Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	248
Proportion (%) of pupil premium eligible pupils	29.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022 to 2024-2025
Date this statement was published	October 2021
Date on which it will be reviewed	September 2023
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	£101105
Recovery premium funding allocation this academic year	£10977
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	£112082

Part A: Pupil premium strategy plan

Statement of intent

Watton is a rural market town in mid Norfolk. Employment in Watton is predominately low income factory or farm work. Approximately 34.66% of the pupils in Watton Junior School have English as a Second Language. 29.4% of children are eligible for pupil premium grant.

We intend that every pupil in the school should have access to good quality teaching and learning to ensure that they make good progress and achieve a good standard of attainment regardless of their backgrounds and the challenges that they may face. Our pupil premium policy enables us support these children who may be disadvantaged including those who may be high attainers.

We also embrace the challenges facing other children who may be classed as vulnerable but not fall under the umbrella of 'disadvantaged'.

Watton Junior School uses a tiered approach to Pupil Premium Spending to improve teaching, targeted academic support and wider strategies. Our ultimate objective is to close the gaps between disadvantaged pupils and their peers. To enable us to achieve this we aim to employ staff who can deliver a high quality curriculum to our pupils, staff who actively seek out ways of improving their skills by networking and sharing best practises with other professionals, by keeping current with new thinking and proven strategies and are willing to share their knowledge. We will support our staff in any way we can to achieve this aim. Our strategy is key to ensuring that all children affected by the pandemic in the last two years are given targeted support to reduce and ultimately close that gap. Our strategy is not a 'one size fits all approach' but one that will take into account the individual's needs and challenges that they face and will be rigorously assessed to ensure it is effective.

Measurements for effectiveness can be, but not solely judged on

- Challenge in work set
- Early intervention when a need is identified
- All staff actively pursue the best outcomes for all pupils

We recognise that there are many areas that need focusing on however we have chosen four areas of priority in the first instance to give us a best chance for success. These areas will be regularly reviewed and added to or amended as necessary.

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. Assessments, observations with parents and children indicate gaps in many children's understanding and knowledge not just pertaining to disadvantaged/vulnerable pupils. For 2022/2023 we are targeting writing as assessments conducted show this is the area of greatest under achievement
2	Attendance Our attendance data over the last year shows attendance for the disadvantaged pupils has been ? - ?% lower than non-disadvantaged ? - ?% disadvantaged pupils have been persistently absent. Absenteeism negatively impacts a child's learning and therefore progress.
3	SEMH needs With many schools over the last 2 years being either closed or partially closed to pupils with the pandemic it has negatively affected pupils social, emotional and mental health. Pupils have not had the opportunities to meet with friends in safe, secure environments or participate in wider social communities enhancing their social skills. Referrals for support have increase over the periods of closure/partial closure leading to 18 pupils requiring additional support either 1:1 or in small groups and the creation of an additional cognitive and learning class (supported with additional funding from the LA for 10 pupils) for those children with the most complex needs to assist their learning.
4	Cultural capital – lack of opportunity over and above the national curriculum Children have been unable to access wider community projects which has challenged them both physically and mentally. This has been evidenced in health data - rising obesity levels in children and lack of enrichment in their lives i.e. music

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. Priority for 2022-2023 to improve writing	KS2 results and teacher assessments showing an increase in attainment amongst all pupils but primarily disadvantaged/vulnerable pupils. This will be evidence by the pupils engagement in lessons, intervention strategies, book scrutiny's and moderation

To increase and sustain improvement in attendance of all pupils in our school but particularly the disadvantaged and vulnerable pupils	Sustained improvement in absence rates from 2024/2025 Evidence by • Correlation to national data and previous school data of overall absence data of all pupils • Attendance gap of disadvantaged and non-disadvantaged peers reduced • Percentage of all pupils persistently absence reduced and figure of disadvantaged pupils persistently absence reduced
Sustained improvement in wellbeing of pupils in school through ability to control/understand triggers leading to social, emotional or mental health episodes	Sustained improvement from 2024-2025 demonstrated by • Reduction in absence levels • Reduction in exclusions • Increase in participation of enrichment activities especially by those disadvantaged/vulnerable pupils • Improved Thrive scores • Data from pupils and parent surveys and teacher observations
To give children experiences beyond national curriculum	Demonstrated by the enrichment of school life. Evidenced by • Increased visitor engagement in school life to promote outward thinking • Increased outside engagement in the wider community activities • Participation in community sports schemes outside school time

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: £8700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of accredited scheme to improve writing	A programme designed to run alongside existing English lessons. Designed predominately for pupils working just below expectation or those fallen behind due to the Covid disruptions. For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1
Oracy Project	The National Curriculum places emphasis upon the importance of the spoken word and regards 'Fluency in the English language is an essential foundation for success in all subjects.' The Oracy Project will support teachers to ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. The Alumnis Oracy Framework is focused on the deliberate, explicit and systematic teaching of Oracy across the curriculum. Similar to the practice of 'talk for writing' the Framework seeks to make firm links between speaking, listening, reading and writing. It has an emphasis on subject specialist language and cultural capital to set them up for both academic and social success https://vnetcic.com/projects-2022-23/oracy-project/success.	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of Teaching and curriculum through funding subject leader release time to access networks to enhance skills and to share best practise with colleagues	Good quality teaching requires subject leaders to be current with any changes to the curriculum. This can be attained by networking with colleagues and sharing best practises 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

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

Budgeted cost: £ 67823

Activity	Evidence that supports this approach	Challenge number(s) addressed
Blended approach of tuition, mentoring and school led tutoring for all pupils who education has been impacted by the pandemic.	Regular rigorous tuition targeted at specific need and knowledge gaps can be effective to support those who have fallen back or are in danger of low attainment. Can be delivered either 1:1 or in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Cogitive and Learning Class	Creation of class for pupils that need further support to achieve good level of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4
Reading interventions	Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties in important in identifying possible solutions, particularly for older, struggling readers. Many pupils need to be taught explicitly and consistently. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2
SRB placement	Specialist resource bases (SRBs/bases) provide children and young people with the extra support they need within a mainstream school. All children attending all types of	1,2

Activity	Evidence that supports this approach	Challenge number(s) addressed
	bases will have individual learning plans. Children are supported in a specialist class and may attend mainstream classes in varying amounts of time, alongside whole school activities where appropriate. https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/schools/specialist-resource-bases-srbs	
Alternative provision	The definition of alternative provision is as follows: education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942014/alternative_provision_statutory_guidance_accessible.pdf	1,2,3,4
Support of existing programme of speech and language to improve listening, narrative and vocabulary for disadvantaged pupils and English as a Second Language pupils who have low spoken language skills	Pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,3,4

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

Budgeted cost: £ 42820

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH therapies – Lego Therapy Drawing and Talking Thrive	The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage though universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.	2, 3

Anger management Young carers	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Children more able to manage their emotions and able to regulate themselves. Thrive assessments increasing. Children feeling more confident in the school environment.	
Music sessions for pupil premium to give them opportunity to engage in activity that they may not have access to otherwise	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2,3,4
Extended School – breakfast club	Breakfast clubs can be an important way of supporting a whole school focus on healthy lifestyles. Breakfast clubs allow children to have a healthy breakfast in a safe and secure environment before school and can be particularly essential for families who do not have the resources or the time to provide breakfast for their children. They are able to offer children a social environment to have breakfast with their peers. The food provided in breakfast clubs is still expected to follow the healthy food policies which schools follow throughout the day. https://www.foodafactoflife.org.uk/whole-school/whole-school-approach/breakfast-clubs/	2,3
Behaviour management and anti-bullying approaches to develop school ethos and improve behaviour across the school	When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school. Both targeted and universal interventions can have a positive effects https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2,3
Enhanced curriculum to give pupils an opportunity to participate in activities or experiences than may be unavailable to them	Aspiration interventions tend to fall into three broad categories: • interventions that focus on parents and families; • interventions that focus on teaching practice; and • out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.	1,2,3,4

	The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	
Follow principles of good practise set out in DFE Improving School Attendance. This may involve training and release time for staff to develop and implement these procedures. Appoint attendance and support offices to improve attendance	Guidance has been drawn by DFE working with schools who have actively followed this advice and been successful in reducing the levels of absence and persistent absence.	2
Contingency Fund for issues that arise and require quick actions to be taken to mitigate	Whatever we plan for there will always be an instance/action which will not be catered for under any of the above activities	ALL

Total budgeted cost: £ 119343

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)