

Stanley Park Junior School

Pupil Premium Strategy Statement 2022-23



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	Stanley Park Junior School
Number of pupils in school	370 (2021-22) 374 (2022-23)
Proportion (%) of pupil premium eligible pupils	52 pupils = 14% (2021-22) 45 pupils – 13% (2022-23)
Academic year/years that our current pupil premium strategy plan covers	2021/2022, 2022/2023, 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Amanda Lamy, Headteacher
Pupil premium lead	Julia Burridge, Deputy Headteacher
Governor	Julie Smith

Funding overview 2021-22

Detail	Amount
Pupil premium funding allocation this academic year	£72,940
Recovery premium funding allocation this academic year	£7540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 2021-22 academic year	£80,480

Funding overview 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£62,325(45 children) + £2410 (3 children postLAC) Total: £69,555
Recovery premium funding allocation this academic year	£ 6,960 (based on 48 children)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£76,515

Part A: Pupil premium strategy plan

Statement of intent

At SPJS we hold the highest aspirations for all our pupils whilst ensuring that the well-being of our children and staff is of high priority. Enabling children to simply access school, the removal of barriers to learning and supporting cultural capital is pivotal to our school. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal including progress for those who are already high attainers.

All children are given the opportunity for meaningful support through our wellbeing support, PSHCE programme and supportive environment. This includes CP, LAC, CIN and Early Help children who are immediately supported before, during and after a plan

Teaching and learning opportunities will meet the needs of all children through high quality teaching. We make provision for vulnerable groups and our most vulnerable deserve our best. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will work alongside our School Development Plan and wider school plans for recovery post pandemic and will become integral to the strategic plans for the year ahead notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- put pupils' wellbeing and emotional needs first, understanding that wellbeing is the foundation required for learning and good progress to take place.
- ensure that teaching and learning opportunities meet the needs of all of our pupils
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure all staff receive the highest quality CPD in order to meet the needs of all children
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that appropriate academic and pastoral provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed (in school and alongside other external agencies, where appropriate)
- develop a culture of high aspirations, rooted in rich learning experiences and a value for education
- recognise that not all pupils who are socially disadvantaged qualify or have qualified in the past for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has been identified as being socially disadvantaged

The attached Pupil Premium Strategy Statement includes the details of how we are improving outcomes for PP pupils. The statement also reviews expenditure and the impact of this for 2021-22

Challenges

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

Challenge number	Detail of challenge																				
1	Basic Skills - Basic skills in maths, reading and writing on entry to Y3 are lower in some disadvantaged children than their peers. Some children's vocabulary is limited. They need to make accelerated progress before being able to access more complex content.																				
2	Phonics - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties knowing and applying their phonics compared with their peers. This negatively impacts their development as readers. The lack of support in reading at home/poor phonic skills has led to poor comprehension skills for some disadvantaged children.																				
3	Writing - Internal assessments indicate that writing attainment among pupil premium pupils is significantly below that of non-disadvantaged pupils. As a school we have seen that performance in writing has suffered during the Covid pandemic. Neatness, fluency and stamina in handwriting has decreased as a result of working on computers throughout lockdown.																				
4	Improved wellbeing and Social and Emotional needs - Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to poor mental health, family circumstances and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils who struggle to concentrate which can be due to issues at home and impacts on their attainment.																				
5	Maths - Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.																				
6	<p>Attendance - Our attendance data, monitoring, assessments and observations indicate that persistence absence rates are generally higher for disadvantaged and children with SEN.</p> <table border="1"> <thead> <tr> <th></th> <th>2020-21</th> <th>2021-22</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>PP Attendance</td> <td>91.82%</td> <td>91.3%</td> <td></td> </tr> <tr> <td>Non PP attendance</td> <td>97.61%</td> <td>94.7%</td> <td></td> </tr> <tr> <td>SEN Attendance</td> <td>95.11%</td> <td>93%</td> <td></td> </tr> <tr> <td>Non SEN Attendance</td> <td>97.33%</td> <td>94.6%</td> <td></td> </tr> </tbody> </table>		2020-21	2021-22	2022-23	PP Attendance	91.82%	91.3%		Non PP attendance	97.61%	94.7%		SEN Attendance	95.11%	93%		Non SEN Attendance	97.33%	94.6%	
	2020-21	2021-22	2022-23																		
PP Attendance	91.82%	91.3%																			
Non PP attendance	97.61%	94.7%																			
SEN Attendance	95.11%	93%																			
Non SEN Attendance	97.33%	94.6%																			
7	Access - Our data collection during the COVID pandemic suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits.																				
8	Wider Opportunities - Discussions with pupils, observations and school records show our disadvantaged pupils are often less likely to participate in extra-curricular opportunities, including clubs and Cultural Capital experiences, despite encouragement and the life experiences of some of our disadvantaged children can be limited.																				
9	SEND – With 16% of our disadvantaged pupils on the SEND register, these pupils face additional learning challenges.																				

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
Improved basic skills including oral language skills and vocabulary among disadvantaged pupils. This will include exposure to a wide range of higher order vocabulary through being exposed to wide range of carefully chosen texts regularly. Pupils will present and engage with others through Projects and communicating with outside agencies in the community.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. The % of disadvantaged children reaching ARE in all subjects will increase by the end of KS2 due to increased confidence in being able to articulate ideas and thoughts In 2019 47% of disadvantages pupils met the expected standard in reading writing and maths. We want to increase this for the next three years.
Improved phonics attainment and improved reading attainment across the pupil premium group of children.	Data monitoring and analysis, including raw phonics scores and NFER tests will show improved phonic ability. Numbers of children needing a phonic intervention program will reduce. Progress for disadvantaged children in reading remains positive (was previously +1.2)
Improved writing attainment across the pupil premium group of children.	Progress of children in writing in 2019 was -1.1 for disadvantages pupils. In 2022 we want to get this to get closer to 0 (closer to National data of 0.3) and then into positive figures for 2023 and 2024.
Improved maths attainment across the pupil premium group of children.	KS2 maths outcomes in 2021/22 show that more disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing and emotional and social communication for all pupils in our school, particularly our disadvantaged pupils. Pupils who are experiencing difficulties at home, issues with health or mental wellbeing will be supported in school in order to increase their progress and outcomes.	Sustained high levels of wellbeing from 2021/22 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • attainment gaps will narrow in areas of need as pupils are given support and strategies to cope with issues in school and at home.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. The number of disadvantaged children on the PA list will decrease over time. There will be regular monitoring of PA children.	Sustained high attendance from 2021/22 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils to be in line with national averages. • the percentage of all pupils who are persistently absent being reduced • The children will attend school more regularly to increase their % attendance figure and be less anxious about coming to school
To provide pupils with access to a wide range of experiences through the curriculum that reflect the world we live in through extra-curricular activities and cultural capital experiences.	<ul style="list-style-type: none"> • The children's knowledge of the world we live in will be increased through their experiences, visits and visitors in school and in the wider world. • Children believe in themselves and have confidence in what they can achieve, which will lead to better outcomes.
SEND pupils will continue to thrive at SPJS and make good academic progress relative to their starting points.	<ul style="list-style-type: none"> • SEND pupils will consistently achieve their SEN Support Plan targets and/or EHCP targets. Progress data will show that all SEND pupils make good progress relative to their starting points (summer 2022 with further improved progress by summer 2023).

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,247

Activity	Menu of approach	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments - NFER Training for staff to ensure assessments are interpreted and administered correctly.	1a	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,3,5,9
An extra teacher to support lowest ability pupils in maths in Years 5 and 6. (Small group of under 10 pupils)	1a, 1c	Evidence suggests that significant effects of reducing class size are not seen until the number of pupils has decreased substantially. This permits teachers to change their teaching approach to the extent that this changes the learning behaviours of pupils. This enables time for high quality interaction between pupils and teachers. +2 Months https://educationendowmentfoundation.org.uk/e-education-evidence/teaching-learningtoolkit/reducing-class-size	1,5,9
Investigate use of a DfE validated Systematic Synthetic Phonics programme (to secure stronger phonics teaching for pupils who still require it.) Training for all staff by the end of 2022 to ensure consistency in the approach to phonics and spelling across school – all staff over two years and purchase additional resources.	1a	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: +5 Months Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Ensure QFT across school and ensure this includes staff CPD on improving teacher feedback and marking of work.	1b, 1c	Providing feedback is well evidenced and has a high impact on learner outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies. It provides specific information on how to improve. Feedback can be effective during, immediately after and sometime after learning. There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. +6 Months https://educationendowmentfoundation.org.uk/e-education-evidence/teaching-learningtoolkit/feedback	1,2,3,4,5,6, 8,9
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. This will incorporate the use of Ready to Progress materials .	1a	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 1	1,5,9
To improve children's speed and fluency in handwriting. Implement and monitor the impact of new handwriting online scheme across the school. Letterjoin	1e	According to EEF , speed and fluency of handwriting is a basis for good writing. https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing s	1,3

Staff and parent training to support the provision for SEND pupils	1b	Staff and parents are best equipped to support SEND pupils make academic progress when they have the necessary training and CPD. Planned training and activities include, but are not limited to: • Speech & Language Therapy training for support staff • External speakers and coffee morning for SEND parents.	1, 9
--	----	--	------

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

Budgeted cost: £14,771

Activity	Menu of approach	Evidence that supports this approach	Challenge number(s) addressed
New handwriting scheme purchased as a focused intervention for pupils who struggle significantly with fine motor skills. 'Write Well' by Schofield and SIMS – recommended by OT	2b	Occupational Therapist recommended this programme for pupils who struggle significantly with writing. This will be a 1:1 or very small group intervention.	1,3
Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	2d	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: +5 months One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3,5,7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	2c	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Gardening intervention to support language development, literacy and numeracy in addition to knowledge of the world in which they live.	2a	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Outdoor environment can support the needs of all learners as it involves active learning. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 8
Learning Coach provided for all disadvantages/vulnerable pupils at SPJS. Weekly touch-base sessions to help identify concerns and a familiar face of the pupils. Conversations will focus on a wider range of areas including academics, home life, friendships and future aspirations. Communication to parents in h/s book.	2	Learning coach (aka mentor) acts as positive role model and builds up confidence/relationships and resilience of character. + 2 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	4
Peer Tutoring in maths and literacy to improve basic skills.	2e	Overlearning supports retention of basic skills. DfE and Ofsted stress the importance of children remembering more.	1,5,6,9

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

Budgeted cost: £ 15,497

Activity	Menu of approach	Evidence that supports this approach	Challenge number(s) addressed
<p>Headteacher and office staff to follow Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and work with attendance officer.</p>	3b	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-fullattendance-actions-for-schools-and-localauthorities</p>	6
<p>Embed effective whole school Behaviour Policy, routes in positive praise and rewards, targeting individual children with additional support from internal staff and external agencies, where needed.</p>	3a	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1-9
<p>Weekly Homework Club available for all children to attend. All children are provided with a well-resourced, quiet place to work supported by staff in school</p>	3d	<p>The club will take place 2 x 30 mins per week after school throughout the academic year. Research shows that homework has a positive impact on average (+ 5 Months), homework which relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. Pupils eligible for free school meals typically receive additional benefits from homework. Surveys suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	4, 7,8
<p>Continue to employ a HLTA for Inclusion specialising in Mental Health First Aid and Bereavement support across the school. This is vital so that children know they can access support with their mental health issues.</p>	3a	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional literacy skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower emotional literacy skills are linked with poorer mental health and lower academic attainment. ELSA interventions in education are shown to improve emotional well-being and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialand-emotional-learning</p>	4
<p>Lunchtime nurture group in the hut provided to help scaffold children's social skills and create a calm environment before returning to learning.</p>	3a	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	4,7,8
<p>Allowing all children equal opportunities of taking part in all visits across school as part of our curriculum offer including residential visits. Local visits will be subsidised by 50% and residential £100 reduction for PP</p>	3c	<p>Visits will be subsidised so that all children will be given the same opportunities across the curriculum. Research shows improved outcomes have been identified in English, maths and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as</p>	7

<p>children, so that all children will be given the same opportunities across the curriculum.</p> <p>School led after school extra curricular activities are 50% the cost for disadvantaged children.</p> <p>Music tuition equivalent to 50% cost of lesson per term.</p>		<p>more positive attitudes to learning and increased positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/artsparticipation</p>	
<p>Kickstart club to encourage children with low attendance and anxiety towards school</p>	<p>3a 3b</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>6</p>

Total budgeted cost for 22-23: £74,687

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2021/22 show an improvement in the performance of disadvantaged pupils from the last statutory tests in 2018/19.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. At SPJS COVID-19 has not had a detrimental impact on the academic achievement of all pupils.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

As you can see from 2021-22 data for PPG children, their attainment has improved significantly since 2021 teacher assessment data.

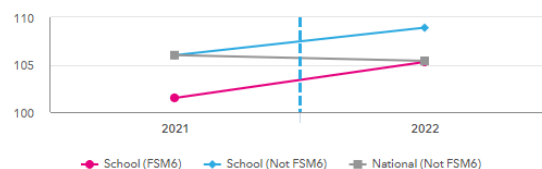
With regards to the progress of PPG children, you can see that the progress of PPG children is greater than non-PPG in reading and maths.

PPG +2.7 where non PPG is +1.2. This has shown that the strategies used to support these learners have had great impact.

NFER assessments have been used to analysis progress of children across the whole Year 3-5. There is still a gap in attainment however it is starting to decrease. E.g. In Y5 maths, the gap between PPG and NON PPG is smaller

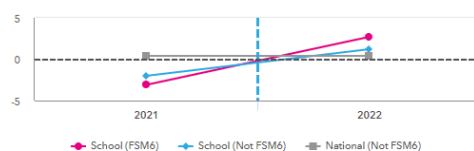
KS2 attainment for disadvantaged pupils 2022

Average Scaled Score (Re, Ma)



KS2 progress for disadvantaged pupils 2022

Average Scaled Score (Re, Ma)



than last year at this same point last year, which is promising. There was a gap of 19.8 whereas now it is 8.65. In Y4 maths, PPG children's knowledge of place value is similar to NON- PPG. This is showing that the building blocks for mathematics is there.

Despite some high levels of Covid, it continues to not be a barrier to this work

Absence among disadvantaged pupils was 8.7% whereas non PPG children's absence rate was 5.3% This is a difference of 3.4%. We recognise there is still a gap which is why raising the attendance of our disadvantaged pupils is a focus in our SDP, alongside children with SEND.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

At the present time, we are on track to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Service pupil premium funding

At SPJS we do not receive any of this funding.