

Thomas Russell Junior School - 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	
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	4.8%
Academic years that our current pupil premium strategy plan covers	2020 - 2023
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Governing Body
Pupil Premium Lead	Mrs S Sharpe
Governor Lead	Mrs E Watling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,340
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,340

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for all pupils, regardless of disadvantage, to leave Thomas Russell Junior School equipped with the skills and attributes required to thrive in modern society and ready for their secondary education. We want them to be well rounded individuals, who have a strong academic grounding across the curriculum, and a clear awareness of how to keep themselves safe and healthy, including a good understanding of mental health.

The strategies we implement are designed to support disadvantaged children, whilst also securing good progress for other children, including vulnerable and other groups.

As an Outstanding School, we pride ourselves on having an ambitious culture, strong team ethos, outstanding academic achievement, high expectations, consistently strong teaching, exemplary behaviour and pupils who are well cared for. These have been recognised by Ofsted.

Our achievement has consistently been in the top 10% of schools and disadvantaged children historically have successfully closed the gap and in some years overtaken peers, therefore we are confident our provision is effective.

Challenges

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

Challenge number	Detail of challenge
1	Ongoing impact of inconsistent attendance at school due to Covid-19 lockdowns and absence due to isolation, testing, bubble closure and continued infection rates. This is having an academic impact as well as affecting social and emotional development significantly. This is affecting all children, including disadvantaged and vulnerable.
2	Supporting learning at home was increasingly difficult as Covid fatigue affected families in terms of emotional wellbeing, and in some cases financially. This was notable in professional groups where parents held key roles in supporting the fight against Covid as well as those impacted by disadvantage.
3	Universal Free School Meals at Infants is negating the 'Ever 6' measure of Pupil Premium Funding so those disadvantaged pupils who would previously have been entitled still require additional support, but are not identified for funding.
4	Inconsistencies in National Assessment formats (KS1, NFER, KS2) introduce lack of clarity & consistency in assessment measures. This coupled with no national data being available for the last two years makes national comparison difficult.

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
Academic progress – expectation is high and gaps between disadvantaged and others are effectively closed through high quality, sensitive teaching and well timed intervention.	Children are happy and feel well supported educationally, financially and emotionally
Inclusion support and emotional wellbeing – children are afforded access to the same provision as peers from more financially stable households.	Children are happy and feel well supported educationally, financially and emotionally

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced class sizes 3 way split to facilitate increased 1-2-1 and small group attention with teacher.	Significant research in school regarding progress of different groups and use of other research such as EEF toolkit.	1
Continuing Professional Development - Teaching Pedagogy & Growth Mindset and Wellbeing	Investing in improving quality of teaching and skill / understanding has a deep impact on improving outcomes for pupils.	1 & 4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions 1-2-1 and small group support to ensure children make accelerated progress.	Interventions have proven impact on children's attainment. In class support reduces risk of creating gaps in learning.	1 & 2

Musical Tuition	Arts participation has proven impact on emotional wellbeing as well as positive impact on attainment in core academic attainment.	1 & 3
Peer Tutoring	This intervention has proven impact on confidence, engagement and achievement for both pupils involved in peer tutoring pairing.	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Wellbeing – Pupil Support 1-2-1 Nurture Support, Lego Therapy and Fun & Games Club.	Self-regulation - Children who are supported to develop emotionally are more ready and prepared for learning.	1, 2 & 3
Emotional Wellbeing – Staff support Staff development, BLURT Foundation	Staff who understand attachment and other emotional difficulties are better placed to meet needs in the classroom.	1 & 4
Engagement and inclusion Support pupils to attend residential visits.	Emotional security of children is promoted – no child is excluded as a result of not being able to afford a residential experience.	3
Wider family support to decrease financial disadvantage Reduced rates for Early Birds / Night Owls to promote getting back into employment.	Parents are supported to get back into employment, removing the barrier of childcare costs.	3

Total budgeted cost: £24,340

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.

Previous Academic Year		2020 - 2021	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Reduced class sizes	3 way split to facilitate increased 1-2-1 and small group attention with teacher.	Yes – all children in school benefitted from smaller group provision and PP children were able to be supported with additional 1-2-1 or small group attention.	This provision will continue, but review of groupings post Covid Lockdowns has led to differing organisation with smaller group sizes allowing for small group tuition and increased /enhanced level of feedback
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Interventions	1-2-1 and small group support to ensure children make accelerated progress.	Interventions have proven impact on children’s attainment. In class support reduces risk of creating gaps in learning.	Blue folder and monitoring data shows effective review of impact of interventions. Review of English, SEND and Maths provision provided to Governors with relevant progress data.
iii. Other approaches			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Emotional Wellbeing	YESS Counselling, 1-2-1 Nurture Support, Lego Therapy and Fun & Games Club.	Children who are supported to develop emotionally are more ready and prepared for learning.	In school support was in place whilst school was open. External support such as Action for Children was accessed when available, but long waiting lists and lockdown prevented parent course from running and also prevented greater 1-2-1 access for individuals now on a waiting list.
	Staff development	Staff who understand attachment and other emotional difficulties are better placed to meet needs in the classroom.	Attachment INSET day postponed due to Covid-19 lockdown
Engagement and inclusion	Support pupils to attend residential visits.	Emotional security of children is promoted – no child is excluded as a result of not being able to afford a	Residential visits cancelled due to Covid-19 lockdown but we were able to run ‘Residentials at Home’. All children were included at a significantly reduced cost (£25

		residential experience.	per pupil as opposed to circ. £150) on the basis of voluntary contributions
Wider family support to decrease financial disadvantage	Reduced rates for Early Birds / Night Owls to promote getting back into employment.	Parents are supported to get back into employment, removing the barrier of childcare costs.	EB and NO unable to operate during Covid-19 lockdown Significantly increased attendance from Sept 2021.
<p><i>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. Internal data obtained from standardised tests confirms the following progress for cohorts:</i></p> <p><i>Y3 – Y4: Reading +4.1, Writing +2.3, Maths -1.9 *Maths is a key focus for current Y4</i></p> <p><i>Y4 – Y5: Reading +4.2, Writing +0.3, Maths +6.2 *Writing is a key focus for current Y5</i></p> <p><i>Y5 – Y6: Reading +2.7, Writing +2.1, Maths +0.4 *Maths is a key focus for current Y6</i></p> <p><i>Y6 – Y7: Reading +4.4, Writing +4.3, Maths +3.8</i></p> <p><i>Attainment data for 2021 cohort was Reading = 111.4, Writing = 106.8 & Maths = 105.9</i></p>			

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	See Musical Tuition above
What was the impact of that spending on service pupil premium eligible pupils?	Social and emotional development coupled with increasing confidence.