

# 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	305
Proportion (%) of pupil premium eligible pupils	35.7% (109)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Trustees
Pupil premium lead	Helen Kemp
Governor / Trustee lead	Miriam Elston

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,820
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	£158,820

# Part A: Pupil premium strategy plan

## Statement of intent

Watton Junior School has the vision of offering all pupils a Safe, Meaningful, Inclusive Learning Environment. We have a large team of staff who share in our aim to help all children achieve their full potential. We always put the children at the heart of everything we do.

Watton Junior School is a large 3 form entry junior school, is a rural market town in mid Norfolk. Employment in Watton is predominately low-income factory or farm work. Approximately 42% of the pupils in Watton Junior School have English as a Second Language, while 36% 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 to support those children who may be disadvantaged including some 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'; especially children who are just above the threshold to receive Pupil Premium funding.

Watton Junior School uses a tiered approach to Pupil Premium spending which aligns with the EEF's evidence informed approach:

- to develop high-quality teaching
- provide targeted academic support
- tackle non-academic barriers to academic success

Our ultimate objective is to close the gaps between disadvantaged pupils and their peers. Our strategy is key to ensuring that all children affected by the pandemic or other social factors are given targeted support to reduce and ultimately close that gap. We do not believe that our strategy should be a 'one size fits all approach' but one that will take into account the individual's needs and the challenges that they face, and we will rigorously assess the strategy 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 pursuing 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	<p><b>Underachievement in English and Maths</b></p> <p>Key Stage 2 SATs data shows that only 13% of our disadvantaged pupils achieved the expected standard across reading, writing and Maths last year. The largest discrepancy from National results was in writing. Reading and Maths SATs data were much higher than writing but still below National figures.</p> <p>The data of the Year 3 children joining us is low with only 14% being at the expected level in reading, writing and Maths at the end of Year 2. Only one disadvantaged child (3.7%) met the National expectations in all 3 subjects at the end of Key Stage 1. A similar picture on intake is seen with the phonics screening check. 48% of the disadvantaged children in our Year 3 cohort have not passed their phonics assessments and will require support and intervention, this compares to 25% of our non-disadvantaged children.</p> <p>Formal summative assessments (SATs and PIXL) and teacher assessments show that gaps and weaknesses in fundamental skills are having a significant impact on the children's ability to build on these skills as they progress throughout the school.</p> <p>Data over the past 3 years is showing the gap in writing is increasing from National and this is a key priority for the school</p>
2	<p><b>Issues relating to attendance</b></p> <p>Our attendance data for 2023/24 shows that overall attendance has been on a rising trend and is now close to the National primary figures. However, the attendance of disadvantaged pupils remains lower than for non-disadvantaged pupils. The gap last year was 1.4%.</p> <p>21.2% of our pupil premium children were persistently absent last year. This is a difference of 8.1% in comparison to non-disadvantaged pupils, of which 13% were persistently absent.</p> <p>Levels of absence are particularly concerning with our disadvantaged Young Carer cohort, where their attendance is only 82.8% and 21% of these children are considered persistently absent.</p> <p>Such high levels of absence will have significant impact on the children's ability and readiness to learn. Our School Attendance Officer is proactive in working with families to overcome the barriers to attendance.</p>

3	<p><b>Supporting SEMH needs</b></p> <p>Intervention data shows that children at our school are still suffering the effects of the COVID pandemic, particularly in their social, emotional and mental health. Pupils did not have the opportunities to meet with friends in safe, secure environments or participate in wider social communities enhancing their social skills. Key therapies focusing on social, emotional and mental health skills are being utilised more now than before and this is especially evident in the numbers of disadvantaged pupils requiring these interventions. 17.7% of our Pupil premium children needed THRIVE therapies last academic year (only 6% of non-disadvantaged pupils required this therapy); further to this, 9.7% of pupil premium children were supported with bespoke Forest school sessions to support their SEMH needs (4.3% of the rest of the cohort needed this support).</p>
4	<p><b>Cultural Capital</b></p> <p>Lack of opportunity over and above the national curriculum means that our 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. This also links closely to the supporting of SEMH needs as discussed in challenge 3.</p>

## 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. With a particular focus on improving writing outcomes in the academic year 24-25.	<p>KS2 results and teacher assessments showing an increase in attainment amongst all pupils with results much closer to National figures. In addition, a narrowing of the gap between disadvantaged and non-disadvantaged pupils.</p> <p>Year 3, 4 and 5 internal data will show an increase in attainment and narrowing of the gap.</p> <p>Year 3 to 5 improvements will be evidenced by the pupil's engagement in lessons, intervention records, internal book scrutiny data, moderation and formalised assessment data.</p>

<p>To increase and sustain improvement in attendance of all pupils in our school but particularly the disadvantaged and vulnerable pupils.</p>	<p>Sustained improvement in absence rates by 2027/2028</p> <p>Evidenced by</p> <ul style="list-style-type: none"> <li>• Attendance rates will improve to correlate to national data for all pupils.</li> <li>• Reduction in persistent absence and severe absence for all pupils.</li> <li>• Gap between disadvantaged and non-disadvantaged peers' attendance rates reduced.</li> <li>• The disadvantaged Young Carer cohort will have higher rates of attendance.</li> </ul>
<p>For a sustained improvement in the wellbeing of the pupils in school, through our ability to identify and mitigate triggers leading to social, emotional or mental health episodes within our disadvantaged pupils.</p>	<p>Sustained improvement by 2027-2028 demonstrated by</p> <ul style="list-style-type: none"> <li>• Reduction in levels of absence to be in line with National primary figures.</li> <li>• Reduction in exclusions</li> <li>• Reduction in serious behavioural incidents</li> <li>• Increased participation in enrichment activities especially by those disadvantaged/vulnerable pupils</li> <li>• Improved Thrive scores</li> <li>• Data from pupils and parent surveys and teacher observations</li> </ul>
<p>To give children experiences beyond national curriculum</p>	<p>Demonstrated by the enrichment of school life. Evidenced by</p> <ul style="list-style-type: none"> <li>• Increased visitor engagement in school life to promote outward thinking</li> <li>• Increased outside engagement in the wider community activities</li> <li>• Participation in community sports schemes outside school time</li> </ul>

## 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: £21,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff receive and participate in high quality CPD	<p>In order to support the further development of high-quality teaching and learning a comprehensive CPD programme for all staff will be developed. This will follow an evidence-led approach to specifically target classroom pedagogy based on the teaching walkthru publications.</p> <p>In addition, the school will be part of the VNET training. This links not only to classroom pedagogy but also subject leadership and subject specific training.</p> <p>All CPD will be linked to improving pupil outcomes both academically and addressing SEMH needs.</p> <p>The Education Policy Institute state that 'High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers.'</p>	1,3
VNET membership Curriculum Leader Networks and Associations	<p>Extensive research has shown that improved quality of teaching is most effective in supporting all children but will disproportionately benefit those with less support or access to educational resources at home.</p> <p>Membership of VNET offers subject leaders and our wider teaching staff the opportunity to attend CPD courses, subject networks and share best practice with other schools and practitioners. Attendance at these events is aimed at further developing high-quality teaching across the school.</p>	1,3

<p>Enhancement of Teaching and curriculum through funding subject leader release time</p>	<p>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</p> <p>Upskilling staff following Ofsted report 2019</p> <p>“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”</p> <p>“Subject leaders do not have a clear understanding of the quality of teaching or the progress of pupils in their curriculum areas”</p> <p>Through additional release time for subject leaders they will be able to regularly monitor the classroom delivery of their subjects. This will be through learning walks, book scrutiny and pupil voice activities.</p> <p>In addition, subject leaders will be able to better support non-specialist teaching in their subjects to support more consistent curriculum delivery.</p>	<p>1</p>
<p>Purchase of accredited scheme to improve writing</p>	<p>Improving pupil writing is a key priority for the school. We will purchase a new writing scheme to further enhance the delivery of the English curriculum and raise standards.</p> <p>The programme is designed to replace our current English scheme; this scheme has linked assessment.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	<p>1</p>

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

Budgeted cost: £60,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions	<p>Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older, struggling readers. Many pupils need to be taught explicitly and consistently.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1
Interventions with a reading, writing, maths focus.	Key interventions being put into place to support the gaps in learning for those children who require it. Use of PIXL to highlight where these gaps are. Training for staff delivering these interventions to ensure they are high quality and provide impact.	1,2,3
Intervention lead in place to oversee and monitor effectiveness of interventions.	An experienced HLTA is being deployed to focus on interventions and has release time each week to monitor the effectiveness of this. She is also ensuring an overview of what interventions children are having.	1,3,4
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	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,2,3,4

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

Budgeted cost: £76,718

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH therapies – Lego Therapy Drawing and Talking Thrive Anger management Young carers	<p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Children more able to manage their emotions and able to regulate themselves.</p> <p>Thrive assessments increasing.</p> <p>Children feeling more confident in the school environment.</p>	2, 3
Music sessions for pupil premium to give them opportunity to engage in activity that they may not have access to otherwise	<p>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 through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2,3,4
Subsidy for School trips	Ensure all children are able to go on trips without concerns about financial burden. Money set aside to allow families to pay less or not at all if necessary.	
Extended School – breakfast club	<p>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.</p> <p><a href="https://www.foodafactoflife.org.uk/whole-school/whole-school-approach/breakfast-clubs/">https://www.foodafactoflife.org.uk/whole-school/whole-school-approach/breakfast-clubs/</a></p>	2,3
Behaviour management	When adopting behaviour interventions – whether targeted or universal – it is important to consider providing	2,3

and anti-bullying approaches to develop school ethos and improve behaviour across the school	<p>professional development to staff to ensure high quality delivery and consistency across the school.</p> <p>Both targeted and universal interventions can have a positive effect</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	
Enhanced curriculum to give pupils an opportunity to participate in activities or experiences than may be unavailable to them	<p>Aspiration interventions tend to fall into three broad categories:</p> <ul style="list-style-type: none"> <li>• interventions that focus on parents and families;</li> <li>• interventions that focus on teaching practice; and</li> <li>• out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.</li> </ul> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	1,2,3,4
<p>Follow principles of good practise set out in DFE Improving School Attendance.</p> <p>This may involve training and release time for staff to develop and implement these procedures.</p>	<p>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.</p>	2
Contingency Fund for issues that arise and require quick actions to be taken to mitigate	<p>Whatever we plan for there will always be an instance/action which will not be catered for under any of the above activities</p>	ALL

**Total budgeted cost: £158,820**

## 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 to 2024 academic year.

Data for Y6 is showing that the percentage of PP and non-PP children achieving expected in Reading, Maths and Writing is comparable. While the percentages for both groups now need to be improved in line with national, we are successfully closing the gaps between our PP cohort and our non-PP cohort. This has been supported through PIXL assessments, which supported staff to identify target children and what would be the most beneficial objectives to focus on.

	PP cohort	Non-PP cohort	Whole cohort
Reading (SAT)	10 - 43.5%	19 - 47.5%	29 - 46%
GPS (SAT)	5 - 21.7%	18 - 45%	23 - 36.5%
Writing (TA)	4 - 17.4%	7 - 17.5%	11 - 17.4%
Maths (SAT)	7 - 30.4%	19 - 47.5%	26 - 41.3%
Combined	3 - 13%	6 - 15%	9 - 14%

Our attendance data shows that our PP children's attendance has improved since the 22-23 academic year, 92.9% in 23-24 and 91.9% in 22-23; however, there is a 1.2% difference (a slight decrease from previous years) between PP children and non-PP children, with increased unauthorised absence for PP children.

The range of SEMH therapies implemented have enabled our pupils to have these needs met, which is supporting them in being in the classroom more and getting more out of lessons. Following THRIVE interventions, children are able to understand their emotions more and articulate their needs, which they can apply to their mainstream class. Furthermore, Forest Schools is supporting some disengaged learners becoming reengaged and enthusiastic about learning, which again feeds into their ability to cope and learn in the mainstream environment.

Speech and language interventions have supported children to develop their range of vocabulary, and verbal instructions, which means the children can learn more in their daily lessons as they are able to understand more of their lessons.

## 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
White Rose Maths	Maths Hub
White Rose Science	
Ready Steady Write, Read, Spell	Literacy Counts

## 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)**