

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Shaftesbury Junior
Number of pupils in school	243
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	FGB
Pupil premium lead	Helen Cartwright
Governor / Trustee lead	Chirag Parmar

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,179.10
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£138,179.10

## Part A: Pupil premium strategy plan

### Statement of intent

At Shaftesbury Junior School we believe in the concept of lifelong learning and the idea that both children and adults learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We aim to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and attain well when compared to their starting point. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this.

Consideration is also given to the challenges faced by other vulnerable pupils, such as those who have a social worker, young carers and those who are new to the country (and English).

All teachers consider our disadvantaged pupils and focus on the areas in which these pupils require the most support. When considering what we wanted within our curriculum at Shaftesbury, we started with what we want our learners to leave us with. Words like confident, independent, open-minded, questioning, critical thinking, empathetic, appreciative and good communicator all came up time and again in our discussions. Having looked at research, we believe that Philosophy for Children (P4C) offers this and more.

We use P4C to promote independent thinking, critical questioning and a deep-seated curiosity in the world. We want our children to leave us with the skills and knowledge to successfully navigate their way through the 21st century confidently. In this world of social media and fake news, it is essential that our children are able to question, check, reason and make themselves heard. This is particularly important for our disadvantaged pupils who sometimes have more limited opportunities or experiences in these areas. Below we have set out our strategy of how we intend to mitigate these barriers for those pupils at Shaftesbury.

## Challenges

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

Challenge number	Detail of challenge
1	<u>Reading</u> Reading is central to all learning and some of our disadvantaged pupils do not have access to good quality texts at home or opportunities to read at length or to an adult.
2	<u>Vocabulary</u> For some of our pupils, there is limited exposure to higher order vocabulary and grammar for various reasons, including families who have English as an additional language (EAL).
3	<u>Low attainment on entry</u> Pupils have a lower than average starting point on entry and this includes fewer higher attaining pupils.
4	<u>Limited life experiences</u> Many of our children have limited life experiences and this has been made worse by the pandemic. Life experiences include reading, visits, events, sport or musical/ creative activities and other opportunities that can be described as 'cultural capital'.
5	<u>Health</u> Poor diet, lack of exercise and tooth decay, alongside lower life expectancy, have all been identified as challenges in the local area. Mental health and well-being has also been identified as a challenge for some of our families.
6	<u>Attendance</u> Over the course of the pandemic, an attendance gap has developed between pupil premium and non-pupil premium pupils.

## 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
Pupil premium pupils do as well, if not better, than non-pupil premium pupils in end of year reading assessments	At least 80% of PPG pupils achieving the expected standard in reading
Improved use of vocabulary for disadvantaged pupils	At least 80% of PPG pupils achieving the expected standard in reading and writing
Improved attainment in Reading, Writing and Maths for disadvantaged pupils	KS2 outcomes for PPG pupils to increase percentage of pupils achieving ARE/GDS from KS1
Increased enrichment opportunities to enhance the broad and balanced curriculum	All pupils have at least 4 events or visits each year. Increased activities talked about during pupil interviews Increased number of PPG pupils to attend clubs
Improved awareness of healthy lifestyle choices and impact on physical and mental health	Mental health champion in place Increased access and range of after school clubs
Reduced attendance gap between pupil premium and non-pupil premium pupils	Attendance in line or better than non-PPG pupils and better than the LA target of 96%

## 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: £46,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD in Phonics: To secure strong phonics teaching for all pupils.</p> <p><a href="#">DfE validated Systematic Synthetic Phonics programme</a></p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 1</p>
<p>Renewed and updated development of Philosophy for Children (P4C) across the school, to support self-regulation, thinking and communication skills.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p><a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">About P4C (sapere.org.uk)</a></p>	<p>5, 4, 2,</p>
<p>Pre-teach – small group activity to teach the key vocabulary / skills needed before the activity.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p><a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 2</p>
<p>Writing conferencing to address and improve writing skills and create a positive attitude to writing and learning</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	<p>3, 2, 1</p>

	<a href="https://www.educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	
CPD for Language development – targeting aspects through P4C, Whole class shared reading, small group guided reading, developing oracy and S&L	The following approaches that have been shown to be effective include: Subject specific feedback relating to topic vocabulary, modelling inference through specific questions <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	3, 2
Effective CPD and monitoring of Guided / Shared Reading, Oracy, P4C & Maths Mastery	Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives. <a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	3, 2, 1
Maths Quality first teaching – with CPD focusing on the NCTEM – maths Mastery approach & Oracy	The focus is on improving the quality of teaching and the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.  <a href="https://www.educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	3, 2, 1

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics – targeted for 1-1 pupils	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 1
School-led conferencing HLTAs & Teaching Assistants to carry out interventions specific to needs of targeted individuals	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact,  <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	2, 1
EAL support – to support the language development, reading and problem solving	<a href="#">A systematic review of intervention research examining English language and literacy development in children with English as an Additional Language (EAL) (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="#">The Bell Foundation - Changing lives and overcoming exclusion through language education (bell-foundation.org.uk)</a>	3, 2, 1
GDS/HPA Maths Mathematics at De Montfort University to broaden life experiences	<a href="#">Education Endowment Foundation   EEF</a>	4

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: £30,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents coffee mornings / workshops	<p>EEF state the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	6, 5, 4
Mental health champion	<p>Research shows social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	6, 5,
After school provision	<p>Physical activity has important benefits in terms of health, wellbeing and physical development</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	5, 4
School visits	<p>Ensuring the Curriculum is broad and balanced and increase the cultural capital of all children</p>	5, 4
Breakfast club	<p>Providing a healthy breakfast for children</p>	5
School uniform	<p><a href="https://www.educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p>	4
Support for families	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning including programmes for families in crisis to support wellbeing, mental health and inclusion</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	6, 5

# 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 2023/24 academic year.

See separate report to governors on the website.

