

# Pupil premium strategy statement – Exhall Junior School 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	39% 61 Children
Academic year/years that our current pupil premium strategy plan covers <b>(Due to unforeseen circumstances- a 3 year plan could not be produced at this point).</b>	1 Year
Date this statement was published	April 2024
Date on which it will be reviewed	December 25
Statement authorised by	Robert Mann HT
Pupil premium lead	Jayne Ellis
Governor / Trustee lead	Amanda Gardiner, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,620
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£10,150
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£113,770

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students at Exhall Junior school are seen as individual, unique children and are able to make good progress and achieve high attainment and develop emotionally, mentally, socially and academically. As well making progress from their starting point we prioritise attendance, punctuality, engagement and offer wider enrichment opportunities to allow children to build the skills to succeed as they move onto secondary school, and beyond. We aim for all children to meet or excel from 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 ensuring that all pupils have equality of opportunity.

Within the school there is a high correlation between PP students and those who are also on the SEND register. 51% of the SEND register are PP and 38% of PP students are on the SEND register.

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). No single intervention provides a solution to the complex educational issues in any school and therefore, we believe a multi-faceted approach offers the best opportunity for our children to improve.

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 all staff are aware of students who are in receipt of PP within their classroom or with groups responsibilities i.e. interventions.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve, with a notable, pre-planned focus 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
- Act early to intervene at the point need is identified

## Challenges

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

Challenge number	Detail of challenge
1	Academic Progress and Outcomes: Assessment data, observations and informed teacher assessment shows that disadvantaged students attain lower than non-disadvantaged pupils in maths. At the end of the 2022-23 academic year, 78% of disadvantaged students were below age-related expectations, compared to 56% of non-disadvantaged pupils, based on whole-school data. In year 6 SATS 23 data there was a 59% gap.
2	Assessment data, observations and informed teacher assessment shows that disadvantaged students attain lower than non-disadvantaged pupils in reading and writing. • At the end of the 2022-23 academic year, <b>Reading</b> 68% of disadvantaged students were below age-related expectations, compared to 34% of non-disadvantaged pupils in reading, whole-school. Last year in year 6 SATS data there was a 20% gap. • <b>Writing</b> At the end of the 2022-23 academic year, 70% of disadvantaged students were below age-related expectations, compared to 33% of non-disadvantaged pupils in writing, whole-school. In year 6 SATs data there was a 9% gap. <b>Maths</b> 55% of disadvantaged were below ARE compared to 29% of non-pupil premium
3	Attendance Comparison PP between 2.7% lower than non-disadvantaged students. Of the 61 Pupil premium children 24.6% were 'persistently absent' during that time (attendance less than 89%) and of the 104 non-pupil

	premium children 12% were persistently absent (attendance less than 89%). Our assessment data and observations indicate that this has negatively impacted on their progress.
4	Experiences and Enrichment 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.
5	Well Being and Mental Health Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted previously by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.

## 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
Challenge 1 and 2 Disadvantaged students maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing & Maths) and previous key stage (for those students who have KS1 data); those who have not made expected progress 'catch up' or exceed prior attainment standards.	End of summer 2023 and 2024 data will show that the significant majority of Pupil Premium will have closed the gap to less than 15% in reading and writing. Those children who have not making expected progress will receive targeted high-quality intervention/s monitored by the intervention leader. End of summer data will also show that 10 % of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
Challenge , 4 and 5 Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated and wellbeing is improved.	Learning Mentors, Inclusion Lead, DSL, SLT and Designated Teacher will identify and support families and children at Early Help and pre-Early Help and work to alleviate barriers to learning. Liaison with Early Help and Social Care Identified children are invited to Nurture, Lunch-time club, Rainbow Room, Boomerang and Lego

	<p>Therapy sessions with support staff. Use of the Mental Health School Team via Coventry and Warwickshire Partnership Trust for identified pupils needing support. -Where further specific or tailored interventions are needed these will also be facilitated e.g. such as Victim Support, Link Mentors etc.</p> <p>Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers. As directed by the Inclusion Lead and/or SLT. Reduction in SEMH logs A significant increase in participation in enrichment activities, particularly among disadvantaged students - Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p> <p>Learning Mentor</p>
<p>Challenge 3 To achieve and sustain improved attendance for all students, particularly disadvantaged ones compared to national data</p>	<p>Improve attendance rates</p> <ul style="list-style-type: none"> <li>•The overall attendance average being at least 95%, and the attendance gap between disadvantaged and non-disadvantaged being reduced by 1.5%</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> <li>• Where possible to support parents financially to enable them to improve their child's attendance at school. (This could be the cost of Transport, or before and after school provision).</li> </ul> <p>To minimise fixed term suspensions</p> <p>Reduction in SEMH logs To use the Warwickshire WAS to support school and families in improved attendance</p>

## 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: £ 68, 903

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attachment Informed Training</i>	As many of our disadvantaged children also may have additional needs and some are also under guidance and support of Early Help or Social Services, it is proven that it is essential that all school staff have appropriate training on dealing with children. It also fits in with the Schools Behaviour and Relationship Policy	£1115
<i>RWI training</i>	Many of our Y3 intake showed below average Reading Skills. RWI has a proven record of accelerating progress. Two staff were sent on 2-day training and resources purchased.	Training- £768 Supply- £1000 Resources - £1000
<i>New curriculum Development -school now has single year groups and planning and teaching has had to be changed accordingly.</i>	Quality First Teach is proven to be the most effective strategy to improve outcomes for disadvantaged children. Due to falling numbers on roll, the school now has 6 classes, in single Year groups. This ensures that class sizes in Y4 and Y6 remain small and allow us to focus on end of	£24,000
6 Days Maths Lead release time for subject Knowledge Consortium Meetings for Moderation and Standardisation and analysis of trends for disadvantaged pupils.	Maths moderator in Consortium Meetings- and also at Maths Hub to identify and promote good practice and enhances CPD and therefore quality of First Teaching.	£1520 – 6 days supply cover
Meet and Greet at Gate – Learning Mentors and SLT Release LMs for WAS meetings	Learning Mentors have 1 hour in the morning to meet and greet families, ascertain any issues, work with office calling families of non-attendees, support families where possible. Set children up for a successful start to the day. Work with families for early intervention.	3 £23,000 £1500 To attend WAS £500

<p>To provide enriched curriculum opportunities to widen the experiences of children, supporting them in their learning and providing a well-rounded, culturally rich education</p>	<p>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>.</p>	<p>4, 5 £500 Swimming £3000 – Attendance at Official Breakfast sports Club/after school clubs.</p>
<p>Provision to support teachers understand and meet individual needs</p>	<p>At Exhall – The majority of our high level SEN/SEMH are also PP (38% of children on the SEND register are also PP) - 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>).</p>	<p>1, 2, 3 4 £10000 Specialist Teacher Support/Ed Psychologist</p>

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support through evidence-based interventions</p>	<p>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></p>	<p>1, 2 £15000 RWI Catch Up Programme Accelerating Reading Reciprocal Reading Success@arithmetic MOVES</p>

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

Budgeted cost: £ 29950

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, employment and income. In school our observations and assessments have shown a link between increased SEMH readiness and progress in their learning.	4, 5 £19,000 – see LM cost above
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 £10500
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 £450 + Learning Mentors -see above

**Total budgeted cost: £ 113,853**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

As a small school have a much higher % of pupil premium compared to national averages. We also have a higher number of SEND and EAL students, and also have higher levels of poverty, deprivation, over-crowding and adverse conditions within our community that many of our family's face.

The school employed additional tutors to try to bridge the gap and increased its capacity for families to access Early Help and work with our Learning Mentors. However, we acknowledge there is still quite a large gap between disadvantaged and non-disadvantaged pupils.

Overall **attendance** of 2022/23 Attendance Comparison: PP between 2.7% lower than non-disadvantaged students. Of the 61 Pupil premium children 24.6% were 'persistently absent' during that time (attendance less than 89%) and of the 104 non-pupil premium children 12% were persistently absent (attendance less than 89%). Our assessment data and observations indicate that this has negatively impacted on their progress.

Assessment data, observations and informed teacher assessment shows that disadvantaged students attain lower than non-disadvantaged pupils in reading and writing. • At the end of the 2022-23 academic year,

**Reading:**68% of disadvantaged students were below age-related expectations, compared to 34% of non-disadvantaged pupils in reading, whole-school. Last year in year 6 SATS data there was a 20% gap. •

**Writing:** At the end of the 2022-23 academic year, 70% of disadvantaged students were below age-related expectations, compared to 33% of non-disadvantaged pupils in writing, whole-school. In year 6 SATs data there was a 9% gap.

**Maths:**55% of disadvantaged were below ARE compared to 29% of non-pupil premium

Due to many of our Disadvantaged pupils having higher levels, 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. The school can demonstrate a number of case studies that demonstrate more positive outcomes for PP students on a holistic level. We engaged with MHST and old regular workshops for staff and pupils.