmes using text messaging to prompt conversations about learning at home and provide parents with tips or information about children's learning.</p> <p>EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</p>	<p>1-7</p>

Total budgeted cost: £91,000



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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and will not be used to hold schools to account.

Internal data confirms that disadvantaged pupils have been most affected by the Covid-19 Pandemic and are achieving below and significantly below non-disadvantaged pupils.

Whole school developments

Investment into the Read, Write Inc. Phonics Programme.

Teachers and teaching assistants' accessed training to develop their knowledge and skills in teaching synthetic phonics.

Invested into Lexia, Core personalised digital reading programme. Pupils were able to access Lexia at home during the Spring Lockdown in 2021. Teachers were able to track pupil engagement and contact parents where pupils were not logging on at home.

Investment into a new reading scheme.

Introduction of guided reading in Years 3 - 6 to support pupils to develop fluent reading capabilities and comprehension strategies. (Teacher led) Support staff led basic skills sessions (handwriting, Lexia, TT Rock Stars and Mental Maths whilst teachers teach reading within small guided.

Year Group focused interventions

Targeted interventions were planned across each year group to support pupils who had fallen behind due to the Summer lockdown in 2020 and the Spring lockdown in 2021. COVID had a significant impact on learning in each year group during the Autumn Term 2020 and the Summer Term of 2021. There were several bubble closures and staff absences which resulted in interventions being disrupted and often cancelled.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had

intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as White Rose Maths and Oak Academy. Pupils also had access to our school's online subscriptions including: Lexia, Espresso, TT Rock Stars, My Maths, SPAG and maths.co.uk

Although overall attendance in 2020/21 was lower than in the preceding X years at X%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was X% higher than their peers and persistent absence X% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

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

Following the periods of national lockdown and bubble closures we have aimed to:

- **Re-establish:** help children to re-familiarise themselves with school life and routines
- **Reconnect:** rebuild children's relationships with their teachers and each other
- **Resilience:** support pupils' mental health and boost their confidence and self-esteem
- **Recovery:** tailor teaching and learning to suit pupil needs.

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