

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	Tenterden Church of England Junior School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	23.22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2022
Date this statement was published	16/12/21
Date on which it will be reviewed	1/07/21
Statement authorised by	T. McIntosh EHT
Pupil premium lead	R. Peachey SENCO
Governor / Trustee lead	D. Edgar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 65,905
Recovery premium funding allocation this academic year	£ 7,685
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	£ 73,590

Part A: Pupil premium strategy plan

Statement of intent

We believe in developing our children's natural curiosity and questioning nature with which they enter our school. We focus on ensuring that every child makes expected progress from their starting point and have a SENCO and FLM who work to ensure inclusion is a priority and that all children's needs are met. Children are able to excel in their talents through developing independence and sharing home study which is initiated through our Homework Menus sent out each term. We work in partnership with parents and carers using our communication system called Dojo to share weekly activities and to keep home and school united in doing the best for all children.

We use monitoring and continual Assessment For Learning to ensure that disadvantaged pupils can access the learning and make progress in line with their peers.

We use teaching support staff and resources to provide encouragement and first-hand support. Our school tracking system Target Tracker is one aspect of school monitoring that is used to recognise a child's achievements and identify areas that need to be revisited. This is because each lesson is built on previous learning. Any gaps in learning or areas of difficulty that disadvantaged pupils have been identified are addressed through adjusting the curriculum, pedagogy or using specific teaching and learning strategies in order to ensure that understanding is achieved.

Provision Maps are used to record the additional support a disadvantaged child requires and are discussed with the child, class team, SENCO and FLM when appropriate and parents/carers so everyone has an input into moving the learning forward and ensuring understanding.

We aim that a child can use their knowledge and skills in new contexts , thereby achieving mastery and confidence in independently solving problems and creating pieces of work .

Key Principles of our strategy plan

1. All pupils are able to have equal access to the curriculum.
2. Pupil premium is funding used to improve education outcomes for disadvantaged pupils (which will benefit all pupils).
3. Home learning when necessary is supported in school.
4. Work in partnership with staff, SLT, SENCO, FLM child and parent/carer to maximise and celebrate progress and attainment.
5. Strategies in place match the physical, academic and emotional needs of the child.
6. All pupils achieve at least 6 points from their starting point.
7. Plans in place to support PP children focus on achieving accelerated progress.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Language development and skills
3	Confidence and resilience
4	Gaps in skills knowledge and understanding specifically in maths, phonics and writing
5	Access to extra-curricular learning
6	Access to online learning
7	Preparation for school

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
Accelerated progress for PP children	<p>100% Year 3 PP achieve pass mark on in school phonic screening check</p> <p>58% KS2 PP achieves a secure standard in Reading/ steps progress</p> <p>50% KS2 PP achieve secure standard in Writing</p> <p>67% KS2 PP achieve secure standard in Maths</p> <p>Progress evident in children's classwork.</p>
Confidence and resilience	<p>Class teachers 'check-in' with PP children to ensure understanding and curriculum modifications in place to support learning.</p> <p>Reference to being a 'Tough Tortoise' and praising efforts to increase resilience.</p> <p>Opportunities for celebration, success and sharing with parents/carers.</p>

Gaps in skills, knowledge and understanding are targeted.	Gaps in learning identified through AFL and TT. Planned teaching and interventions to accelerate progress.
Access to extra-curricular learning	PP children are attending at least one extra curricular activity. PP Extra curricular monitoring in place.
Access to online learning	Provision in place for PP children to access online home learning during school time. Covid 19 - in the case of isolation a device is provided with support.
Preparation for school	FLM supporting PP families.
Attendance and punctuality	Attendance of PP children closely monitored. FLM following up attendance following the policy. Rate of attendance increases.

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT development and delegation of leadership and responsibility for PP children.	Implementation is a key aspect of what schools do to improve. There is strong evidence that creating a leadership environment and school climate that is conducive to good implementation is important. This can be done by identifying and cultivating leaders of implementation throughout the school. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/implementation	4 Gaps in skills knowledge and understanding specifically in reading and fine motor
Appoint strong staff to post.		
Tight monitoring by all staff ensures accelerated progress of PP pupils.		

Staff CPD supporting mental health strategies. Whole school approach to mental health and wellbeing.	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment (DfE)	1, 3, 4, 5, 7
Little Wandle phonic training	A complete systematic synthetic phonics (SSP) programme is one that provides: all that is essential to teach SSP to children in reception and key stage 1 years of mainstream primary school, sufficient support for children in reception and key stage 1 to become fluent readers, a structured route for most children to meet or exceed the expected standard in the year one phonics screening check, all national curriculum expectations for word reading through decoding by the end of key stage 1 (DfE) Extended into Year 3 and above where needed.	2, 3, 6

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

Budgeted cost: £ 11,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA Support for identified groups and individuals in all class lessons.	School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed. https://educationendowmentfoundation .	2,3,4

	org.uk/educationevidence/guidance-reports/teaching-assistants	
PP children receive support with interventions taking place in the classroom, 1-1 and in small groups.	Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEFGuide-to-the-Pupil-Premium-Autumn-2021.pdf	2,3,4
Phonics/reading intervention support for KS2 where needed.	Phonics has a positive impact overall...with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics	2,3,4
Use NTP funding to provide school led tutoring for PP pupils whose education has been most impacted by the pandemic.	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 and in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition	2,3,4

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

Budgeted cost: £ 36,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encourage engagement in after school clubs and subsidise costs.	Support for non-academic issues that impact success in school for example help with the cost of educational trips or visits. Ensuring disadvantaged pupils access the same cultural capital. https://www.gov.uk/government/publications/pupil-premium/pupil-premium	1, 3, 5
Lunchtime activities available		1, 3, 5

Encouragement in school trips and subsidise costs.		1, 3, 5
School uniform provided is required.		1, 3, 7
School snacks including fruit and cereal are offered if required.		1, 3, 7
Play therapy	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	1, 3
School has a designated mental health lead.		3
School has a designated Family Liaison Officer <ul style="list-style-type: none"> ❖ Parenting courses ❖ Signposting ❖ Referral to Early Help ❖ Food Bank support ❖ Supports medical appointments and literacy needs. ❖ Bereavement support. ❖ Domestic Abuse support. ❖ Headstart ❖ Transition support moving class/ schools. 	The FLO provides pastoral support to parents or carers, and helps with any issues that you may have in relation to supporting your child/children, both at home and in school. The FLO works to encourage parental involvement within school, signpost to agencies (where appropriate) and support children in school. With this support parents are engaging with school which has a positive impact on their own and their child's physical and mental health.	1, 3, 5, 6, 7
Early identification of emerging need by all staff.	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	1, 2, 3, 4, 7

Total budgeted cost: £ 73,590

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

2020/2021 end of year data were a combination of teacher assessment and independent assessments using Testbase.

Lockdown Procedures

At the outset of the January 2021 lockdown all PP families were invited to face to face learning in school. Some PP children who did not attend school were provided with laptops to access the online learning programme set up. Attendance to the online sessions were inconsistent depending on family circumstances. All PP families were contacted by SLT to provide support. On returning to school PP children accessed age appropriate curriculum and support strategies in place to ensure progress.

PP children's final percentage for reaching age related expectation (ARE) has dropped in reading, writing and maths as a result of the pandemic. Increased anxiety and family circumstances affected attendance for some PP children. The Family Liaison Officer worked closely with PP families providing continued support and attendance figures did improve.

KS2 final PP assessments indicated that 100% PP children made expected progress inline with their peers from their starting point in reading and maths. There was a minimal dip in progress for writing .