



## Pupil premium strategy statement: 3 Year Strategy

This statement details our school's use of pupil premium (and recovery premium) 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   | Junction Farm Primary.                      |
| Number of pupils in school  | 350   |
| Proportion (%) of pupil premium eligible pupils   | 11.1%                                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023 – 2026                                 |
| Date this statement was published   | September 2023                              |
| Date on which it will be reviewed   | September 2024                              |
| Statement authorised by   | Louise Daly,<br>Head Teacher                |
| Pupil premium lead  | Ian Clayton,<br>Deputy Head Teacher         |
| Governor / Trustee lead   | Nic Fish, Lead for<br>Disadvantaged Pupils. |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £ 61,285 |
| Recovery premium funding allocation this academic year  | £ 7,714  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £68, 999 |



## Part A: Pupil premium strategy plan

### Statement of intent

#### **Ultimate objectives for our disadvantaged students:**

1. Disadvantaged students achieve in line with non-disadvantaged students, nationally
2. Disadvantaged students are provided with, and take advantage of, a range of opportunities to develop cultural capital
3. Disadvantaged students acquire the knowledge and develop the skills needed to pursue the next stage in their education, training, or employment

#### **Our pupil premium strategy plan works towards achieving our objectives in the following ways:**

1. Quality First Teaching for all students
2. Strategies employed to close vocabulary gaps and allow students to develop as effective readers and in turn enable them to access a rich and deep curriculum
3. Use of 'gap analysis' and timely intervention so that students know more and remember more
4. Provide support to improve attendance so that all Disadvantaged students can access a full curricular and extra-curricular offer
5. Support to improve and manage behaviour to achieve a more consistently positive attitude towards learning
6. Efforts to ensure that pupils are secondary ready and have an awareness of future careers.
7. Facilitate the social and emotional development of pupils through support and nurture.

#### **Key principles of our strategy plan:**

- Narrowing the gap between Disadvantaged and non-Disadvantaged students is the responsibility of all staff
- All of our schools share an ethos of inclusivity
- Strategies employed are evidence based
- Our strategy is fluid, impact is regularly monitored and reviewed, and plans are modified accordingly.



## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Lower starting points on entry to school; there are a high number of pupils that require additional support academically, socially and emotionally. |
| 2                | Lack of equality of experience and opportunity for some children compared to their more affluent peers.   |
| 3                | Children need to develop resilience and independence to reach their full potential and be aspirational for their future.                            |
| 4                | Mental health and well-being of disadvantaged children.   |
| 5                | There are a number of families who require additional support from outside agencies.  |



## 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  |
|---|---|
| <b>Challenge 1</b><br>To allow children who have a lower starting point on entry to school to access quality support; there are pupils that require additional support academically.<br><br>Progress in Reading<br>Progress in Writing<br>Progress in Maths<br>Achieve in Phonics | To identify and eradicate children's gaps in skills and knowledge in core subjects with pupils meeting all targets.<br><br>Achieve above national average progress scores in KS2 Reading.<br><br>Achieve above national average progress scores in KS2 Writing.<br><br>Achieve above national average progress scores in KS2 Writing.<br><br>Achieve above national average in phonics. |
| <b>Challenge 2</b><br>To allow children to have equality of experience and opportunity compared to their more affluent peers.   | Disadvantaged pupils will have the same opportunities to access learning experiences inside and outside of school.  |
| <b>Challenge 3</b><br>To allow children to develop resilience and independence to reach their full potential and be aspirational for their future.  | To develop children's resilience and independence. Increase in self-awareness, self-esteem and peer relationships with clear strategies in place.   |
| <b>Challenge 4</b><br>To provide support for the mental health and well-being of disadvantaged children.  | To provide strategies for children to think and talk about their own mental health and wellbeing and where to find appropriate support.   |
| <b>Challenge 5</b><br>To provide support for a number of families who require additional support from outside agencies.   | To ensure a personalised plan is in place for individual pupils and families as identified as in need (early intervention and academic support is prioritised for disadvantaged).   |



## 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: £34,500

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| To close the gaps in attainment and progress for disadvantaged children across the curriculum.   | <p>Evidence trail suggests that disadvantaged pupils have poorer reading, handwriting and spelling skills compared to their peers. Identification of prior attainment groups with focus on PPG higher attainment group.</p> <p>Pupil progress and attainment data.</p> <p>Adult support (TA) to work 1-1, or in small groups, with all Pupil Premium Children on a target area to ensure good progression in a key area of learning.</p> <p>Access to any new learning resources.</p> | 1, 3                          |
| <p>Thrive</p> <p>Improve the quality of social and emotional learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>Research suggests that using the Thrive approach will:</p> <ul style="list-style-type: none"> <li>• Help children and young people to regulate their own behaviour and learn about their emotions.</li> <li>• Improve attendance and achievement levels by helping children and young people to engage with education.</li> <li>• Strengthen links with parents and carers by offering Family Thrive courses to ensure a joined-up approach to supporting children</li> </ul>      | 2, 4, 5                       |



|   |  |   |
|---|--|---|
|   | and young people's emotional and social needs.<br><a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a>  |   |
| Contribution to the overall cost of the Education Psychologist.<br><br>Vulnerable pupils monitored by SENDCo and assessment lead termly (through improved tracking system). Timely programs using expert advice can be followed within school raising the rate of progress for these children and diminish the difference between themselves and their peers. | Education Psychologist sessions being accessed, providing detailed reports and recommendations for best practice.<br><br>Higher proportion of children have now access to High Needs Funding or support through effective applications to LA SEND department.<br><br>Bespoke intervention strategies made available.<br><br>Pupil progress and attainment data.  | 5 |
| Now Press Play including Staff CPD  | Immersive audio resource that engages children in the curriculum through sound, story and movement. They become the main character in a story, meeting people, discovering places and solving problems on an educational adventure they'll never forget. Adventures are uniquely designed to stimulate children's imaginations. Can be used as a whole class activity or with smaller groups for intervention work. It is a fun and inclusive way to engage children in the curriculum.<br><a href="https://nowpressplay.co.uk/nowpressplay-and-its-many-uses/">https://nowpressplay.co.uk/nowpressplay-and-its-many-uses/</a> | 1 |





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

Budgeted cost: £17,250

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| To increase aspirations and to take responsibility for the presentation of work.                                    | Improve communication between home and school to allow parents/carers to be co-producers.  | 2                             |
| To ensure learning continues throughout the academic year outside of the classroom and no dip in attainment occurs. | Additional support outside of the classroom.<br><br>Pupil progress and attainment data.  | 3                             |
| Recovery Fund and NTP (41 pupils) Funding for Accelerated Learning: Reading, Writing and Maths.                     | Individual Targeted Support.<br><br>Data analysis from prior attainment. Awareness of PAG groups and current progress. Focus on disadvantaged and Y2 and Y6. | 3                             |
| Expansion of School Reading Scheme.   | Increased diversity of books – EAL, dyslexia, enhancement of stories focused around equality (protected characteristics).                                    | 1, 2, 3, 4                    |



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

Budgeted cost: £17,250

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| To ensure pupil premium children have access to a wide range of opportunities. To enrich the curriculum and allow children to develop talents and skills. | To fund music tuition allowing disadvantaged children to take part. Private Music lessons via Egglescliffe are beyond the financial reach of some parents/carers and therefore children can not partake. All children who express an interest can be offered the opportunity. Children being highlighted by specialist teachers as having potential. | 1, 2, 4                       |
| To have access to a relevant and quality PSHE curriculum.   | Monitoring of progression of skills. Pupils need improved skill set – coping, self – esteem, resilience, resolution, personal hygiene, Sex and Relationship education. Extend cultural capital.  | 2, 3, 4                       |
| Limit the number of pupils that miss opportunities to attend residential, due to parents not having the funding.  | Number of Pupil Premium children who attend school residential.<br><br>To fund educational visits and 50% of the cost of residential trips so that cost is not a barrier to children accessing these visits.<br><br>Use of Service Premium Grant for Service Pupils (25% Funding).   | 1, 2, 4                       |
| Increase numbers of disadvantaged children that take part in after school activities.   | Number of Pupil Premium children who attend extra-curricular activities. To fund after school activities allowing disadvantaged children to take part. Disadvantaged children to attend extra-curricular activities, boosting confidence and enthusiasm and improving attendance in school.  | 1, 2, 4                       |
| To improve communication with the   | Parent Voice indicated enhanced communication. Clear and concise communication, with focus on success. At  | 2, 4                          |





|   |   |         |
|---|---|---------|
| families of vulnerable children.                                  | least two Marvellous Me's to be sent home weekly. For pupils to have their achievements and successes recognised consistently and shared on a regular basis.  |         |
| To improve peer relationships and self-esteem.                    | Half-termly monitoring. Feedback from pupils, parents and staff. Theraplay enhances a child's self-esteem, the sense of belonging, the ability to trust and to care for self and others. Leaders create an atmosphere of fun, caring, acceptance, and encouragement which allows children to grow socially, emotionally, and often intellectually as well.<br><a href="https://theraplay.org/">https://theraplay.org/</a>                             | 3, 4    |
| To ensure CIOC children have a positive start to each school day. | Breakfast Club funded for CIOC children. To ensure a positive start to the school day with a further opportunity to spend time in different social contexts, with a range of peers.   | 4       |
| To access extended opportunities in and out of school for CIOC.   | EPEP. Pupil Voice. Feedback in designated Teacher Meetings through the Virtual School. To enable our CIOC children to attend the Primary LAC Hub each half term so that our CIOC children don't feel isolated.<br>For CIOC children to take part in a range of extra-curricular activities and trips.   | 1, 2, 4 |
| The Emotional Literacy Support Assistant (ELSA) programme. -      | ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work. ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. | 2, 4    |

**Total budgeted cost: £68,999**



## 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 2022 to 2023 academic year.

#### KS1 2022/23:

| Expected      | 2019  |       | 2020  |       | 2021  |     | 2022  |       | 2023  |       |
|---------------|-------|-------|-------|-------|-------|-----|-------|-------|-------|-------|
|               | All   | PP    | All   | PP    | All   | PP  | All   | PP    | All   | PP    |
| Reading       | 82.7% | 100%  | 87.9% | 87.5% | 81.5% | 75% | 85.5% | 92.9% | 84.8% | 33.3% |
| Writing       | 80.8% | 100%  | 84.5% | 87.5% | 81.5% | 75% | 85.5% | 92.9% | 60.9% | 0%    |
| Maths         | 88.5% | 100%  | 87.9% | 87.5% | 83.3% | 75% | 87.3% | 92.9% | 89.1% | 33.3% |
| Greater Depth | 2019  |       | 2020  |       | 2021  |     | 2022  |       | 2023  |       |
|               | All   | PP    | All   | PP    | All   | PP  | All   | PP    | All   | PP    |
| Reading       | 32.7% | 33.3% | 34.5% | 12.5% | 46.3% | 0%  | 34.5% | 21.4% | 26.1% | 0%    |
| Writing       | 28.8% | 33.3% | 29.3% | 12.5% | 35.2% | 0%  | 32.7% | 14.3% | 10.9% | 0%    |
| Maths         | 30.8% | 33.3% | 36.2% | 12.5% | 40.7% | 50% | 34.5% | 21.4% | 32.6% | 0%    |

#### KS2 2022/23:

| Expected | 2019 |       | 2020  |     | 2021  |       | 2022  |       | 2023  |       |
|----------|------|-------|-------|-----|-------|-------|-------|-------|-------|-------|
|          | All  | PP    | All   | PP  | All   | PP    | All   | PP    | All   | PP    |
| Reading  | 92%  | 78.9% | 93%   | 92% | 78.9% | 93%   | 88.1% | 80%   | 85.7% | 63.6% |
| Writing  | 97%  | 94.7% | 93%   | 97% | 94.7% | 93%   | 93.2% | 93.3% | 87.8% | 72.7% |
| Maths    | 98%  | 94.7% | 90.6% | 98% | 94.7% | 90.6% | 94.9% | 93.3% | 93.9% | 72.7% |



|               |      |       |       |       |       |       |       |       |       |       |
|---------------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| SPAG          | 98%  | 94.7% | 90.6% | 98%   | 94.7% | 90.6% | 91.5% | 80%   | 83.7% | 63.6% |
| Greater Depth | 2019 |       | 2020  |       | 2021  |       | 2022  |       | 2023  |       |
|               | All  | PP    | All   | PP    | All   | PP    | All   | PP    | All   | PP    |
| Reading       | 41%  | 26.3% | 48.8% | 14.3% | 55%   | 25%   | 37.3% | 20%   | 34.7% | 18.2% |
| Writing       | 30%  | 21.1% | 32.5% | 14.3% | 24%   | 0%    | 32.2% | 20%   | 32.7% | 9.1%  |
| Maths         | 49%  | 31.6% | 37.2% | 28.6% | 40%   | 12.5% | 35.6% | 26.7% | 32.7% | 18.2% |
| SPAG          | 67%  | 63.2% | 46.5% | 14.3% | 41%   | 12.5% | 44.1% | 33.3% | 51%   | 27.3% |

### Challenge 1

**Lower starting points on entry to school; there are a high number of pupils that require additional support academically, socially and emotionally.** Observations, book scrutinies and ongoing formative assessments indicate much improved oral communication and language skills literacy and numeracy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons.

100% of PP children achieved GLD 2023

80% of PP children in Year 1 passed the Phonics Screening test (5 PP children in total within Year 1)

All groups of disadvantaged children from Y1 to Y6 have made at least 'good' progress from previous summer 2 data and from previous key stage results.

### Challenge 2

**To allow children to have equality of experience and opportunity compared to their more affluent peers.**

Pupils have benefited from exciting and varied teaching and learning experiences - including cultural and enrichment experiences within and outside the school day. These experiences have included:

1. Walks in the local environment
2. A number of school visits to enhance curricular experience.
3. Visits to All Saints Church (inc. to the Life Exhibition)
4. Stone Age Workshop.
5. Year 6 Residential to Carlton



6. Year 5 trip to Boggle Hole
7. Year 4 trip to Robinwood
8. Year 3 trip to The Deep
9. Year 2 trip to Carlton

These experiences have clearly enhanced and inspired learning and have made learning more memorable. Pupil voice shows that the children appreciate and have enjoyed this enhanced learning.

### **Challenge 3**

***To allow children to develop resilience and independence to reach their full potential and be aspirational for their future.***

### **Challenge 4**

***To provide support for the mental health and well-being of disadvantaged children.***

Identified mental health/emotional needs have been addressed through bespoke support. Pupils are attending school at a rate at least in line with their peers. Pupil voice shows they are enjoying their school experience.

All teachers and TA's received high quality CPD in relation to developing evidence based teaching strategies focusing on how pupils remember and retrieve information to support learning. Data (see below) also suggests that this training has had a good impact on learning. HLTA & TA led precision teaching for identified areas which has enabled the vast majority of disadvantaged children to make excellent progress.

### **Challenge 5**

***To provide support for a number of families who require additional support from outside agencies.***

Funding for the Bungalow Partnership has allowed for a number of children and parents to access therapeutic and emotional wellbeing support. Exit interview data shows that these sessions have been very well received. This has been a very useful network of support as Social, Emotional and Mental Health needs have increased a great deal since March 2020.



## 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  |
|--|---|
| Thrive<br>Now Press Play<br>Marvellous Me<br>Theraplay<br>ELSA | Thrive<br>Now Press Play<br>Marvellous Me<br>Theraplay<br>LA Training |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure   | Details  |
|---|--|
| To improve communication with the families of vulnerable children.  | Funding of the Marvellous Me reward and praise system.<br><br>For pupils to have their achievements and successes recognised consistently and shared on a regular basis. |
| Increase the number of pupils that attend residentials to improve mental health, well-being and social interaction. | Use of Service Premium Grant for Service Pupils (25% Funding).   |



## Further information (optional)

For Pupil Premium, spending, we also allocate a small amount throughout the year on subject specific interventions. Staff are able to request funding, but must show the rational and evidence base for the funding request. Previous applications have included new software and online workshops.

Funding can also be requested to support with resources that will impact teaching and learning for all including classroom resources and additional rewards.