

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium 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	Exhall Junior School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Robert Mann, Head Teacher
Pupil premium lead	Bethan Davies, Inclusion Lead
Governor / Trustee lead	Julia Gaughan, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,000
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£97,020

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all students at Exhall Junior school are able to make good progress and achieve high attainment. We aim for all children to meet or excel their previous prior attainment regardless of their background. The focus for this pupil premium strategy is to support all disadvantaged students, regardless of the prior attainment, in achieving that goal and become highly-aspirational individuals.

Embedded within this strategy is a clear acknowledgement of the challenges faced, in Exhall, by children from disadvantaged backgrounds and by those who are vulnerable (those with a social worker, young carers, looked after children and families who are on the early help or pre-early help pathways).

Quality first teaching and learning, as outlined by the [EEF Guide to Pupil Premium](#), is central to our strategy to support disadvantaged students by promoting high expectations for teaching and learning, growing teacher's subject knowledge and providing children with the best opportunities for each subject. This is because it is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged learners whilst also improving provision for all students at the school. In addition to the high-quality teaching and learning, we have recognised that further support is required outside the classroom to support students in their social, emotional and mental health development and also in targeting key areas of academic learning to support them within the classroom.

Our approach has been carefully considered by strategic leaders, the pupil premium leader and the school business managers to respond to the challenges and needs of the students and families within our community. Leaders have been informed by individual family's circumstances, academic achievement and data, informed teacher assessment and has the flexibility to be adapted throughout the year to respond to the changing needs of the community. To ensure that our strategies are effective we will:

- Ensure that all staff are responsible for the attainment and progress of disadvantaged students, with increased visibility during the pupil progress cycle
- Monitor the effectiveness of strategies at regular points, and adapting the strategy as necessary
- Ensure that disadvantaged pupils are challenged within their learning

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessment data, observations and informed teacher assessment shows that disadvantaged students attain lower than non-disadvantaged pupils in maths.</p> <p>At the end of the 2020-21 academic year, 39% of disadvantaged students were below age-related expectations, compared to 27% of non-disadvantaged pupils. This gap has widened following the school closure during the ongoing pandemic.</p>
2	<p>Assessment data, observations and informed teacher assessment shows that disadvantaged students attain lower than non-disadvantaged pupils in reading and writing.</p> <ul style="list-style-type: none"> <li>• At the end of the 2020-21 academic year, 53% of disadvantaged students were below age-related expectations, compared to 20% of non-disadvantaged pupils in reading.</li> <li>• At the end of the 2020-21 academic year, 57% of disadvantaged students were below age-related expectations, compared to 39% of non-disadvantaged pupils in writing.</li> <li>• This gap has widened following the school closure during the ongoing pandemic.</li> </ul>
3	<p>Our attendance data over the last 2 years have shown that attendance among disadvantaged students has been between 1.5-3% lower than non-disadvantaged students.</p> <p>5-9% of non-disadvantaged students have been 'persistently absent' during that time (attendance less than 89%) compared to 6-11% for non-disadvantaged students. Our assessment data and observations indicate that this has negatively impacted on their progress.</p>
4	<p>Our assessments (SDQs), logs, observations and discussions with pupils and families have identified social and emotional challenges for students and families, notably around managing feelings, engagement with school and a lack of enrichment opportunities during the school closure. These challenges particularly affect disadvantaged students, including their attainment.</p>
5	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p>

## 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 maths attainment among disadvantaged students across the school	Assessment data across the school shows that more than 70% of pupil premium children are working at age-related expectations or higher in maths
Improved writing attainment among disadvantaged students across the school	Assessment data across the school shows that more than 60% of pupil premium children are working at age-related expectations or higher in writing
To restart the process of closing the gap in reading between disadvantaged and non-disadvantaged students following successes before the pandemic and build on existing work to extend the vocabulary among disadvantaged students	Begin to close the gap from 33% to 15% between pupil premium and non-pupil premium by the end of 2021/22 academic year. With a view to the gap being below 8% (2018/19) in future years
To achieve and sustain improved attendance for all students, particularly disadvantaged ones compared to national data	Improve attendance rates by: <ul style="list-style-type: none"> <li>• The overall attendance average being at least 93%, and the attendance gap between disadvantaged and non-disadvantaged being reduced by 2%</li> <li>• The percentage of all pupils who are consistently absent being below 6%, with the gap between disadvantaged and non-disadvantaged being no more than 1%</li> </ul>
To achieve and sustain improved wellbeing for all students in the school, particularly disadvantaged ones compared to national data	Sustained good levels of wellbeing by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A reduction in SEMH logs</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged students</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: £37,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily separation of mixed 4/5 classes for maths teaching	Good teaching and learning has been proven to be the most important level schools have to improve outcomes for disadvantaged pupils. By separating mixed age classes, the mastery approach to mathematics teaching can be more effective for pupils in years 4 and 5. This ensures that all classes have an effective maths teacher working within one year group's curriculum. <a href="#">EEF Guide to Pupil Premium</a>	1
Maths subject knowledge training by an NCETM PD lead	An NCETM trained PD consultant will support the maths and pupil premium leader in driving increasingly high quality teaching and learning across the school by providing PD opportunities for teachers. <a href="#">Effective Professional Development</a>	1
To provide enriched curriculum opportunities to widen the experiences of children, supporting them in their learning and providing a well-rounded, culturally rich education	Observations of our community and <a href="#">evidence</a> show that disadvantaged families are less likely to engage in enrichment opportunities to enhance social mobility and so called 'soft skills'. The lack of opportunities for these students has contributed to <a href="#">a cognitive gap in outcomes</a> .	4, 5
Provision to support teachers understand and meet individual needs	It can be difficult for education professionals to know how to best support children and young people on SEN registers that require different or additional support to meet their needs, but do not have an EHCP ( <a href="#">DfE, 2017</a> ). By accessing this support, the school is able to get professional support and guidance to adapt and tailor provision to provide the best quality teaching and learning ( <a href="#">Warwickshire STS</a> ).	1, 2, 4

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

Budgeted cost: £ 29,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Conversations	Continuation with the <a href="#">Achievement for All</a> Programme, with coaching for Structured Conversations with targeted families who are difficult to engage with where barriers are explored and actions/outcomes are agreed for both academic and SEMH progress. Conversations with parents who were part of the scheme last year showed that it supported them in understanding how to support their child. <a href="#">Parental Support Impact</a>	1, 2, 3, 4, 5
Targeted support through evidence-based interventions	There is strong <a href="#">evidence</a> that where teaching assistants are deployed to deliver targeted <a href="#">evidenced-based interventions</a> . Our observations and assessment data also indicate that these interventions have a positive impact for our disadvantaged children's academic progress. <a href="#">EEF Making Best Use of Teaching Assistants</a>	1, 2
Top up tutoring grant and individualised support	As part of the school's <a href="#">tutoring</a> grant, the recovery premium will provide individualised support for disadvantaged children in closing their attainment gaps following school closures during the pandemic	1, 2

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

Budgeted cost: £ 30,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors	There is <a href="#">extensive evidence</a> associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime,	4, 5

	employment and income. In school our observations and assessments have shown a link between increased SEMH readiness and progress in their learning.	
Nurture	There is <a href="#">strong evidence</a> to support improvements in children's social and emotional wellbeing which enables them to access their learning at a level appropriate for their age group.	4
Attendance support and threshold monitoring	The <a href="#">EEF toolkit</a> states that one of the ways which can be vital in boosting attainment is through a rigorous pupil absence process. Using internal data and historical correlations, there is a correlation with low attendance and slower progress and outcomes within the school.	3

**Total budgeted cost: £ 97,020**

## 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.

Our internal assessments during 2020/21 showed that across reading, writing and maths all children have improved outcomes compared to 2019/20 despite national lockdowns and the ongoing pandemic. Non-pupil premium children have made more progress in this time than pupil premium children and the attainment gap has widened between the two groups in reading, writing and maths.

Our assessments of the reasons for these outcomes points mainly to the impact of the global pandemic, which drastically decreased student outcomes at the end of the 2020/21 academic year within the school. As evidenced by schools across the country, school closure was most detrimental to our disadvantaged students as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Overall attendance in 2020/21 was higher for disadvantaged students than in the preceding 2 years up to 11% from 8%. The average gap between pupil premium and non-pupil premium did shrink in the 2020/21 academic year from 3% to 2%, but the school continues to have lower rates of attendance compared to national data.

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.



## Further information (optional)

In detailing this pupil premium strategy, we looked closely on the impact COVID has had on the children and families in our community and how we can not only support closing the academic gap, but also how the SEMH needs of our most disadvantaged families can be supported by the three grants available to the school (pupil premium, catch-up premium and tutoring grant).

In addition to the pupil premium spend, the school has reviewed its entire curriculum to provide learning which meets known gaps in all children's learning. The school has also used the [EEF's evidence](#) around feedback to become increasingly effective. This has been implemented in the autumn term of 2021. The school is also utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. The school has also reviewed after and before school club offer and extracurricular activities.

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.