

Pupil premium strategy statement

This statement 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	Cove Junior School
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	21% (62 pupils) 18% (52 pupils) FSME6 3% (10 pupils) Service
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	September 2022 to September 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Tracey Hickie
Pupil premium lead	Warren Gargan
Chair of the Governors	Caroline Pickup

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£66,930 (based on 46 pupils)
Recovery premium funding allocation this academic year	£6,670 (based on 46 pupils)
Service premium funding allocation this financial year	£4,020 (based on 12 pupils)
Pupil premium funding carried forward	£0
Total budget for this academic year	£77,620

Part A: Pupil premium strategy plan

Statement of intent

For the purposes of this document, the term 'disadvantaged' refers to pupils who are currently entitled to free school meals; have had that entitlement within the last six years; families who have a social worker (including children who are in the care of the local authority). This term also relates to children who might be vulnerable of needing these entitlements.

Knowing the children is at the heart of what we do at Cove Junior School. Our ultimate ambition is to raise life aspirations for all disadvantaged and vulnerable pupils 'closing the gaps', so that they achieve at least in line with pupils who are not seen as disadvantaged.

For this to be achieved, attendance plays a pivotal role. We need to work alongside families to ensure that these pupils attend regularly and are happy in school. To be able to close the academic gap, our priority will focus on quality first, inclusive teaching, and making school irresistible to pupils.

Beyond this, there will be access to a number of provisions and learning resources that will target specific needs so that accelerated learning can take place. In order to access wider school life, opportunities will be prioritised or funded for these disadvantaged pupils. This can include; additional resources, prioritisation for clubs, provision of school uniform, trip subsidies and much more.

Challenges

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

Challenge number	Detail of challenge
1a	Our current year 3 & 4 pupils experienced national 'lockdowns' due to the COVID-19 pandemic at an age that detrimentally impacted their Early Reading & phonics, as well as social interaction, personal development and social normalisation that comes from their first years of school.
1b	There is a disparity of education and support (from home and from different infant settings) that all these vulnerable pupils experienced during the two national closures.
2	Parental perspective of school and the subsequent engagement which has deteriorated over the past 3 years.
3	Pocket of low levels of literacy levels in some homes.
4	Pockets of persistent low attendance.
5	Families with complex other needs e.g. CSC involvement, SEND, parental mental health.
6	Disadvantaged pupils attaining lower levels of written English.
7	Disadvantaged pupils attaining lower levels of engagement with Reading.
8	Disadvantaged pupils have lower life aspirations due to limited career role-modelling.
9*	Service families who move homes, on average, every 3 years.

Intended outcomes (updated 2023)

Intended outcome	Success criteria
Class teachers make school irresistible for all pupils.	School enables vulnerable and disadvantaged pupils to complete the Junior Duke scheme.
	Lesson structures are shaped so that learning is not always achieved through initial teacher input but through other approaches e.g. Silent Teaching, EI, split inputs, peel away groups etc.
	School to provide resources, including financial support, to ensure that every child has the same provision & resources necessary for school.
	Particular parents or parent groups are invited in especially to promote engagement and improve attitudes towards the school experience.
	Consistent and regulated adult behaviour, as role models, supports the attitudes that we want to see from the pupils.
Adapted and/or provisions to support accelerated progress for children who have barriers to their learning or learning behaviours.	Staff use Provision Map effectively to 'Plan, Do, Review' provision that enables accelerated progress.
	Teachers receive training to support their understanding of how socio-economic issues can act as barriers to learning and how these needs will be supported.
All groups of children make secure, measurable progress which is informed by strong use of AfL and feedback.	Teachers prioritise the vulnerable and disadvantaged pupils for inflight marking, in lesson feedback or written feedback, allowing pupils respond to it.
Pupils are able to explain what they have learnt and why, highlighting tasks that they are proud of.	
All staff are able to explain the data for all groups of children through the support of Team Leaders.	Moving summative and formative assessment to Arbor will enable all staff to effectively track the progress and attainment of all groups of pupils.
	All staff are active in tracking and responding to concerns that relate to attendance and lateness data.
	Teachers know which vulnerable and disadvantaged pupils are missing 1 area to achieve expected standard in reading, writing and maths, and plan writing opportunities accordingly.

Subject Leaders are able to explain the progress of their subject development through effective monitoring using school proformas which are shared with the Curriculum Leader.	
To increase progress levels in writing for disadvantaged pupil so that their attainment gap is narrowed.	End of year TA, supported by summative assessment data will show; Year 3 – 67% (10 out of 15) FSME6 are meeting 'Expected Standards' or higher Year 4 – 53% (8 out of 15) FSME6 are meeting 'Expected Standards' or higher Year 4 – 67% (2 out of 3) Service are meeting 'Expected Standards' or higher Year 5 – 64% (9 out of 14) FSME6 are meeting 'Expected Standards' or higher Year 5 – 75% (3 out of 4) Service are meeting 'Expected Standards' or higher Year 6 – 25% (2 out of 8) FSME6 are meeting 'Expected Standards' or higher Year 6 – 67% (2 out of 3) Service are meeting 'Expected Standards' or higher
To increase progress levels in reading for disadvantaged pupil so that their attainment gap is narrowed.	End of year TA, supported by summative assessment data will show; Year 3 – 67% (10 out of 15) FSME6 are meeting 'Expected Standards' or higher Year 4 – 13% (2 out of 15) FSME6 are meeting 'Expected Standards' or higher Year 4 – 67% (3 out of 3) Service are meeting 'Expected Standards' or higher Year 5 – 57% (8 out of 14) FSME6 are meeting 'Expected Standards' or higher Year 5 – 75% (3 out of 4) Service are meeting 'Expected Standards' or higher Year 6 – 38% (3 out of 8) FSME6 are meeting 'Expected Standards' or higher Year 6 – 100% (3 out of 3) Service are meeting 'Expected Standards' or higher
To increase progress levels in maths for disadvantaged pupil so that their attainment gap is narrowed.	End of year TA, supported by summative assessment data will show; Year 3 – 53% (8 out of 15) FSME6 are meeting 'Expected Standards' or higher Year 4 – 60% (9 out of 15) FSME6 are meeting 'Expected Standards' or higher Year 4 – 67% (2 out of 3) Service are meeting 'Expected Standards' or higher Year 5 – 79% (11 out of 14) FSME6 are meeting 'Expected Standards' or higher Year 5 – 75% (3 out of 4) Service are meeting 'Expected Standards' or higher Year 6 – 63% (5 out of 8) FSME6 are meeting 'Expected Standards' or higher Year 6 – 100% (3 out of 3) Service are meeting 'Expected Standards' or higher
To increase the attendance of persistent absentees.	Disadvantaged and vulnerable pupils will attend school as regularly as those pupils who are not seen as disadvantaged or vulnerable.

Activity in this academic year

High quality, inclusive teaching

Budgeted cost: £50227 (proportioned)

Activity	Evidence that supports this approach	Challenge
Smaller class sizes with no more than 25 in a class.	EEF claim that the impact of this is +2 months progress.	1a/b, 6 & 7
Effective AfL informs next steps in learning and targeted/ prioritised feedback.	EEF claim that the targeted feedback in lesson and between lessons, increases progress by 6 months.	1a/b, 6 & 7
Targeted LSA provisions	EEF claim that the impact of this is +4 months progress.	1a/b, 6 & 7
Targeted support from school's 'Child and Family Support Officer'.	EEF claims that addressing pastoral needs, & working directly with parents improves progress by between 4 and 7 months.	1a/b, 6 & 7
Targeted teacher provisions	EEF claim that the targeted feedback in, & between, lessons increases progress by 5 months.	1a/b, 6 & 7
Targeted staff pedagogical development with a focus on metacognition.	EEF claim that this increases progress by 7 months.	1a/b, 6, 7 & 8
Adults role-modelling.	The EEF's evidence is not yet published, but Paul Dix's work on, 'When the Adults Change' shows that if implemented consistently this can significantly impact all pupils.	8
Use of coaching to ensure progress of 'stuck and stalled' pupils.	EEF Tiered model approach, section 1 – High Quality, Inclusive Teaching	6 & 7

Targeted academic support

Budgeted cost: £27,974

Activity	Evidence that supports this approach	Challenge
Analysis of pupils who overlap vulnerable groups so that provisions can be more precisely targeted.	Collaborative learning approaches that are adult guided and tightly targeted can increase progress by 5 months.	5,6 & 7
Rapid Reading comprehension strategies.	EEF claim that this increases progress by 6 months.	7
Additional sessions on a 1-to-1 basis, led by a teacher.	EEF claims that this increases progress by 5 months.	3, 6 & 7
Small group session for 'close to' pupils led by an additional teacher.	EEF claims that this increases progress by 4 months.	6
School will deploy assistive technology, reducing cognitive load, to focus on key learning.	EEF tiered model, section 1 – High Quality Teaching.	6 & 7
Attendance monitoring on Arbor will increase efficiency and response rates for targeted individuals and families.	EEF tiered model, section 3 – Wider Strategies.	4
Move to 'point in time assessment' on a new platform, Arbor, to increase efficiency and impact of assessment.	EEF claims that this increases progress by 6 months.	
Transition to new Pupil Premium Passports on Provision Map that more closely resemble SEND plans.	EEF tiered model, section 2 – Targeted Academic Support.	5,6&7
Targeted project that provides clear application of reading, writing and maths, in collaboration with local industry for pupils who have low engagement levels.	EEF tiered model; Section 1: Mentoring pupils. Section 2: Provisions to support literacy and numeracy. Section 2: Small group tuition.	4,5,6,7&8

Wider strategies

Budgeted cost: £5110

Activity	Evidence that supports this approach	Challenge
Raise pupils' aspirations and life experiences within the curriculum experience.	Pupil Premium, (Gov.UK, 2021) Craske, J. (2018)	1, 2 & 8
Raise pupils' aspirations through extra-curricular provision	Nuffield Foundation (2016) Social Mobility Commission (2019) Tariq, N. (2018)	1, 2 & 8
Provide access to educational visits, including residential visits	Nuffield Foundation (2016) Social Mobility Commission (2019) Tariq, N. (2018)	1, 2, 5 & 8
To increase attendance, facilitate social interaction and provide a nutritious meal through free provision at Breakfast Club	EEF claims that this increases progress by 3 months.	1a & 4
Adopt a 'whole team' approach to tackling the pockets of persistent absence and lateness.	EEF claims that this increases progress by 4 months.	4

Total budgeted cost: £ 83,311

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The real time progress and attainment of these pupils has continued to be closely monitored at each data drop. These data drops are moderated by year teams. This data is then reviewed by year team leads, the pupil premium lead, the core subjects leads and the SENCo. Core subject leads and senior leaders have continued to complete a host of other monitoring activities, such as learning walks, pupil conferencing and the use of EMU (evaluation, monitoring and understanding) Time to gain a greater understanding of attitudes to learning so that the provisions can be honed and therefore have a greater impact on learning for these pupils. Whilst we continue to strive to ensure that the data is as strong as it can be for each individual child, and cohort, other tangible progress, both socially and academically, can be seen for these pupils. This impact was seen both, for the pupils already on role, and those new to school through Key Stage and In-year transition.

All FSME6 pupils now have a Pupil Passport and targeted provisions on the online platform, Provision Map. This marries up with the tailored approach seen with our SEND pupils. This provision always for the tracking of Targeted Academic Support (EEF Tiered Model) and Wider Strategies. Moving in to the new academic year, the fine-tuning of these provisions will continue, especially for pupils who fall within the categories of SEND and FSME6 who are seen as some of our most vulnerable pupils.

In classes, there has continued to be development of the use of varied pedagogical approaches, such as the use of; pre-teaching, break away groups, split inputs, Elaborative Interrogation and No Talk Teaching. These have continued to foster engagement in learning, whilst targeting support to small groups and specific individuals. Additional teacher and Learning Support Assistant time was carefully used to provide additional support in core subjects, and class teachers prioritised the feedback for these pupils.

The addition of a Child and Family Support Officer to the school has had a positive impact on key disadvantaged pupils and their families. This has been felt in the levels of parental engagement, especially for those hard to reach families, and involvement with an increased number of external agencies by families.

The school has continued its work on identifying pupils who fall within multiple categories of vulnerability. This was particularly evident in our year 6 cohort. Within the 13 pupils who were eligible for Pupil Premium, there was;

- 1 service child with an EHCP
- 8 FSM pupils who also had SEND, including 1 with an EHCP
- 1 FSM pupil who also had EAL

From these 13 pupils who were eligible for Pupil Premium, only 2 pupils did not also fall under a second category of vulnerability, including low attendance and children services involvement, in addition to those listed above. Whilst the pattern across different cohorts is not uniform, showing significant variation from year to year, the most significant cross over continues to be with FSM and SEND.

Whilst end of year data shows that the percentage attainment continues to lower for disadvantaged pupils across all year groups, there have been significant gaps closed. For example, in year 6 the percentage of all pupils on track in year 6 increased considerably, however the percentage of FSM increased by 18.5% more than non-FSM. This narrowing of the gap was also evident in lower school as well, with year 3 closing the gap by 8.4% and year by 5.3%. In year 4, the gap in writing closed by 10.9%. The story is evident in lower school maths as well, where FSM pupils in year 3 closed the gap by 15.1% and 7.3% in year 4.

When coupled with the support in class, the Pupil Premium workshops in the Autumn Term were also a huge success for those targeted pupils in Year 5 and 6. There was a significant improvement in the quality of their work due to improved pride and engagement in learning. This was also evident from the quality of writing and presentation in the pupils' Learning Journals.

At the end of the year, a comprehensive book look was completed for disadvantaged pupils for writing and for maths. This information has been shared with staff and governors so that future planning can be adapted, considering curriculum coverage and pupil attainment from the previous year.

There were also significant improvements in attendance rates for our FSME6 pupils. In the academic year from 2021 to 2022 there were 8 pupils who were eligible for FSM and who were persistent absentees. This number drop to 4 in the following year. Additionally, the overall attendance increased from 93.66% in the academic year from 2021 to 2022, to 94.86% the following year.

Although the year, the school has chosen to use the Pupil Premium Grant to subsidise day visits for all pupils who are eligible for FSM. These trips have included; swimming lessons, outdoor and adventurous activities, historic and cultural visits. In addition, school also used this grant to subsidise residential visits for seven year 4 pupils, five year 5 pupils and eight year 6 pupils.

As a school, we have also focused 'poverty proofing' by providing water bottles, lunchboxes, cycle helmets, school uniform, PE kits and much more; all with the intention of making sure our FSM pupils have a greater degree of parity with those pupils who can afford it without support. Following this same thread of Wider Strategies, we have also invested in e-readers for a number of our pupils who fall under the category of FSM and SEND, as well as providing individual laptops and training on special functions such as 'dictate' and 'immersive reader'.

Externally provided programmes

Programme	Provider
Rapid Reading	Pearsons
Times Tables Rock Stars	Maths Circle Ltd
MyMaths	Oxford University Press

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Subsidisation of trips costs. • Facilitation and staffing for additional secondary school transitional visits. • Staffing and resources for Camo Club. • Targeted, small group provisions for individual needs such as Rapid Reading. • Financial assistance for a mum whilst father was on deployment.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • Pupils were able to attend residential visits at the end of Key Stage, that they may not have otherwise been able to. • Progress in the majority of year groups, in Reading, Writing and Maths was higher for this vulnerable group, than their peers. • Follow up work highlights that service pupils are well settled in their secondary school settings. • Camo club enabled the pupils to come together, get to know people with similar life styles, and have the challenges that they face recognised.