

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	Ocklynge Junior School
Number of pupils in school	799
Proportion (%) of pupil premium eligible pupils	28% 222/799
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2021/2022 to 2024/2025)
Date this statement was published	January 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Paul Reilly Headteacher
Pupil premium lead	Jo Hatt Assistant Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,920.00
Recovery premium funding allocation this academic year	£28,710.00
National Tutoring Programme	£32,886.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£52,922.00
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	£391,438.00

Part A: Pupil premium strategy plan

Statement of intent

- To provide a broad, enriched curriculum which includes all the elements of the National Curriculum for disadvantaged children.
- To improve the quality of Teaching, Learning and Assessment for disadvantaged children across the school, in turn, improving outcomes.
- To develop whole school approaches to Behaviour, Values, Attendance & Punctuality and SEMH that positively impacts on PP learning.

School Aims/Vision

Children at Ocklynge Junior School experience a broad, enriched curriculum which includes all the elements of the National Curriculum.

When children leave Ocklynge, we want them to:

- Confidently, make decisions while respecting the viewpoints of others.
- Have high aspirations and the confidence to try for themselves.
- Know that they can learn from their mistakes.
- Know how to be physically and emotionally healthy.
- Be kind and inclusive; showing compassion for themselves, others in the community and in the wider world.
- Have an extensive, vocabulary allowing them to communicate effectively.
- Be fluent, enthusiastic and discerning readers.
- Have a firm grasp of spelling and grammar enabling them to write for a wide range of audiences and purposes.
- Be confident mathematicians, who are able to apply their understanding to solve new problems.
- Apply their curiosity to find out about their physical world.
- Apply their creativity to express themselves.
- Be able to extend their learning by identifying links to previous learning.
- Have cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Engagement of hard-to-reach disadvantaged families. Observations and discussions with pupils, parents and Parent Liaison Officer indicate disengagement from some disadvantaged families, which can negatively impact on children's attitude and commitment to learning at home and in school.
2	Engagement in home-learning (including resources)

	Generally, the number of disadvantaged children not completing homework each week is higher than non-disadvantaged children.
3	Attendance. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged children.
4	Readiness to learn (SEMH) Our assessments, observations and discussions with pupils indicate that the well-being of many of our disadvantaged children is lower than that of non-disadvantaged children, showing significant gaps in SEMH skills, therefore progress and attainment.
5	Impact of COVID on academia – disadvantaged children compared to non-disadvantaged children Our assessments, observations and discussions with pupils indicate that the of COVID (and school closures) have impacted both progress and attainment of disadvantaged children compared to non-disadvantaged children across reading, writing and maths.
6	Staff CPD – time and resources. Our discussions with staff indicate that ongoing CPD is needed linked to disadvantaged children to improve their progress and attainment and diminish the difference to that of non-disadvantaged children.
7	Vocabulary gap. Our assessments, observations and discussions with pupils show underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. This negatively impacts their development as readers.
8	Prior attainment coming into Y3 (inheriting gaps) Our assessments and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children as well as greater difficulties with phonics when they join our school in Y3, compared to that of non-disadvantaged children.

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.

Challenge number	Intended outcome	Success criteria
1	Improved engagement with hard-to-reach, disadvantaged families – 80% of families are engaged with the school. Sustained high engagement levels by 2024/2025.	<ul style="list-style-type: none"> - Email group set up and utilised to support disadvantaged families. - Regular workshops/coffee mornings for disadvantaged families to feel supported and network. - Parent voice/survey shows a significant increase in engagement.

2	Improved engagement in home learning – 90% of disadvantaged children are engaged in homework. Sustained high engagement levels by 2024/2025.	<ul style="list-style-type: none"> - Homework club attended by those disadvantaged children who struggle to complete home learning.
3	Improved attendance to 94% (compared to 96.5% non-disadvantaged) Sustained high attendance by 2024/2025.	<ul style="list-style-type: none"> - Funded after school clubs. 70% of disadvantaged children are accessing a club.
4	Improved engagement (SEMH) to develop readiness to learn (evident in quality of teaching, attendance and outcomes). Sustained high levels of wellbeing by 2024/2025.	<ul style="list-style-type: none"> - Pupil voice each term which shows impact. (Evident in pupil voice scores). - Implement the new behaviour policy: measure the impact each term. - Reduction in behaviour incidents by 5% for disadvantaged children.
5	Progress difference in R/W/M/combined diminished by 5%. R/W/M/combined attainment is in line with PP national 2023. KS2 outcomes in 2024/2025 show that 70% of disadvantaged pupils met the expected standard.	<ul style="list-style-type: none"> - PPMs after each data drop identify focus disadvantaged children based on slow progress/low attainment. - Regular monitoring and book looks, focussed on disadvantaged children. Strengths identified and targets set for teachers. - Use of PIXL data/gap analysis to identify areas to focus on.
6	Improved T&L/CPD (100% judged as good). Sustained high levels of outstanding teaching and learning by 2024/2025.	<ul style="list-style-type: none"> - Regular monitoring and book looks. Strengths identified and targets set for teachers. QFIT documents triangulate with monitoring and feedback. - Appraisals and KIT meetings monitor performance and set targets. - Teachers consistently implement the pedagogical framework.
7	Progress difference in R diminished by 5%. RWI data of disadvantaged children is in line with non-disadvantaged children. R attainment is in line with PP national 2023.	<ul style="list-style-type: none"> - PPMs after each data drop identify focus disadvantaged children based on slow progress/low attainment in reading.

	<p>KS2 outcomes in reading in 2024/2025 show that 70% of disadvantaged pupils met the expected standard.</p>	<ul style="list-style-type: none"> - Regular monitoring and book looks, focussed on disadvantaged children and reading. Strengths identified and targets set for teachers. - Well-trained staff who teach phonics and that books match the sounds they learn.
8	<p>Baseline assessments in Y3 show progress difference diminished by 5% in R/W/M/combined.</p> <p>Baseline assessments in Y3 show attainment is in line with PP national 2023.</p> <p>KS2 outcomes in 2024/2025 show that 70% of disadvantaged pupils met the expected standard.</p>	<ul style="list-style-type: none"> - PIXL assessments in Y3 three times across the year. - Use of PIXL data/gap analysis to identify areas to focus on. - Staff voice/survey shows increased confidence of CPD PP strategies to support T&L. - PPMs after each data drop identify focus disadvantaged children based on slow progress/low attainment. - Regular monitoring and book looks, focussed on disadvantaged children. Strengths identified and targets set for teachers.

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: £246,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve T&L through CPD – weekly CPD for teachers and LSAs through staff meetings, training courses and subject release time; weekly monitoring with QFIT updates; termly appraisals/KIT and weekly year team planning meetings.</p>	<p>BESA (British Educational Suppliers Association) shows a list of benefits of CPD on teaching and learning. https://www.besa.org.uk/insights/importance-continued-professional-development-teachers/</p> <p>Teacher Development Trust shows an effect size of 0.8 (the largest within the research summary) coinciding with the Sutton Trust, whose research shows that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year's extra progress for most students. https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</p> <p>Staff survey: 88% agree or strongly agree that the school supports their professional development.</p>	<p>5,6,7,8</p>
<p>Recruitment – ECT, FS lead, Music lead, TA2 to TA3 opportunities</p>	<p>DFE Recruitment and Retention strategy sets out four priorities, which we follow to support teachers staying in the job and thriving, including supporting ECTs and offering ITT. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf</p>	<p>5,6,7,8</p>
<p>Retention – TLRs, subject leads, UPS</p>	<p>DFE Recruitment and Retention strategy sets out four priorities, which we follow to support teachers staying in the job and thriving, including offering TLRs for subject leads and providing subject release time.</p>	<p>5,6,7,8</p>

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily pre-planned interventions – Doodle, small groups, RWI, Read Theory, tutoring.</p> <p>PPMs after each data drop allow teachers and SLT to identify gaps and focus children for lessons and interventions.</p>	<p>EEF reading comprehension strategies/phonics show a low cost with high levels of evidence supporting a high level of impact (+5/6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>CLPE reading into writing.</p> <p>https://clpe.org.uk/books/power-of-reading/about</p> <p>Lexia benefits</p> <p>https://www.lexialearning.com/why-lexia/our-approach/evidence-for-essa</p> <p>RWI benefits</p> <p>https://www.ruthmiskin.com/media/filer_public/f1/ce/f1ce7d29-e4bd-41fe-8af2-7a31e5912bc8/RWI_new_curriculum_grid.pdf</p> <p>Our RWI data from 2022-2023 shows progress in every coloured group across Term 1 and 2.</p>	2, 5, 7, 8
<p>Daily reactive interventions – 1:1, small groups.</p> <p>PPMs after each data drop allow teachers and SLT to identify gaps and focus children for lessons and interventions.</p>	<p>EEF 1:1 tuition shows moderate cost and evidence yet supports high impact (+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>EEF small group intervention shows low cost yet moderate evidence to support moderate impact (+4 months)</p>	2, 5, 7, 8

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
Daily catch up interventions – SEMH - Forest School, nurture, THRIVE, animals, counselling. SEMH intervention sheets and pupil voice are completed and reviewed each half term with entry and exit data. PPMs after each data drop allow teachers and SLT to identify gaps and focus children for lessons and interventions.	EEF social and emotional learning shows a low cost based on low evidence, yet supports moderate impact (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF meta-cognition and self-regulation shows a low cost but high levels of evidence supporting high levels of impact (+7 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4, 5,
Regular catch up interventions – academic – laptops for classrooms/home support.	EEF homework shows low cost and evidence but supports high impact (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Pupil voice within our school shows that laptops (both in class and at home) support home access/learning.	1, 2, 5, 7, 8

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

Budgeted cost: £68,438

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance - 2 x minibus, weekly and termly attendance awards, weekly attendance meetings, soft starts for those who need it, reduced timetable for PA, offer after school clubs (one funded per week)	DFE key findings show a link between absence and attainment at key stage 2: the higher the level of absences, the lower the attainment. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf	1, 3, 4, 5, 7
Pastoral support - Parent Liaison Officer.	EEF parental engagement shows low cost but high evidence shows it supports moderate impact (+4 months).	1, 2,

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit John Hattie's research shows the importance of parental engagement.	
Behaviour -new behaviour policy, Behaviour mentors, reflection time, CPD for all staff.	EEF behaviour interventions show low cost and evidence, however support moderate impact (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3, 4

Total budgeted cost: £391,438

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 September 2022 to December 2022.

Summary – Jan 2023

Reading – Reading has been a huge focus this term. All teachers now listen to their priority readers (7 from each class) every day, with the aim to improve fluency and comprehension. Reading PIXL assessments are now taking place each term, across each year group, allowing staff to identify gaps and monitor progress more closely and quickly. Y6 data shows that 47% of disadvantaged children, in October 2022, were on track to reach EXS+ by the end of the year, compared to 66% for non-disadvantaged children. By January 2023, this gap has dramatically closed, with 72% of disadvantaged children on track to reach EXS+ by the end of the year, compared to 73% of non-disadvantaged children. This is good progress. Y3-Y5 data is currently being analysed.

In addition, RWI is taking place daily across the school. Both teachers and LSAs have had training on this and now have specific RWI books, linked to their RWI group to be able to transfer reading skills and sounds. Data shows good progress for disadvantaged children. Out of the 36 disadvantaged children on the programme, all have moved up at least one group, except 7 disadvantaged children (81% have moved up a group). The 7 remaining (19%) have made progress but need further intervention.

All children use the library once a week: the librarian and PP champion are currently setting up a PP story time group once a week also, to expose children to vocabulary. Y6 children have recently (Jan 2023) started a programme called 'Read Theory' with the aim to develop comprehension.

Moving forwards, reading remains a focus. The aim is to implement RWI in the afternoons too, to increase impact. Also, in the event of staff absences, RWI will still go ahead, utilising Y5 and Y6 LSAs; this will ensure daily interventions still occur.

Writing – Writing remains a focus this term. The curriculum has been revamped, ensuring writing is progressive, with opportunities to transfer skills across the curriculum. A whole school writing moderation session took place before Christmas, using the PIXL writing frameworks for each year group to assess learning, identify gaps and plan next steps. Data is currently being analysed.

A GDS writing group is in place for specific Y5 and Y6 children, with the aim to develop autonomy, fluency and flair for writing.

Moving forwards, further whole school moderations are booked for February and June, alongside standardisation sessions as part of CPD.

SPAG sessions are embedded within the writing lessons. SPAG PIXL assessments are now taking place each term, across each year group, allowing staff to identify gaps and monitor progress more closely and quickly.

Maths – Maths has been good over the few last years. Daily maths lessons are still in place, with starters in place which cause children to recall previous knowledge before moving on. OWL challenges are in place to extend and deepen the children’s learning: these now need to be in place for all children, regardless of ability, as we move forward. Maths PIXL assessments are now taking place each term, across each year group, allowing staff to identify gaps and monitor progress more closely and quickly. Y6 data shows that 30% of disadvantaged children, in October 2022, were on track to reach EXS+ by the end of the year, compared to 44% for non-disadvantaged children. By January 2023, this gap has closed, with 49% of disadvantaged children on track to reach EXS+ by the end of the year, compared to 59% of non-disadvantaged children. This is steady progress, but will need to be monitored moving forward. Y3-Y5 data is currently being analysed.

Doodle maths is being used as an interventions tool to assess learning and identify gaps. It is also used for homework to extend/consolidate at home too. In addition, maths tutoring is taking place within school by the maths lead (targeting Y3 and Y6 pupils) alongside lunchtime homework club.

Moving forwards, a GDS maths group is being set up for specific year 6 pupils, to deepen their knowledge further.

SEMH – SEMH enrichment activities are still in place. This includes Forest School, counselling, THRIVE and nurture. Impact of these interventions are being measured through pupil voice.

The impact of COVID and the cost of living crisis is impacting on cultural capital activities. The school is finding that the take up of things such as themed days and trips so have had to be more creative in terms of costs. These including using some of the PP budget as well as fundraising activities.

Moving forward, the school has applied for funding for a sensory garden as a further opportunity to develop SEMH skills. Also, fundraising is being used to support enrichment activities.

Attendance – strategies, such as the minibus, funded after school clubs and attendance awards, are still in place to maintain attendance levels. Currently, data shows attendance figures for disadvantaged children is lower than that of non-disadvantaged children (91.86% compared to 94.81%)

Moving forward, the attendance team will continue to meet and put strategies in place to best support specific children.

Teaching – teaching and learning has been a huge focus, to ensure all teachers are of (at least) a good standard. A new teaching and learning pedagogical approach has been brought in, which provides children with opportunities to have thinking time, share ideas with a partner and hand gestures to support learners (as visual support). The curriculum is being revamped, with a knowledge-based, enquiry focus. This aims to develop children’s curiosity and enquiry skills. Monitoring is more regular and focussed, with staff receiving feedback and next steps.

Moving forward, the subject leads are working alongside Gemma Edgcombe to continue to develop the curriculum. A new SDP is also being written, with a focus on leadership and management, curriculum and teaching and learning.

Externally provided programmes

Programme	Provider
Curriculum development	Teach First (Gemma Edgcombe)

Further information (optional)

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