

# 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	Watton Junior School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	26.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Trustees
Pupil premium lead	Helen Kemp
Governor / Trustee lead	Vice Chair of LGB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,390
Recovery premium funding allocation this academic year	£9,727
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	£93,117

# Part A: Pupil premium strategy plan

## Statement of intent

Watton Junior School uses a tiered approach to Pupil Premium Spending to improve teaching, targeted academic support and wider strategies.

Our ultimate objectives are to close the gaps between disadvantaged pupils and their peers. We have selected four priorities for the school to give them the greatest chance for success.

## Challenges

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

Challenge number	Detail of challenge
1	Underachievement in reading, writing and maths.
2	Attendance
3	SEMH needs
4	Cultural capital – lack of opportunity over and above the national curriculum

## 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 improve attainment in reading, writing and maths	KS2 results and teacher assessments will increase
To increase attendance	Improvement in absence rates against school and national target
Children to be able to regulate their emotions	Improvement in behaviour in the school, fewer exclusions, children will have improved Thrive scores. Improvement in assessments in KS2 results.
To give children experiences beyond national curriculum	Children achieve in a new skill

## 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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest schools training	As recommended by NB VNET report	1,2,3,4
Elklan training	High numbers of PP EAL and S+L children	1
Subject leadership training	Upskilling staff following Ofsted report 2019  “ The curriculum is weak. It does not build on pupils knowledge and skills. It does not enable pupils to develop a breadth of understanding in a range of subjects. Staff do not have a strong subject knowledge across the range of subjects, which hampers pupils’ progress across all areas of the curriculum”  “ Subject leaders do not have a clear understanding of the quality of teaching or the progress of pupils in their curriculum areas”	1
Sign-along trainer training	High numbers of PP EAL children	1

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

Budgeted cost: £ 45564

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music	Children not accessing wider offer outside of school	2,3,4

Educational visits	PP children unable to attend due to cost. Low income, low attainment area.	4
Reading intervention	Ofsted 2017  "Inspectors found lower-ability pupils did not have strategies to read unfamiliar words and their reading fluency was weak. They did not understand enough about what they were reading"	1,2
SRB placement	Children make progress, Ofsted 2019  "Pupils learn and behave well, and enjoy attending."	1,2
Alternative provision	Non-attendance, exclusion and poor behaviour	1,2,3,4
Interventions	Regular rigorous 1:1 and small group support to raise achievements Ofsted 2019  "The teaching of mathematics is inconsistent. Even when teachers are using more effective modelling and appropriate mathematical language, pupils lack basic skills and cannot work independently to apply new knowledge. "  "There are too few occasions for pupils to apply their writing skills in a variety of genres and subjects, which limits pupils' progress"	1,2
S+L support	Children making progress with the blank level assessments	1

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

Budgeted cost: £ 45425

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH therapies – Lego Therapy Drawing and Talking	2019 Ofsted report	2, 3

Thrive Anger management Young carers	"Outcomes for disadvantaged pupils, the most able and pupils with SEND are particularly poor."	
Breakfast club and breakfast bars	PP children not attending and not eating breakfast before school	2,3
PLO	High safeguarding and behaviour levels within the school. High exclusion rate.	2,3
MSA lunchtime club	High safeguarding and behaviour levels within the school. High exclusion rate.	3
Residential educational visits	PP children unable to attend due to cost	1,2,3,4
Visitors to school (author/theatre/dancers)	Providing high aspirations	1,2,3,4
Attendance monitoring	6 weekly monitoring and sharing of attendance data to improve attendance.	2

**Total budgeted cost: £ 95989**

## 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.

*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.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
None	

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**