

Pupil premium strategy statement

This statement details our school's use of pupil 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 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	300
Proportion (%) of pupil premium eligible pupils	19% (58 pupils) 15% (46 pupils) FSME6 4% (12 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	March 2024
Statement authorised by	Tracey Hickie
Pupil premium lead	Warren Gargan
Governor / Trustee lead	Caroline Pickup

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£70,175
Recovery premium funding allocation this financial year	£3045
Service premium funding allocation this financial year	£4480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£77,700

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 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. This is why the school funds single-age teaching with class sizes of 25.

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
1a	Our current year 3 pupils would have been in Year R when schools were first shut due to the COVID-19 pandemic. This resulted in a significant proportion of their Early Reading and phonics being missed, as well as the lack of social interaction, development and normalisation that comes from their first year of school. This first period of missed education equates to 0.9 LAYS (Learning Adjusted Years of Schooling) being missed.
1b	The disparity of education that all pupils experienced 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 during the two school closures.
2	Parental perspective of school and the subsequent engagement which has deteriorated over the past 3 years.
3	Low levels of literacy levels in some homes.
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.
9*	Service families who move homes, on average, every 3 years.

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.
Pupils will be able to work independently on tasks.	Pupils will have the opportunity to work independent of adult support. They will be taught, and then given the opportunity to apply, problem solving and resilience strategies.
Work will be well presented.	Pupils will care about their work. They will fulfil non-negotiables without the need of prompt and be able to talk about their work in a positive way.
Pupils will have improved aspirations for their own futures.	Through Project 16, upper-school pupils will work alongside adults from industry and universities. The outcome of this project will be an awareness of what industry can offer and recognise the skills that have to offer succeed in different ways.
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 writing for disadvantaged pupil so that their attainment gap is narrowed.	End of year TA, supported by summative assessment data will show; Year 3 – 38% (5 out of 13) FSM –or more at ARE or higher but 6 pupils KS1 data is missing Year 3 – 47% (8 out of 17) PP –or more at ARE or higher but 6 pupils KS1 data is missing Year 4 – FSM – 47% (7 out of 15) or more at ARE or higher Year 4 – PP – 53% (10 out of 19) or more at ARE or higher Year 5 – FSM – 17% (1 out of 6) or more at ARE or higher Year 5 – PP – 33% (3 out of 9) or more at ARE or higher Year 6 – FSM – 42% (5 out of 12) or more at ARE 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 – 38% (5 out of 17) FSM –or more at ARE or higher but 6 pupils KS1 data is missing Year 3 – 47% (8 out of 17) PP –or more at ARE or higher but 6 pupils KS1 data is missing Year 4 – FSM – 87% (13 out of 15) or more at ARE or higher Year 4 – PP – 84% (16 out of 19) or more at ARE or higher Year 5 – FSM – 50% (3 out of 6) or more at ARE or higher Year 5 – PP – 56% (5 out of 9) or more at ARE or higher Year 6 – FSM – 42% (5 out of 12) or more at ARE 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 – FSM – 23% (3 out of 13) or more at ARE or higher but 7 pupils KS1 data is missing Year 3 – PP – 35% (6 out of 17) or more at ARE or higher but 7 pupils KS1 data is missing Year 4 – FSM – 67% (10 out of 15) or more at ARE or higher Year 4 – PP – 75% (3 out of 4) or more at ARE or higher Year 5 – FSM – 50% (3 out of 6) or more at ARE or higher Year 5 – PP – 56% (5 out of 9) or more at ARE or higher Year 6 – FSM – 42% (5 out of 12) or more at ARE or higher

To increase progress levels in reading, writing and maths for disadvantaged pupil so that their progress is at least in line with their peers.	FSM, who are not significantly SEND, will make at least 6 steps of progress in the 3 areas.
All pupils will have a measurable starting point in Year 3.	Where possible, data will be sought from KS1 as the initial reference to 'starting points'. Where this is not possible, another suitable starting point will be used so that all pupils in the year group and a starting point to match in Key Stage progress.
Strong relationships engage 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.
To ensure that monitoring of pupil premium progress and attainment is as precise as it can be, taking into account the 'whole child'.	The school will transition from our current Pupil Premium Passports to a model that is similar to our SEND provision on Provision Map.

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: £48,902

Activity	Evidence that supports this approach	Challenge 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
Targeted staff pedagogical development with a focus on metacognition.	EEF claim that this increases progress by 7 months.	6, 7 & 8
Use of coaching to ensure progress of 'stuck and stalled' pupils.	EEF Tiered model approach, section 1 – High Quality Teaching	6 & 7

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

Budgeted cost: £24,539

Activity	Evidence that supports this approach	Challenge addressed
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.	5,6 & 7
Rapid Reading comprehension strategies.	EEF claim that this increases progress by 6 months.	7
Move attendance monitoring to a new platform Arbor to increase efficiency and response rates for targeted individuals and families.	EEF tiered model, section 3 – Wider Strategies.	4
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: Interventions to support literacy and numeracy. Section 2: Small group tuition.	4,5,6,7&8

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

Budgeted cost: £4259

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: £ 77,700

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.

The real time progress and attainment of these pupils has continued to be closely monitored at each data drop. There continues to be a significant impact, both socially and academically, on these pupils. This impact was felt both within the pupils already on role and those new to school through Key Stage and In-year transition.

Small class sizes have continued to support the resocialisation and 'catch up' on the missed education for all pupils but especially those who are seen as disadvantaged. In classes, the use of varied pedagogical approaches such as the use of split inputs, Elaborative Interrogation and No Talk Teaching have continued to foster engagement in learning, whilst targeting support. 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.

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 reading.

Year 3: FSM closed the gap on Non-FSM by 14.6%

Year 4: FSM closed the gap on Non-FSM by 6.8%

Year 5: FSM closed the gap on Non-FSM by 6.7%

Year 6: FSM closed the gap on Non-FSM by 2.5%

A similar trend was seen with the Pupil Premium over all.

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 evident from the end of year data.

Year 5: FSM closed the gap on Non-FSM by 20.1%

Year 5: Pupil Premium closed the gap on Non-Pupil Premium by 17.2%

Year 6: FSM closed the gap on Non-FSM by 12.3%

Year 6: Pupil Premium closed the gap on Non-Pupil Premium by 5.2%

The trend across the school shows significant variation from year group to year group. For example, Year 6 had 23 pupils who were eligible for Pupil Premium but Year 5 only had 13; Year 3 had 19 pupils who were eligible but year 4 only had 10. However, what the data also demonstrated was the vast number of pupils in Year 6 that fell into multiple, 'vulnerable' categories, such as; SEND (including those with an EHCP or EHCP pending), low attendance, behavioural needs, etc. In some cases, they fell into all of the aforementioned categories. The Year 6 staff worked incredibly hard, alongside outside agencies, such as the police, to ensure that these pupils remained in school and on-track with their learning. The end of Key Stage data, external moderation, the attendance data and the exclusions data, showed that this hard work, and the additional provisions had significant, positive impact.

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, taking into account curriculum coverage and pupil attainment from the previous year.

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.