

Pupil premium strategy statement – 2024 to 2025

This statement is 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	299
Proportion (%) of pupil premium eligible pupils	19% (57 pupils) FSME6 3% (10 pupils) Service
Academic year/years that our current pupil premium strategy plan covers	November 2024 to July 2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
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	£84,360 (based on 57 pupils)
Service premium funding allocation this financial year	£3,400 (based on 10 pupils)
Pupil premium funding carried forward	£0
Total budget for this academic year	£87,760

Part A: Pupil premium strategy plan

Statement of intent

Knowing the children is at the heart of what we do at Cove Junior School. Our ultimate ambition is to raise life aspirations, progress and attainment for all pupils but especially those who are seen as disadvantaged and vulnerable.

At Cove Junior School we believe that all our pupils, regardless of their background, need to feel safe and happy before they can learn. There are important basic building blocks that must be in place for learning to take place. The children need to feel:

- **Comfortable** (their physical and sensory needs are met)
- **Connected** (feel cared for, well-liked, comfortable with themselves)
- **They Count** (feel noticed, feel listened to, feel that they belong, feel that they matter)
- **Capable** (can achieve - even when it's hard, recognise their strengths and accept that they may find things difficult)
- **Control** (feel in control, understand what is expected, able to cope with change)

For this to be achieved, attendance plays a pivotal role. We will work with families and other partner agencies to ensure that these pupils attend regularly and are happy in school.

Our ultimate aim is for all pupils to be successful in the future, and to prepare them so that they are able to make positive contributions to our society and the world around them. At Cove Junior School we have a particular focus on ensuring that pupils will have literacy and numeracy skills which will support them in their next steps of learning. At the heart of this approach is an investment into high-quality, inclusive teaching for all. This is proven to have the greatest impact on closing the attainment gap as this will benefit all children.

The pupil premium grant is funding to improve educational outcomes for disadvantaged pupils so that they have the same life aspirations as their peers.

For the purposes of this document, the term 'disadvantaged' refers to:

- pupils who are currently entitled to free school meals
- have been entitled to free school meals in the last six years
- families who have a social worker (including children who are in the care of the local authority)
- families who are not eligible for free school meals but who school deem to be at need of additional help

Beyond high quality, inclusive teaching, these pupils will have 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, and to broaden their cultural capital, opportunities will be prioritised or funded for these disadvantaged pupils. This can include; additional resources, prioritisation for clubs, provision of school uniform, trip subsidies, grocery vouchers and much more.

Externally provided programmes

Programme	Provider
Rapid Reading	Pearsons
Times Tables Rock Stars	Maths Circle Ltd
Provision Map	Edukey
Learning by Questions	Learning by Questions
Arbor	Arbor Education

Challenges and Intended Outcomes (updated 2024)

	Detail of challenge	Intended Outcome	Success Criteria
1	Persistent and severe low attendance of disadvantaged pupils, especially those with SEND.	To make school 'irresistible' for all pupils so that they want to access the provisions that are offered, and therefore make better academic progress.	<ul style="list-style-type: none"> • By July 2024 whole school attendance will be above 96.5% with FSME6 above 93%. • By July 2025 whole school attendance will be above 97% with FSME6 above 95%. • By July 2024 there will be < 20 persistent absentees, and < 3 severe absentees. • By July 2025 there will be < 15 persistent absentees, and no severe absentees. • Pupils and parents understand that finding school a challenge is normal and that overcoming that challenge will increase their resilience, and so approach challenges with a positive outlook.
2	Disadvantaged pupils are attaining lower levels in core subjects.	Levels of progress in core subjects will improve for disadvantaged pupil. The result being that the attainment gap with their peers is narrowed.	<ul style="list-style-type: none"> • The number of pupils in each year working within, and at, their year group expectation will increase measurably. • Flexible groupings and adaptive lesson structures will be reflective of effective AfL. • Staff prioritise pupils who are academically able to meet the expected standard but who are not yet doing so. • Staff awareness of executive functioning skills will show a reduction in dysregulated behaviours. • Adapted provisions support accelerated progress for pupils with barriers to their learning or learning behaviours. • Pupils are engaged by the well-chosen texts. • Pupils are rewarded in assemblies for; moving up book bands, displaying the school learning values. • School ensures that disadvantaged pupils have the opportunities to read with an adult at least five times a week. • Writing opportunities are frequent and well-designed to engage the pupils. • The use of assistive technology breaks down barriers for children to engage with writing. • Pupils engage with the Learning by Questions programme at least 3 times a week. • The curriculum is explicit in its use of real-life practical applications of maths. • Pupils have strategies to reason and problem solve in maths. • The use of CPA is common place in maths lessons.
3	Disadvantaged pupils have a lack of cultural capital, resulting in lower life aspirations and thus a purpose to learn.	Pupils are able to talk, with knowledge, about the wider world and a broader range of topics, and this is reflected in their work, especially in their independent writing.	<ul style="list-style-type: none"> • The curriculum reflects key knowledge and learning habits, vocabulary etc that will support pupils as they go into the next stage of the education. • Core learning is revisited over different time frames e.g. last lesson, last week, last half term, last year. • Pupils build cultural capital in terms of widening their horizons (knowledge of the wider world through subjects like history, geography, RE, arts). • Pupils build good learning habits which are modelled by adults, 'I do, we do, you do'. • Pupils are given a broad range of practical experiences, such as hooks, visits, visitors etc, that increase their awareness of the world around them, and equip them with the skills to be a successful member of it. • School has enabled vulnerable and disadvantaged pupils to complete the Junior Duke scheme.
4	Parental perspective of school & thus engagement is lower for disadvantaged families.	Parents of disadvantaged pupils engage positively with school.	<ul style="list-style-type: none"> • The number of parents of disadvantaged children engaging with class teachers about learning, and attending parents' evenings, will increase. • School staff focus on reaching out to those harder to reach parents. • Through the creation of the 'Hubboard', and our Child and Family Support Officer, parents seek advice and support informally.

5*	Service families move homes more frequently; joining or leave schools mid-year.	Transition for these pupils is smooth.	<ul style="list-style-type: none"> • These pupils are actively supported when they join/leave Cove Junior School. • Information is passed on efficiently to new schools. • Parents are aware of additional funding for schools to support their children.
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Activity in this academic year

Budgeted Costs £88,556	High quality, inclusive teaching £55,454	Targeted academic support £26992	Wider strategies £6110
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Challenge	High quality, inclusive teaching	Targeted academic support	Wider strategies	Evidence
	Activity			
1 Persistent & severe low attendance within disadvantaged pupils.	<ul style="list-style-type: none"> • Continue to develop a curriculum and pedagogical approaches that pupils find, irresistible. This is linked the 5Cs approach. • Whole school training will support the notion that attendance is ‘everyone’s business’ and what ‘good attendance’ looks like. • Whole staff training on Executive Function Skills and Brain Chemistry so that all adults understand that the ‘5cs’ need to be met before a child can learn. • All staff are proactive in tracking and responding to concerns that relate to attendance and lateness data. • To use changes to the DfE attendance strategy to decrease unauthorised absences, especially for holidays in term time. 	<ul style="list-style-type: none"> • School identified the most vulnerable pupils within the attendance/SEND/FSME6 triad. • Analysis of ‘push, pull’ factors for persistent/severe absentees as identified above. • Individual or small group provision to increase the pull factors towards school and decrease the push factors, and vice versa for persistent/severe absentees. • To access Targeted Support Meetings with partner agencies to access support to increase attendance. 	<ul style="list-style-type: none"> • Provide free spaces to FSME6 pupils at breakfast club to ensure that their comfort needs are met. • Pupils are supported to make friends if they are identified as having relationship difficulties (e.g. groupings, targeted Talk Partners) • Sensory Circuits are used for targeted pupils so that they feel regulated and able to access learning. • To identify transition points that may be affecting attendance and punctuality. 	EEF Guide to Pupil Premium – Evidence brief: using research evidence to support your spending decisions. EEF Teaching and Learning Tool Kit. DfE Working together to Improve School Attendance. ‘Curious Not Furious’ Empowering Approach.

<p style="text-align: center;">2</p> <p>Disadvantaged pupils are attaining lower levels in core subjects.</p>	<ul style="list-style-type: none"> • Smaller class sizes. • Effective AfL informs next steps in teaching, learning and targeted support. • Written feedback, and response to it, positively impact progress. • In lessons, adults act as role-models for learning, 'I do, we do, you do'. • The curriculum reflects our local context by offering key knowledge and learning habits, vocabulary etc that will support pupils as they go into the next stage of the education. • Continue to develop staff use of Point in Time Assessment to enable all staff to effectively track the progress and attainment of all groups of pupils. • Texts continue to be chosen to engage pupils. • Targeted staff pedagogical development with a focus on metacognition & working memory. • Flexible groupings and adaptive lesson structures will be reflective of effective AfL. • Pupils are rewarded in assemblies for moving up book bands. • Pupils engage with Learning by Questions at least 3 times a week. • The curriculum is explicit in using real-life practical applications of maths. • Explanation WAGALLS are used in maths. • Retrieval practises are built in in all subjects. • Writing opportunities are frequent & well-designed to engage the pupils. • Pupils have strategies to reason and problem solve in maths. • The use of CPA is common place in maths lessons. 	<ul style="list-style-type: none"> • Staff use Provision Map effectively to 'Plan, Do, Review' provisions that enables accelerated progress. • Teachers prioritise the vulnerable and disadvantaged pupils for inflight marking, in lesson feedback or written feedback, allowing pupils respond to it. • 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. • Analysis of pupils who overlap vulnerable groups so that provisions can be more precisely targeted. • Additional, small group (up to 6) sessions 2/3 times a week, led by teacher. Following adapted class curriculum. This will focus on 'Close To' children. • PP children will have Pupil Premium Passports and Learning Plans on Provision map, that are regularly reviewed by staff – depending on the level of provision. • Disadvantaged pupils have the opportunities to read with an adult at least five times a week in school. 	<ul style="list-style-type: none"> • Particular parents or parent groups are invited in specially to promote engagement and improve attitudes towards the school experience. • School to provide resources, including financial support, to ensure that every child has the same provision & resources necessary for school. • Where appropriate pupils have individual access to personal Chromebooks and assistive technology to help them engage in their learning. 	<p>EEF Guide to Pupil Premium – Evidence brief: using research evidence to support your spending decisions.</p> <p>EEF Teaching and Learning Tool Kit.</p>
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<p>3</p> <p>Disadvantaged pupils have a lack of cultural capital, resulting in lower life aspirations.</p>	<ul style="list-style-type: none"> • Explore and, if possible, implement a ‘Smart Phone Free Playground’ to encourage parent/child interaction. • All pupils have access to Junior Duke Scheme, which is celebrated in assemblies on the wall of fame and in the newsletters. • Pupils are given a broad range of practical experiences, such as hooks, visits, visitors etc, that increase their awareness of the world around them. • The curriculum reflects key knowledge and learning habits, vocabulary etc that will support pupils as they go into the next stage of the education. • Core learning is revisited over different time frames e.g. last lesson, last week, last half term, last year. • Pupils build cultural capital in terms of widening their horizons (knowledge of the wider world through subjects like history, geography, RE, arts). • Pupils build good learning habits which are modelled by adults, ‘I do, we do, you do’. 	<ul style="list-style-type: none"> • Vulnerable and disadvantaged pupils are funded to complete the Junior Duke scheme. • Priority is given to vulnerable and disadvantaged pupils when considering wider opportunities e.g. School Council, clubs etc. This may be through funded places, personal invites, additional support to prepare etc. 	<ul style="list-style-type: none"> • Provide access to educational visits, including residential visits. • Raise pupils’ aspirations and life experiences within the curriculum experience. • Raise pupils’ aspirations through extra-curricular provision. 	<p>Pupil Premium, (Gov.UK, 2021)</p> <p>Craske, J. (2018)</p>
<p>4</p> <p>Parental perspective of school & the subsequent engagement is lower for disadvantaged families.</p>	<ul style="list-style-type: none"> • Support from school’s ‘Child and Family Support Officer’. • The ‘Curious not furious’ approach and use of 5Cs will extend to parents as well as pupils. 	<ul style="list-style-type: none"> • The ‘Curious not furious’ approach and use of 5Cs will extend to parents as well as pupils. This can then be directly supported by the ‘Child and Family Support Officer’. • Through the Hubbard, parents who do not wish to enter the school, can seek advice and support informally. 	<ul style="list-style-type: none"> • The number of parents of disadvantaged children engaging with class teachers about learning, and attending parents’ evenings, will increase. • School staff focus on reaching out to those harder to reach parents. 	<p>Nuffield Foundation (2016)</p> <p>Social Mobility Commission (2019)</p> <p>Tariq, N. (2018)</p>

Service pupil premium funding (optional)

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.