

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	801
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2021/2022 to 2025/2025)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jon Reynard Headteacher
Pupil premium lead	Jo Hatt Assistant Headteacher
Governor / Trustee lead	Anne Wardle Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,720
Recovery premium funding allocation this academic year	£26,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£48,363
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	£318,183

Part A: Pupil premium strategy plan

Statement of intent

- To secure a recovery curriculum that is inclusive, creative, broad and balanced for disadvantaged children.
- To improve the quality of Teaching, Learning and Assessment for disadvantaged children across the school.
- To develop whole school approaches to Behaviour, Values, Attendance & Punctuality and SEMH that positively impacts on PP learning.
- To improve outcomes for all disadvantaged pupils in all subjects and in all year groups.
- To further develop and embed distributed leadership across the school, to impact disadvantaged children.
- To develop a whole staff wellbeing strategy that supports professionals in delivering their designated role, linked to PP.

School Aims/Vision

At Ocklynge Junior School, we believe our purpose is to provide the children in our school with a powerful education, to develop ambitious pupils who have the confidence to succeed academically, be a force for good in their community and to go on to live fulfilled and meaningful lives. Our curriculum is the cornerstone of a powerful education.

Our aims are to:

- Develop respectful, resilient, reflective and responsible children
- Help the children towards the realisation of their full potential.
- Help the children to develop enquiring minds and the ability to listen, concentrate and apply themselves to tasks.
- Develop children's self-reliance, confidence, and the ability to work both independently and co-operatively.
- Appreciate and value each child's contribution and celebrate their achievements.
- Instil respect and understanding for religious and moral values and tolerance of races, religions and ways of life.
- Help the children learn courtesy, good manners, and consideration for others.

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) Observations and discussions with pupils, parents and Parent Liaison Officer indicate disengagement from some hard-to-reach families, which can negatively impact upon children's attitude and commitment to learning at home

	and in school. 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 have been impacted by partial school closures to a greater extent than that of non-disadvantaged children. This has resulted in 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 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"> - Regular check-ins with the Parent Liaison Officer and Heads of Year with hard-to reach disadvantaged families (identified in T1) - Email group set up and utilised to support disadvantaged families.

		<ul style="list-style-type: none"> - Regular workshops/coffee mornings for disadvantaged families to feel supported and network. - Food bank vouchers/uniform/clubs funded to support hard-to reach families. - Parent voice/survey shows a significant increase in engagement.
2	<p>Improved engagement in home learning – 90% of disadvantaged children are engaged in homework.</p> <p>Sustained high engagement levels by 2024/2025.</p>	<ul style="list-style-type: none"> - Laptops provided for disadvantaged families who require support with home learning. - Lunchtime PP club attended by those disadvantaged children who struggle to complete home learning. - Regular check-ins with the Parent Liaison Officer, Heads of Year and class teachers with hard-to reach disadvantaged families to support with homework. - Adapted tasks for SEND/ disadvantaged children where appropriate.
3	<p>Improved attendance to 94.11% (+1% on from 2020-2021)</p> <p>Sustained high attendance by 2024/2025.</p>	<ul style="list-style-type: none"> -Weekly attendance meetings with EWO with actions for low PP attendees. -Weekly attendance award for the highest class (medal and 5 dojos/10 dojos if 100%) -Termly attendance certificates, wristband and a £10 voucher (for 100%, over 96% and improved) <ul style="list-style-type: none"> - Funded after school clubs. 70% of disadvantaged children are accessing a club. -Daily minibus pick-ups for persistent absentees. <ul style="list-style-type: none"> - Soft starts to encourage children to come into school e.g. animal visits, jobs for the teacher, laptops. - Reduced timetable for PA.

4	<p>Improved engagement (SEMH) to develop readiness to learn (evident in quality of teaching, attendance and outcomes). Sustained high levels of wellbeing by 2024/2025.</p>	<ul style="list-style-type: none"> - Termly SEMH interventions for selected disadvantaged children: reviewed each term to show impact. (Evident in quality of teaching, attendance and outcomes). - Pupil voice each term which shows impact. (Evident in pupil voice scores). - Reduction in behaviour incidents by 5% for disadvantaged children.
5	<p>Progress difference in R/W/M/combined diminished by 5%. R/W/M/combined attainment is in line with PP national 2022. KS2 outcomes in 2024/2025 show that 70% of disadvantaged pupils met the expected standard.</p>	<ul style="list-style-type: none"> - Termly interventions for selected disadvantaged children reviewed each term to show impact. (Evident in progress and attainment scores in R/W/M/combined). - Staff voice/survey shows increased confidence of CPD PP strategies to support T&L. - QFITS show an increase in percentage outstanding teachers (100% Good/20% outstanding) - 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.
6	<p>Improved T&L/CPD (100% judged as good/20% judged as outstanding). Sustained high levels of outstanding teaching and learning by 2024/2025.</p>	<ul style="list-style-type: none"> - Staff voice/survey shows increased confidence of CPD to support T&L. - 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.

7	<p>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 2022. KS2 outcomes in reading in 2024/2025 show that 70% of disadvantaged pupils met the expected standard.</p>	<ul style="list-style-type: none"> - Termly interventions for selected disadvantaged children reviewed each term to show impact. (Evident in progress and attainment scores in reading) - Staff voice/survey shows increased confidence of CPD to support reading. - PPMs after each data drop identify focus disadvantaged children based on slow progress/low attainment in reading. - Regular monitoring and book looks, focussed on disadvantaged children and reading. Strengths identified and targets set for teachers. - Reading into writing tasks planned in for each year group, utilising key texts for each learning adventure. (Evident in books, plans and learning walks) - New books purchased for the library and book corners. Free book funded for disadvantaged children at the book fayre. - Free book scheme offered to disadvantaged children.
8	<p>Baseline assessments in Y3 show progress difference diminished by 5% in R/W/M/combined. Baseline assessments in Y3 show attainment is in line with PP national 2022. KS2 outcomes in 2024/2025 show that 70% of disadvantaged pupils met the expected standard.</p>	<ul style="list-style-type: none"> - Termly interventions for selected Y3 disadvantaged children reviewed each term to show impact. (Evident in progress and attainment scores in R/W/M/combined). - Staff voice/survey shows increased confidence of CPD PP strategies to support T&L. - QFITS show an increase in percentage outstanding teachers (100% Good/20% outstanding)

		<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.
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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: £174,712

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, Computing lead, FS lead, Music lead,</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</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: £21,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily pre-planned interventions – Lexia, small groups, RWI, computer club, S&L.</p> <p>Intervention sheets 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.</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 2020-2021 shows 43% of disadvantaged started their Y3 year on RWI, reducing to 36% by the end of the year, despite COVID interruptions.</p>	2, 5, 7, 8
<p>Daily reactive interventions – 1:1, small groups.</p> <p>Intervention sheets 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</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

children for lessons and interventions.	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: £73, 808

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 - Therapeutic Thinking, 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: £261,388

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.

Summary – Dec 2020

Reading – across the school, PP children have made the most progress in reading, with 51% making expected progress so far. The difference isn't too vast between PP and non-PP (4%). Attainment is lower for both PP and non-PP, with a slightly larger difference (16%) between EXS and 4% between GDS. PP reading interventions start/continue in T3 to support this.

Writing – across the school, PP children have made less progress in writing than reading, however this is consistent with non-PP too: the difference in progress is 11%. Attainment is more concerning as there is a larger difference between EXS (20%) however only a 4% difference in GDS. PP writing interventions start/continue in T3 to support this. **Maths** – across the school, PP children have made less progress in maths than reading but the same progress compared to writing, however this is consistent with non-PP too: the difference in progress is only 9%. The attainment gap isn't as obvious as writing, with only a 9% difference between EXS and a 7% difference between GDS. PP maths interventions start/continue in T3 to support this. **Attendance** – attendance of PP children is high, with only a small difference to that of non-PP. Attendance strategies will continue as they are. **SEMH** – great progress is evident in terms of SEMH. Thrive profiles and SEMH data support this. Interventions will continue in T3 to support this. Parent engagement needs to be a focus for next term to help support at home too.

Teaching – CPD for PP starts in T3. Teaching standards have risen in both good and outstanding. Cultural capital needs to be planned in for next term due to COVID restrictions.

Summary – March 2021

Reading – no updated data due to COVID restrictions. Since returning, a fluency passage has been carried out for every child in every year group as an assessment tool. Support will be put in place for this in T5. RWI is ongoing – groups and impact are reviewed regularly. For WBW, every child was given a book (rather than token). Lessons still include 3 x VIPER sessions per week as well as a class reader (with a retrieval quiz) as well as DEAR/reading for pleasure. Library trollies have now been installed in each bubble; reading interventions have been set up, including daily readers and story time for PP children. The reading lead is creating key skills for end of year group assessments. **Writing** - no updated data due to COVID restrictions. Since returning, free writes have been used to help show progress. Writing interventions include LEXIA as well as writing legends in Y5/Y6. The writing lead is creating key skills for end of year group assessments. **Maths** - no updated data due to COVID restrictions. Since returning, 'Can you still?' tasks have been used to help show progress. As well as this, lesson plans go back through the years and cover any missed objectives. Maths specific interventions are taking place, including talk 4 number. The maths lead is creating key skills for end of year group assessments. A new programme (doodle maths) is being introduced in T5 to support with individual areas to develop. **Attendance** – attendance of PP children is high, with only a small difference to that of

non-PP. Attendance strategies will continue as they are. **SEMH** – since returning, there has been another huge focus on SEMH. This includes additional PSHE lessons as well as specific SEMH interventions, some solely for PP, including counselling, FS and nurture. There is currently no updated SEMH data due to COVID restrictions. **Teaching** – remote learning took place predominantly during lockdown. Live lessons were adopted, which had a greater impact on learning and level of engagement. Since returning, regular learning walks and book looks are taking place, and QFITs being updated. Cultural capital needs to be planned in for next term due to COVID restrictions.

Summary – July 2021

Pupil premium is still at the forefront of everyone's minds. Staff are being updated weekly on strategies to support PP through the weekly bulletin. HOYs and subject leads carry out regular learning walks alongside frequent book looks, always with an eye on PP. Our curriculum is inclusive and meets the needs of children with SEND. The impact of this is that attainment is increasing for all and gaps for disadvantaged children have reduced over the last 3 years. Reading is going to be a priority for next year, with a particular focus on vocabulary (staff received training on this on the last INSET day). The aim will be for PP children to read daily and be exposed to a variety of tier 2 words (through pre-teaching, high quality discussions with adults and peers and English interventions). The use of Lexia and RWI will support this; the English team are also revamping reading into writing so that reading is contextualised and linked to their current learning. A PP specific story time session will be encouraged in each year group as well as a PP-specific spelling and maths intervention (in the computer suite). There has been a focus on raising standards through high quality teaching and learning and planned intervention for all children including disadvantaged and SEND. As a result, there has been a matched improvement in the attainment of children eligible for pupil premium with gaps versus national attainment closing in the last 3 years as evidenced in the KS2 SATS outcomes. Gaps in attainment have diminished by 10 % in reading, 21% in writing, 25% in maths, 13% in SPAG and 12% in RWM. However, it is important to note that there is still a gap of 22% for combined RWM. The difference has increased at GDS by 2% in reading, 12% in writing, 5% in maths and 10% in RWM from 2018. In 2018, PP children performed better than non-PP children in RWM by 4%. The gap now is -6%.

There is still ongoing work to sustain the improvements and ensure that children eligible for pupil premium whose absence levels have improved are improving at the same rate as non PP children. This is evident with PP persistent absence which reduced by 5% whereas overall absence decreased by 0.2% from 2018 to 2019. Attendance strategies will continue: minibuss, EWO, certificates, funding of BC. Parent engagement will continue to be a focus for next year to help support at home too, particularly since transition has been cancelled. Once clubs recommence, these (1 per child) will be offered to PP children (funded). Cultural capital needs to be carefully planned in for the rest of the year to accommodate losses due to COVID restrictions. This will include funding school trips and visits. We are developing PP case studies to highlight the positive impact of the wide range of support and intervention strategies including support during the Covid 19 lockdown.

Externally provided programmes

Programme	Provider
East Sussex Primaries Pupil Premium training	Durrington Research Project (Research Schools Network)
The Pupil Premium Online Certificate	Uniqskills – Forum Training
Maths research group	NCTEM
Maths Subject Knowledge	Helen Hackett

Further information (optional)

- NPQSL: PP focus taking place this year.
- Mitigation to success: East Sussex taking place this year.
- Power of reading