



Exhall Junior School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium from 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	Exhall Junior School
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Robert Mann, Head Teacher
Pupil premium lead	Bethan Davies, Inclusion Lead
Governor / Trustee lead	Amanda Gardiner, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,095
Recovery premium funding allocation this academic year	£10,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,970

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. 58% of the SEND register are PP and 58% 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	<p>Academic Progress and Outcomes: 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 2021-22 academic year, 46% of disadvantaged students were below age-related expectations, compared to 26% of non-disadvantaged pupils, based on whole-school data. In year 6 SATS data there was a 24% gap.</p> <p>Year 2 to 6 comparative pupil premium data shows that there was no significant difference (-1%) of the attainment of pupil premium to non-pupil premium. Despite the pandemic they met their end of key-stage 2 target.</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"> • At the end of the 2021-22 academic year, 51% of disadvantaged students were below age-related expectations, compared to 32% of non-disadvantaged pupils in reading, whole-school. Last year in year 6 SATS data there was a 20% gap. • Year 2 to 6 comparative pupil premium data shows that there was no significant difference (-4%) of the attainment of pupil premium to non-pupil premium in reading. Despite the pandemic they met their end of key-stage 2 target. • At the end of the 2021-22 academic year, 60% of disadvantaged students were below age-related expectations, compared to 39% of non-disadvantaged pupils in writing, whole-school. In year 6 SATs data there was a 9% gap. • Year 2 to 6 comparative pupil premium data shows that there was no significant difference (+5%) of the attainment of pupil

	premium to non-pupil premium in writing. Despite the pandemic they met their end of key-stage 2 target.
3	<p>Attendance,</p> <p>Our attendance data over the year shows that attendance among disadvantaged students has been between 1.82% lower than non-disadvantaged students.</p> <p>Of the 61 Pupil premium children 16.3% were ‘persistently absent’ during that time (attendance less than 89%) and of the 104 non-pupil premium children 19% were persistently absent (attendance less than 89%). Our assessment data and observations indicate that this has negatively impacted on their progress.</p>
4	<p>Experiences and Enrichment</p> <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>Well Being and Mental Health</p> <p>Our assessments and observations indicate that the education and well-being 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.</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
<p>Challenge 1 and 2</p> <p>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.</p>	<p>End of summer 2022 and 2023 data will show that the significant majority of Pupil Premium will have closed the gap to less than 10% in reading and writing. Those children who have not making expected progress will receive targeted high-quality intervention/s monitored by the intervention leader.</p> <p>End of summer data will also show that 10 – 20% 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.</p>

<p>Challenge , 4 and 5</p> <p>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 well-being is improved.</p>	<p>Learning Mentor, Inclusion Lead, DSL, SLT identify and support families and children and work to alleviate barriers to learning.</p> <p>Liaison with Early Help and Social Care</p> <p>Identified children are invited to Nurture, Lunch-time club, Rainbow Room, Boomerang and Lego Therapy sessions with support staff.</p> <p>Use of the Mental Health School Team via Coventry and Warwickshire Partnership Trust for identified pupils needing support.</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.</p> <p>Reduction in SEMH logs</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged students</p> <p>- Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p>
<p>Challenge 3</p> <p>To achieve and sustain improved attendance for all students, particularly disadvantaged ones compared to national data</p>	<p>Improve attendance rates by:</p> <ul style="list-style-type: none"> • The overall attendance average being at least 95%, and the attendance gap between disadvantaged and non-disadvantaged being reduced by 1.5% • 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% • Where possible to support parents financially to enable them to improve their child's attendance at school <p>To minimise fixed term suspensions</p>

	<p>Reduction in SEMH logs</p> <p>To use the Warwickshire WAS to support school and families in improved attendance</p>
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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: £62,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
For maths lessons to be delivered in year groups (two year 3, two year 4, two year 5 and two year 6 classes) rather than mixed 3 & 4 and 5 & 6 aged classes.	<p>Good teaching and learning have been proven to be the most important strategy 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 3 and 4 and then 5 and 6. This ensures that all classes are taught their own year groups curriculum and is progressive from the previous year's curriculum delivery. It also ensures class sizes for maths are small, allowing better opportunities for AfL, feedback and improved outcomes.</p> <p>Power maths continues to be delivered which is a DFE recommended programme of study in maths which focuses on mastery of the subject.</p> <p>EEF Guide to Pupil Premium</p>	<p>1 and 2 £25000 £1500 Power Maths</p>
6 days Maths Lead release time for subject knowledge Consortium Meetings for Moderation and Standardisation	<p>Maths moderator in Consortium leads meetings to identify good practise and ensure consistent standards across the consortium and enhances CPD and therefore quality first teaching.</p> <p>This was a priority from OFSTED</p> <p>Effective Professional Development</p>	<p>1 and 2 £1320 – 6 days supply cover</p>
Meet and Greet at Gate – Learning Mentors and SLT Release LMs for WAS meetings	<p>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.</p>	<p>3 £19,000 £1000 –to attend WAS £400</p>
To provide enriched curriculum opportunities to widen the experiences of children, supporting them in their	<p>Observations of our community and evidence show that disadvantaged families are less likely to engage in enrichment opportunities to enhance social mobility and so called 'soft skills'.</p>	<p>4, 5 £400 Swimming</p>

learning and providing a well-rounded, culturally rich education	The lack of opportunities for these students has contributed to a cognitive gap in outcomes .	£2500 - Residential/Trip Support £2000 – Attendance at Official Breakfast sports Club/after school clubs.
Provision to support teachers understand and meet individual needs	At Exhall – The majority of our high level SEN/SEMH are also PP (58% 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 (DfE, 2017). 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 (Warwickshire STS).	1, 2, 3 4 £9000 Specialist Teacher Support/Ed Psychologist

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

Budgeted cost: £ 32,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Conversations This was the third and final term of Structured conversations which had started the previous academic year.	Continuation with the Achievement for All 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. Parental Support Impact	1, 2, 3, 4, 5 £3600
Targeted support through evidence-based interventions	There is strong evidence that where teaching assistants are deployed to deliver targeted evidenced-based interventions . Our observations and assessment data also indicate that	1, 2 £14600 RWI Catch Up Programme

	these interventions have a positive impact for our disadvantaged children's academic progress. EEF Making Best Use of Teaching Assistants	Accelerating Reading Reciprocal Reading Success@arithmetic MOVES
Top up tutoring grant and individualised support	As part of the school's tutoring grant, the recovery premium will provide individualised support for disadvantaged children in closing their attainment gaps following school closures during the pandemic	1, 2 £6405 £1875 £500 £2200
Access in the spring term for Third Space Tutoring, focusing on maths acquisition and application.	As part of the school's tutoring grant, the recovery premium will provide individualised support for a significant % of disadvantaged children in closing their attainment gap in maths.	£3,170

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

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors	There is extensive evidence 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 strong evidence 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 EEF toolkit 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 £350 + Learning Mentors -see above

Total budgeted cost: £ 104,970

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.

Our internal assessments during 2021/22 showed that in reading PP children have improved outcomes compared to 2019/20 by 14%, compare to the previous year, we believe this was due to successful reading intervention strategies. The gap has widened very slightly in writing and maths.

We are aware that all schools were affected by the global pandemic, however, we 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. Despite trying to support these families during the pandemic many children could not access their learning or support and the school is doing all it can to improve outcomes for these children.

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. 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 of 2021-22: of the 29 children who had attendance of 89% or lower only 10 of these were pupil premium – 19 were non-pupil premium. 30% of high attender (96-100%) were pupil premium.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. 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. The school can demonstrate a number of case studies that demonstrate more positive outcomes for PP students on a holistic level.

Further information (optional)

Due to financial constraints and decrease in school numbers the school has restructured now into upper and lower phase. Lower phase is now three mixed 3 & 4 classes and upper phase is three mixed 5 & 6 classes. Although pupil premium money is used to teach year groups for maths as this is a school priority.

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 and reviewed. 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.