

## Pupil Premium Strategy Statement Updated December 2023

The Government believe that the Pupil Premium, which is additional to main funding, is the best way to address the current underlying inequalities between children eligible for free school meals ( FSM, those who are Locked After Children LAC) and those who are from service or families and their peers by ensuring that funding to tackle disadvantaged reaches the pupils who need it most.

The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most. The DfE has agreed that it is schools to decide how the Pupil Premium Grant is spent. It is deemed that schools are best placed to assess what additional provision should be made for the individual pupils within a school.

At Palfrey Junior our key objective when using the Pupil Premium Grant is to continue to improve learning outcomes of disadvantaged pupils and narrow the gap between pupil groups.

Our Pupil Premium Funding continues to be used to provide a range of additional support for our pupils and this support has had a significant impact on children' attainment and access to a broad and balanced curriculum.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Palfrey Junior School
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	42% funding for 149 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	31.12.23
Date on which it will be reviewed	15 <sup>th</sup> July 2024
Statement authorised by	Mrs Angela Hill

Pupil premium lead	Mrs Emily Kinsey
Governor	Mrs Bernadette Reilly

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,795 April 23-March 24
Recovery premium funding allocation this academic year	£21,605
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	£242,549.01

## Part A: Pupil premium strategy plan

### Statement of intent

The School Development Plan for 2023/24 continues to identify that there are gaps in achievement between certain groups of pupils across school. It is therefore necessary to raise the attainment and achievement of these groups. Raising the attainment and achievement of Pupil Premium children in order to narrow the gap, to reach at least national expected standard is a school priority (2023-24). Through rigorous pupil tracking children who did not make good progress (from their starting points) in the last academic year will be targeted during the year through quality first teaching and early intervention in order for them to make good progress from their starting points.

#### ***What are your ultimate objectives for your disadvantaged pupils?***

- Continue to develop accelerated levels of progress for disadvantaged pupils so it is equal or better than non-disadvantaged pupils building on from their unique starting points
- Continue to develop accelerated levels of progress for disadvantaged pupils so it is equal or better than non-disadvantaged pupils
- Continue to develop accelerated levels of progress for disadvantaged pupils so it is equal or better than non-disadvantaged pupils
- All Year 3 disadvantaged pupils to be identified through baseline assessment of requiring a phonic intervention program

#### ***How does your current pupil premium strategy plan work towards achieving those objectives?***

- Disadvantaged profiles are used by class teachers to track the additional support PP children receive during the school day
- Termly assessments are used to track the progress PP children and termly Pupil Progress meetings
- Rapid daily intervention
- Reports to parents

#### ***What are the key principles of your strategy plans?***

- Increase the percentage of disadvantaged pupils achieving the Expected standard in Reading, Writing and Maths and to be in above the national average
- Continue to narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths
- Continue to improve the attendance and punctuality of disadvantaged pupils so that it continues to be in line with national or above
- Provide opportunities for disadvantaged pupils to attend lunchtime and after school clubs.

- Provide staff with relevant CPD especially in Monster Phonics and Shine Interventions.
- Engage with the wider community of how the school can support disadvantaged families

## Challenges

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

Challenge number	Detail of challenge
1	Ensure staff use PIRA/PUMA and Shine to identify whole class and small group teaching interventions and receive appropriate CPD.
2	Poverty-our multiple deprivation index places us in decile 2 out 10, making us amongst the most deprived 20% nationally. Family incomes are in decile 1, making our children economically amongst the poorest 10% nationally
3	Limited family engagement with learning due to parental educational skills or education not valued in the community.
4	Low aspirations and low expectations of certain families
5	Limited access to resources and technology at home

## 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
Increase the percentage of disadvantaged pupils achieving the Expected standard in Reading, Writing and Maths and to be in above the national average	Continue to develop accelerated levels of progress for disadvantaged pupils so it is equal or better than non-disadvantaged pupils building on from their unique starting points
Continue to narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths	To use test analysis to plan structured interventions in order for pupils narrow the attainment gap

<p>Ensure staff use PIRA/PUMA &amp; Shine to identify whole class and small group teaching interventions and receive appropriate CPD.</p>	<p>Termly Pupil Progress meetings          Shine to be used to identify whole class and smaller targeted interventions          The gap between disadvantaged and non-disadvantaged pupils will narrow</p>
<p>Provide additional phonics sessions (Monster Phonics) targeted at disadvantaged pupils who require further phonics support.</p>	<p>Pupils to have completed Phonics program</p>
<p>Continue to Provide opportunities for disadvantaged pupils to attend lunchtime and after school clubs (these will be a variety of Sporting activities or choir).</p>	<p>More Disadvantaged pupils will attend sport or choir clubs</p>

## 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: £202,751.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Termly pupil progress meetings</i>	<p>Ensure staff receive relevant support in identifying structured interventions using PIRA/PUMA and Shine as resource</p> <p>Provide staff with time to analyse data and work alongside teaching assistants to implement</p> <p><i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</i></p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1
<i>Provide the most vulnerable pupils with structured interventions including Bridging Units that develop children's vocabulary and speaking and listening skills. delivered by qualified teachers, HLTAs and support staff</i>	<p>All pupils are provided with keeping up interventions. Subject leaders for Maths and Reading work alongside class teachers at the end of the academic year to ensure curriculum coverage has been achieved before moving pupils on to the next year's objectives. This ensures all objectives have been delivered in the Autumn Term.</p> <p><i>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</i></p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3, 4 & 5
<i>Develop children's love of reading and wider reading opportunities across the</i>	<p>Reading provides the opportunity for children to learn about the world and other cultures. Studies show that children who read have a</p>	1,2 &3

<p><i>curriculum. Use 'Shine' to identify structured interventions linked to Reading</i></p>	<p>broader worldview and are prepared to experience different cultures. Besides the cognitive benefits, the act of reading to children helps bond them with other people and improves interpersonal relationships. Children learn how to focus and concentrate, which also teaches them how to show respect by listening when someone is talking.</p>	
<p><i>Continue to have small group teaching for disadvantaged pupils and pupils in need of keeping up who have gaps in their learning in order for them to meet age related expectations.</i></p>	<p>Ensure staff receive relevant support in identifying structured interventions using PIRA/PUMA, Shine and Monster Phonics resources</p> <p><i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</i></p> <p><a href="#"><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p> <p>Provide staff with time to analyse data and work alongside teaching assistants to implement</p>	<p>1 &amp; 5</p>

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

Budgeted cost: £21,941.40 Actual recovery funding is £21,605

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>To fund a qualified class teacher to provide structured interventions in Year 5/6 during the Academic Year</i></p>	<p>End of Year 4/5 PIRA/PUMA data identified gaps in some pupils Reading and Maths skills</p>	<p>1,2&amp;5</p>
<p><i>To fund a qualified class teacher and two HLTAs to provide structured interventions in Year 3/4 during the Academic Year</i></p>	<p>End of Year 3 PIRA/PUMA data identified a number of gaps in pupils Reading, writing and Maths. Children have been identified as needing structured interventions in order for them to keep up.</p> <p>Year 3 baseline data has identified gaps in pupil's knowledge. Reducing the class sizes in the morning will enable targeted interventions for all pupils.</p>	<p>2&amp;4</p>

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

Budgeted cost: £17,855.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve the attendance and punctuality of disadvantaged pupils so that it continues to be in line with national or above	Evidence shows that pupils who attend school on a regular basis make better progress than those who miss days. Encouraging parents to send their children to school regularly	4
To ensure all children have equal opportunities to a range of enrichment activities during the school day and after school including outdoor learning	At Palfrey, we strongly believe that all children should have the opportunities to an enriched and engaging curriculum. Our evidence has shown that these enriched experiences enable the children to develop their learning and retain 'sticky knowledge'.	2,3 and 4

**Total budgeted cost: £242,549.01**

**Part B: Review of outcomes in the previous academic year**

Aim	Outcome (add end of Year data)																																		
<p>To provide keeping up programs for the most vulnerable/disadvantaged pupils due to children missing 6 months of school (National Lockdown)</p>	<p>Shine programs are used to address gaps in pupil's learning in Reading and Maths.</p> <p>Bridging units in English have been produced as a transition unit at the start of the academic year in all Year Groups for all pupils.</p> <p>Bridging units in Maths have been produced for Years 3,4 and 5 to address the gaps and to enable all pupils to keep up. These units are practical and focus on improving children's vocabulary, basic mathematical skills and ensure the previous year's curriculum coverage has been met before moving pupils on.</p>																																		
<p>To continue to accelerate the progress of children eligible for PP in Maths, Reading and Writing (across the curriculum) and know that these children must make faster progress than non-eligible children in order to narrow the gap between groups.</p>	<p>In 2023, 30% of pupils at the end of KS2 were considered disadvantaged. The number of pupils in our cohort was significantly above the national average.</p> <table border="1" data-bbox="573 880 1727 1410"> <thead> <tr> <th data-bbox="573 880 813 1078">KS2</th> <th data-bbox="813 880 972 1078">Palfrey</th> <th data-bbox="972 880 1113 1078">Overall National</th> <th data-bbox="1113 880 1270 1078">Palfrey DA</th> <th data-bbox="1270 880 1420 1078">National DA</th> <th data-bbox="1420 880 1572 1078">Palfrey Non DA</th> <th data-bbox="1572 880 1727 1078">National Non DA</th> </tr> </thead> <tbody> <tr> <td data-bbox="573 1078 813 1145">Cohort size</td> <td data-bbox="813 1078 972 1145">93</td> <td data-bbox="972 1078 1113 1145"></td> <td data-bbox="1113 1078 1270 1145">41</td> <td data-bbox="1270 1078 1420 1145"></td> <td data-bbox="1420 1078 1572 1145">52</td> <td data-bbox="1572 1078 1727 1145"></td> </tr> <tr> <td data-bbox="573 1145 813 1315">Reading expected +</td> <td data-bbox="813 1145 972 1315">57% Sig below national</td> <td data-bbox="972 1145 1113 1315">73%</td> <td data-bbox="1113 1145 1270 1315">41% Sig below national</td> <td data-bbox="1270 1145 1420 1315">60%</td> <td data-bbox="1420 1145 1572 1315">58% Sig below national</td> <td data-bbox="1572 1145 1727 1315">78%</td> </tr> <tr> <td data-bbox="573 1315 813 1410">Reading Greater Depth 110+</td> <td data-bbox="813 1315 972 1410">17%</td> <td data-bbox="972 1315 1113 1410"></td> <td data-bbox="1113 1315 1270 1410">20%</td> <td data-bbox="1270 1315 1420 1410"></td> <td data-bbox="1420 1315 1572 1410">15%</td> <td data-bbox="1572 1315 1727 1410"></td> </tr> </tbody> </table>							KS2	Palfrey	Overall National	Palfrey DA	National DA	Palfrey Non DA	National Non DA	Cohort size	93		41		52		Reading expected +	57% Sig below national	73%	41% Sig below national	60%	58% Sig below national	78%	Reading Greater Depth 110+	17%		20%		15%	
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	% who were disappled/absent	19%		27%		13%	
	Maths expected +	65%	73%	59%	59%	62%	79%
		Sig below national		Same as national		Sig below national	
	Maths Greater Depth 110+	13%		15%		12%	
	% who were disappled/absent	19%		27%		13%	
	GPS expected +	66%	72%	54%		75%	
	GPS Greater Depth 110+	27%		24%		29%	
	% who were disappled/absent	20%		27%		15%	
	Writing expected +	75%	71%	63%	58%	85%	77%
		Sig above national		Sig above national			
	Writing Greater Depth 110+	14%		10%		22%	
	Science expected +	75%	80%	63%		85%	
						Sig above national	

	% RWM achieving expected	48%	59%	37%	44%	57%	66%	
		Sig below national		Sig below national		Sig below national		
	% RWM achieving a higher score	8%	8%	7%	3%	8%	10%	
				Sig above national		Slightly below national		
To accelerate the progress of pupils who have SEND and who are PP children	Children who have SEND have catered provision in Reading, Writing and Maths in the morning delivered by qualified teachers and HLTAs. The SEND profiles are reviewed on a regular basis by the teachers and SENCo. All SEND pupils return to their classes in the afternoon where they access to a broad and balanced curriculum. Inclusion is very important for all our pupils.							
To ensure all children have equal access to a range of enrichment activities including outdoor learning	All pupils at Palfrey junior School have access to an enriched and broad and balance curriculum							
To continue to improve the attendance and punctuality of PP children so that it continues to be in line with National averages or above	Attendance of PP children Academic Year 94.41% Attendance of non PP children 95.47%  Both groups above the Government's figure of 94%							

## Pupil premium strategy outcomes

### 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

### Disadvantaged pupil progress scores for last academic year

NB: Figures based on 2023 SATs

Measure	Progress Measure	Average Scaled Score
Reading	-5.5	102.9
Writing	0.3	n/a
Maths	-3.4	104.1
GPS	n/a	105.2
Achieving high standard at KS2 in Maths, Reading and Writing	37%	
Meeting expected standard at KS2 in Maths, Reading and Writing	7%	

**Further information (optional)**

*We provide a variety of enrichment days that the children enjoy participating in because of this children enjoy attending school. Parents are invited to attend sessions in school to work with their children. These are well attended especially the Mother's Day and Father's Day Celebration afternoons.*