

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	Cove Junior School
Number of pupils in school	289
Proportion (%) of pupil premium eligible pupils	20% (58)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019 – 2022
Date this statement was published	17 th November 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Tracey Hickie
Pupil premium lead	Warren Gargan
Governor / Trustee lead	Caroline Pickup

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,690
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£ 65,735

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 and children who are in the care of the local authority. Our ultimate ambition is raise life aspirations for all disadvantaged pupils so that they achieve in line with pupils who are not seen as disadvantaged. For this to be achieved, we need to ensure that these pupils attend regularly and are happy in school. To be able to close the academic gap, our priority will first and foremost focus on quality first teaching. Beyond this, there will be access to a number of interventions and learning resources that will target specific needs so that accelerated learning can take place. Finally, 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
1	There is little consistency or parity in education for pupils due to national lockdowns. This disparity has come due to groups of pupils attending school full time, groups attending part time, groups fully accessing remote learning, and groups only accessing parts of the remote learning.
2	Parental perspective of school and the subsequent engagement.
3	Low levels of literacy levels in the home.
4	Pockets of persistent low attendance.
5	Individuals with complex other needs e.g. CSC involvement, SEND, parental mental health.
6	Disadvantaged pupils have lower levels of written English.
7	Disadvantaged pupils have lower levels of engagement with Reading.
8	Disadvantaged pupils have lower aspirations and do not always actively engage with learning.

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
To increase engagement and ownership of recorded learning outcomes.	Pupils take a greater degree of responsibility for their learning and as a result more care and pride are taken with recorded work.
For all disadvantaged pupils to attend school on a regular basis.	An improved attendance for disadvantaged pupils so that their termly attendance is greater than 94%.
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 – FSM – 54.5% or more at ARE or higher Year 3 – PP – 66.7% or more at ARE or higher Year 4 – FSM – 42.9% or more at ARE or higher Year 4 – PP – 50.0% or more at ARE or higher Year 5 – FSM – 50.0% or more at ARE or higher Year 5 – PP – 44.4% or more at ARE or higher Year 6 – FSM – 64.3% or more at ARE or higher Year 6 – PP – 72.7% or more at ARE or higher
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 – FSM – 63.6% or more at ARE or higher Year 3 – PP – 75.4% or more at ARE or higher Year 4 – FSM – 42.9% or more at ARE or higher Year 4 – PP – 50.0% or more at ARE or higher Year 5 – FSM – 37.5% or more at ARE or higher Year 5 – PP – 37.5% or more at ARE or higher Year 6 – FSM – 64.3% or more at ARE or higher Year 6 – PP – 71.4% or more at ARE or higher
Strong relationships engages parents so that they are open and accept support when it is offered.	Parents' perceive school as being approachable and a source of support when they need it.

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: £45,621

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller class sizes with no more than 25 in a class.	EEF claim that the impact of this is +2 months progress.	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.	6 & 7
Targeted LSA interventions	EEF claim that the impact of this is +4 months progress.	6 & 7
Targeted teacher interventions	EEF claim that the targeted feedback in lesson and between lessons, increases progress by 5 months.	6 & 7
Creation of transitional road map	By mapping these transition points, patterns in learning behaviours can also be mapped and therefore a greater understanding of the influences on the learner can be identified.	8
Use of Elaborative Interrogation as a tool for metacognition.	EEF claim that this increases progress by 7 months.	6, 7 & 8
Targeted staff pedagogical development with a focus on metacognition.		

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

Budgeted cost: £19,616

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium workshops to raise aspirations and engage pupils actively in their learning.	EEF claim that this increases progress by 7 months.	8
Rapid Reading comprehension strategies.	EEF claim that this increases progress by 6 months.	7
Daily peer reading tutoring.	EEF claims that this could increase progress by 5 months.	7
Analysis of pupils who overlap vulnerable groups so that interventions can be more precisely targeted.	Collaborative learning approaches that are adult guided and tightly targeted can increase progress by 5 months.	6 & 7

Instigation of learning passports for Free School Meals pupils.	This activity focuses on building the wider picture of the child as an individual, and tracks this across their life whilst at the school.	
Year 6, anti-social behaviour workshops.	EEF claims that this could increase progress by 4 months.	5 & 8
Targeted attendance strategies for those pupils at risk of being persistent absentees.	EEF highlights that parental engagement can increase progress by 4 months	1, 2 & 5

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

Budgeted cost: £3,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise pupils' aspirations and life experiences within the curriculum experience.	Pupil Premium, (Gov.UK, 2021) Craske, J. (2018)	1, 2 and 8
Raise pupils' aspirations through extra-curricular provision	Nuffield Foundation (2016) Social Mobility Commission (2019) Tariq, N. (2018)	1, 2 and 8

Total budgeted cost: £68,687

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The real time progress of these pupils was closely monitored in the autumn term to track the impact of the first national, COVID lockdown. This enabled precise interventions to be put in place as well as targeted spending of the Catch-Up funding. During the second national lockdown, a vast number of these pupils were allocated school places. However, where this was not possible enhanced home provision was supplied which included; food vouchers, laptops, individual phone calls and home visits. However, even with twice daily real-time teaching sessions, and interim tasks, a number of these vulnerable failed to engage. Obviously these two lockdowns had a significant impact on all pupils, but was an unforeseeable expenditure that could not have been planned for in the Pupil Premium Strategy for those years.

Upon full reopening, the attendance of all Pupil Premium pupils was closely monitored weekly as a norm to ensure that any further absence was kept to a minimum. However, daily monitoring and action was needed to specific individuals.

In class, modified approaches were needed to engage these pupils and to attempt to close gaps in relation to missed education. 'Quiz' style approaches were used at the start of lessons to gauge prior retention and enable teachers to shape lessons effectively. Pedagogical approaches needed to be adapted as learning stamina, attention periods and attitudes to learning had all been affected by pupils being away from normal, school routines. 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 impact of this was that when compared to the previous year;

Year 3: Progress with FSM and PP saw big improvements in reading and maths, and the gap with non-FSM/PP. FSM and PP remained a stable or improved in writing, but the gap was not closed.

Year 4: Progress with FSM and PP saw improvements in reading, writing and maths. In reading and maths this increase was substantial enough to close the gaps with their peers.

Year 5: FSM and PP had positive gains in attainment across the board. In reading and writing for PP, and for FSM and PP in maths, this resulted in these pupils closing the gaps with their peers.

Year 6: The percentage of FSM attaining the expected standard remained the same in reading and maths. However, the PP in reading, writing, and maths, and the FSM in writing all attained higher than previously. In writing, this meant that the gap was closed on their peers.

By overcoming a considerable number of challenges, year 4 and 6 were able to attend residential visits to local authority sites. This was needed more than ever with the greater.

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 interventions 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.

Further information (optional)

It is important to notice that the number of Pupil Premium families we have on roll is growing, which is reflected in our budget allocation.

What is Pupil Premium? *There are 3 categories of Pupil Premium.*

- Ever 6 Free School Meals (FSM)
- Children adopted from care or who have left care
- Ever 6 service child (*Someone who has a parent in the armed forces, or whose parent was in the armed forces within the last 6 years*)

What is disadvantaged

- Pupils in year groups reception to year 11 recorded as Ever 6 Free School Meals (FSM)
- Looked after children (LAC), defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority (LA)
- Children who have ceased to be looked after by an LA in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

EEF = Education Endowment Foundation