



Pupil premium strategy statement

Canford Heath Junior School



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	Canford Heath Junior School
Number of pupils in school	479
Proportion (%) of pupil premium eligible pupils	17.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kate Carter (CEO/EHT)
Pupil premium lead	Kay Spratt
Governor / Trustee lead	Emma Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,430
Recovery premium funding allocation this academic year	£12,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£138,465
Total budget for this academic year including additional school funds allocated to improving outcomes for disadvantaged children	£181,454

Part A: Pupil premium strategy plan

Statement of intent

We have the same intentions for our disadvantaged children as for all children in our Trust and our strategy is designed to redress any inequities that are barriers to disadvantaged children achieving this:

Our vision is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

We aim to inspire our children to be the socially conscious individuals who make a difference to the world. All children secure key learning and skills they will need to become lifelong learners and gain employment. Our aim is to improve all our children's life chances.

Challenges

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

Challenge number	Detail of challenge
1	As a consequence of the Covid-19 pandemic, National lockdown caused all children to miss a significant amount of school. This was detrimental to all children's learning: particularly that of disadvantaged children.
2	Children in receipt of PP funding, especially those with SEN, are making less progress than other pupils.
3	Due to a complexity of needs, too many disadvantaged children are not emotionally ready to learn and therefore staff must ensure additional provision to overcome this.
4	Attendance rates for some children eligible for PP are below that of others. This reduces their school hours and causes them to fall behind on average.

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 ensure all children who are not on-track make accelerated progress to catch up	All pupils in receipt of pupil premium funding make the necessary progress to attain individualised targets.
To ensure all children make expected or better progress in reading, writing and maths	Children eligible for PP make rapid progress so that the gap between outcomes of disadvantaged pupils and others is diminished
To target provisions such as pastoral support, interventions and extra-curricular opportunities to ensure all pupils achieve their potential and overcome any external barriers to their learning.	Children make progress within each individualised strategy of support. Tracking may be bespoke to the intervention or monitored through pastoral recording.
To improve attendance rates for pupils eligible for PP	Overall PP attendance improves to equal or exceed attendance of 'other' pupils. Lateness of pupils is reduced to below that of non-PP pupils.

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: £45,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to make the necessary progress to catch-up from reduced learning due to the pandemic.	<p>Accurate diagnostics are cited as a key foundation in EEF guidance. This is achieved through subscription to whole school tracking program to inform planning and interventions.</p> <p>Previous increased attainment through additional teaching groups has informed the decision to increase the number teaching groups to temporarily reduce class sizes.</p> <p>The EEF metacognition toolkit identifies a number of effective strategies: all teachers will participate in a CPD programme to understand and apply these processes.</p>	1-2
Improve attainment and progress in maths through improved online resources for homework and lesson support	EEF identifies that homework, diagnostics and feedback are all low cost, high impact strategies. All children have access to My Maths and TTRockstars to help to ensure maths home learning is effective and targeted. Pupil and parent feedback has found these approaches to be supportive and engaging.	1-3
Talk for Writing approaches in Literacy.	T4W draws on many components of effective principles of instruction through introducing material in small steps and applying a sequence of opportunities for modelled, scaffolded and independent approaches.	1-3

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

Budgeted cost: £80,907

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attainment outcomes for those pupils who are at risk of not meeting Expected Standard at end of KS2.</p>	<p>Previous use of these approaches has led to improved outcomes. This is a low cost for moderate to high impact approach, according to the EEF toolkit. Provision of targeted interventions through online licenses, staffing provision and use of mapping tools.</p> <ul style="list-style-type: none"> - Lexia online intervention - staffing for additional intervention groups - staffing of designated leadership for PP - Edukey provision mapping tool - L2 TA support in class - NTP school-led tutoring 	1 and 3
<p>Improve progress for those pupils who are at risk of not making expected progress by the end of KS2.</p>		
<p>Improve speech and language skills in children who encounter difficulties in this area.</p>	<p>Provision of Speech and Language, Communication support, through specially trained staff, for targeted children in receipt of PP funding</p> <ul style="list-style-type: none"> - SPLCN specialist TA - SPLCN CPD - Participation in government funded Nuffield Early Language Intervention programme 	2

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

Budgeted cost: £55,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve mental and emotional health for vulnerable learners</p>	<p>The PHE/DfE guidance, <i>Promoting children and young people's mental health and wellbeing</i>, cites the cognitive benefits of good mental health. This is delivered through provision of comprehensive pastoral support through specially trained staff and online record-keeping system</p> <ul style="list-style-type: none"> - FT Pastoral care worker 	1, 3 and 4

	<ul style="list-style-type: none"> - PT Emotional Literacy Support Assistant - MyConcern - Free milk for pupils in receipt of PP funding 	
Improve attendance, punctuality and school-readiness for vulnerable learners.	<p>The EEF toolkit states that social and emotional learning has moderate impact for very low cost. Specialist staffing, home visits and provision of wraparound care to support vulnerable families</p> <ul style="list-style-type: none"> - Home Academy Liaison Officer - Breakfast club/Buddy club - Home visits for all new pupils and vulnerable families 	1 and 4
Provision of additional life opportunities, which may normally be out of reach for targeted pupils.	<p>The EEF toolkit states that arts education has moderate impact for very low cost. Inclusion and engagement are also vital to children's wellbeing. Promote inclusion and wider experiences through subsidised funding for</p> <ul style="list-style-type: none"> - Uniform, trips and visitors - Peripatetic music tuition 	1, 3 and 4

Total budgeted cost: £181,454

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.

Detail	Amount
Pupil premium funding allocation in 2020-21 academic year	£112,980
Total spend in support of disadvantaged pupils 2020-21 academic year	£202,500

- The pupil premium strategy contributed to an effective plan to ensure that children recovered from the impacts of school closure. Despite there being a second period of lockdown during the year, the proportion of disadvantaged children who made expected or better progress during the 2020-21 academic year is in line with that of non-disadvantaged children:

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KS2 pupils making expected or better progress during 2020-21	Reading	Writing	Maths
Disadvantaged children	92%	93%	96%
Non-disadvantaged children	94%	93%	98%

- Attainment at the end of Key Stage 2 for disadvantaged children in the 2020-21 cohort was good, based on delivery of an unseen past paper in usual SATs conditions.

	EXS+	GDS
Reading	74%	20%
Maths	74%	17%

- The disadvantaged children receiving SALT in 2020-21 academic year, met or exceeded their targets and were discharged
- Pastoral teams have regularly supported 62% of the disadvantaged children through wellbeing education and 1:1 support
- Take-up of peripatetic music lessons continues to increase, with 13 children learning an instrument during the 2020-21 academic year.

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
Lexia Core reading	Rosetta Stone
TTRS	Maths Circle
Oxford Owl	OUP
MyMaths	OUP

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?	To fund staffing for targeted interventions for children in receipt of service pupil premium.
What was the impact of that spending on service pupil premium eligible pupils?	All 3 children in receipt of service pupil premium met EOY targets in reading and maths. 2 met end of year targets in writing. This represents accelerated progress by each child in at least 1 subject and expected progress in the other subjects.

Further information (optional)

The strategies detailed above detail spending in excess of the Pupil Premium and recovery funding. The excess is being funded by the MAT as Trustees recognise that additional resources must be allocated to disadvantaged children to fulfil our strategic vision of securing equitable life chances for all children. To achieve this, disadvantaged children are prioritised through:

- Allocation of places in school for face-to-face education during lockdowns
- Increased contact from class teachers and pastoral teams for disadvantaged children whose parents declined the offer of a place during lockdown
- Loans of electronic devices and 1:1 technical support to enable access to remote learning as needed
- Voucher allocations for families in receipt of free school meals
- Clothing vouchers for vulnerable families
- Provision of Christmas gift packages through collaboration with local charities and retailers
- Home visits and increased support for parenting through pastoral teams and the MAT Home Academy Liaison Officer.