

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Connaught Junior School
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Summer 2023
Statement authorised by	Siobhan McGann
Pupil premium lead	Katherine Saunders
Governor / Trustee lead	Romano Dyerson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,132
Recovery premium funding allocation this academic year	£ 5,982
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	£83,114

Part A: Pupil premium strategy plan

Statement of intent

At Connaught Junior School, our aim is to ensure that all pupils 'Improve Every Day' following our three core values of being '*Caring, Confident and Committed*' so that our pupils are not disadvantaged as a result of their socioeconomic context. We strongly believe that if children are given the right support at the right time, all pupils can achieve their full potential.

We aim to:

- Provide the best possible learning experience in the classroom
- Ensure the relationships between staff and children are respectful and each child is seen as an individual so they can have their needs met and any barriers removed
- Narrow the attainment gaps between disadvantaged pupils non-disadvantaged pupils
- As a school, we recognise that not all disadvantaged children receive free school meals or pupil premium funding and support those families and children when needed.
- Ensure ALL pupils leave our school being able to speak confidently in a range of different situations resulting in them have a broad range of vocabulary.
- Work closely with children so they are able to communicate effectively in a wide range of contexts
- Ensure ALL pupils leave our school not only being able to read fluently and with good understanding so they can access the wider curriculum but also have developed a love for reading.
- Provide support and guidance enabling children to look after their emotional wellbeing and to develop resilience.
- Access a wide range of opportunities and using every area of school life, both during school and after school clubs, to ensure they develop their knowledge and understanding of the world

Our Context:

Connaught Junior School is a larger than average school, which expanded in recent years from three form to four form entry to meet a substantial rise in demand for places. On the 1st April 2018, the school became part of The Alliance Multi-Academy Trust, (TAMAT) joining with four other local, like-minded schools. Pupils come from three main Infant schools with attainment on entry which has historically been well above national average. We have 59 children who are eligible for Pupil Premium Funding.

Achieving our objectives:

At Connaught Junior School, we aim to achieve these objectives by:

- Ensuring teaching and learning opportunities meet the needs for all pupils.
- Providing all teachers with high quality CPD to ensure that pupils access effective quality first teaching.

- Providing provision for all pupils including targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences so that no child is excluded of opportunities for financial reasons.
- Providing opportunities for all pupils to participate in enrichment activities including sport and music.
- Providing ELSA to those who children who require support.
- Providing training to parents to support their children with learning.
- Provide a range of speaking and listening opportunities to enable pupils to develop across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.
- Providing reading material appropriate for their level and interest.
- Ensuring there is a Teaching Assistant in every classroom in the morning to support core learning.
- Ensuring all lessons demonstrate active classroom to keep children engaged with their learning.
- Ensuring that teachers support children and parents with home learning.

Challenges

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

Challenge number	Detail of challenge
1 Emotional wellbeing, resilience and aspiration	Some of our children find it tricky to emotionally regulate which is impacting their learning and the learning of others. They also lack aspiration, therefore have little incentive to learn.
2 Cognition and Learning	Multiple barriers to learning including SEND for some of our PP children and difficulty in retaining sticky knowledge.
3 Financial, emotional and academic restrictions at home	Engagement with home learning and resources including reading materials. Parents and Carers require guidance on how to support their children both academically and emotionally.

4 Cultural Capital	<p>Cultural Capital – not all of our Connaught Junior School have access to the same range of extra-curricular or cultural experiences as our non-PP which impacts on the following:</p> <ul style="list-style-type: none"> – Involvement both inside and outside of school – Access to online learning – Life experiences – Future opportunities – Speaking and listening interactions
5 Language acquisition	<p>Children’s vocabulary can be limited which has a direct impact on their writing and their ability to comprehend reading. This presents difficulties across the curriculum.</p>
6 Attendance	<p>Attendance of our PP children needs to improve and persistent absence needs to decrease.</p>

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
Pupils make expected or greater progress in reading, writing and maths.	<p>100% of pupils entitled to pupil premium funding will make at least expected progress in an academic year in reading, writing and maths.</p> <p>Pupils will be discussed termly in pupil progress meetings to evaluate progress and discuss next steps. Key actions will be recorded and shared.</p> <p>Pupils will be highlighted on the inclusion register as entitled to pupil premium Pupils entitled to pupil premium funding will read regularly in a small group to an adult.</p>
Improving wellbeing and engagement with learning	<p>Jigsaw lessons will consistently provide support for children of how to look after their mental health resulting in them being able to be in a positive place to access learning.</p> <p>Assemblies allow children to reflect on their behaviour linking to leader in me.</p> <p>De-escalation strategies will be used consistently across all staff within in the school Zones of regulation will be embedded across the school and will be used as a common language. These are introduced in assemblies.</p> <p>Trick box will be used across the school for children to understand their own emotions and how to manage them.</p>

	<p>There will be a consistently close focus by teachers on the emotional regulation of pupils entitled to pupil premium funding.</p> <p>Additional support will be applied and considered for each child where it is felt appropriate. This could include – ELSA, time with the schools pets, Walk and Talk, Lego Therapy, Gardening, Brain Breaks, Leadership Responsibilities.</p>
Improved and sustained parental engagement amongst parents of disadvantaged students	<p>Attendance to Parents' Evenings is above 90% and there is no difference between disadvantaged and non-disadvantaged parent's attendance.</p> <p>Parents receive training of how to support their child.</p> <p>Parents attend open evenings / celebration days.</p>
Improve speaking and listening	<p>All children will be exposed to a wide range of vocabulary as if pupils have limited vocabulary, this affects their progress across a wide range of subjects. Teachers will model and expose children to a wide range of vocabulary to improve their academic success.</p> <p>Training to all teachers will be provided and planning to be adapted to ensure the teaching of Speaking and Listening is of high quality.</p>
Ensure all staff have quality CPD so quality first teaching is consistent across the school	<p>Staff have the teaching tools and the current up to date skills set to provide quality first teaching in their classroom.</p>
Cultural Capital	<p>One of the areas in which disadvantaged young people can suffer is in what's known as 'Cultural Capital' (a knowledge of the way that society works that can be encouraged by parents with such things as museum visits and discussions at family mealtimes).</p> <p>Connaught Junior School will provide educational experiences for all children so they are prepared for their future. This might be in sporting events, musical events, school trips, visits to museums / libraries.</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: £ 56,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subject leadership monitoring and CPD</i>	Teachers and leaders will ensure that they are delivering quality first teaching in line with the National Curriculum and that all children including those from a disadvantaged background are provided with consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.	2
<i>Whole school speaking and listening CPD</i>	The Research Review series for English states the importance of speaking and listening and how it has an impact on all areas of the curriculum. Children from a disadvantaged background are not always exposed to a varied range of language.	2.5
<i>National College training</i> <i>ECT training</i> <i>Phonics training to continue for support staff and teachers</i>	Data shows that vulnerable children struggle with phonics and reading. Phonics training to be completed and shared with staff to support children with phonics. Rapid phonics will be purchased to support those children to catch up. Bug club will be purchased to support the phonics teaching with the reading.	1,2,5,6
<i>Jane Considine purchased for all teachers to use as well as spelling books.</i>	Data shows that writing across the school including vulnerable children is lower than anticipated. Jane Considine writing to be implemented to support teachers and children in their writing.	2,5
<i>Quality First Teaching training to be continuously delivered throughout the year in staff meetings and INSET days.</i> <i>Inclusion Leader to provide support and training to ensure</i>	Training continues throughout the year on effective feedback, modelling, supporting those children who need it the right time, training for support staff ensuring their skills at a high standard and learning walks and observations support teachers to deliver high quality lessons.	2,5

<i>children are supported through QFT.</i>	All teachers to have high quality PM to ensure QFT is at the forefront of all we do.	
<i>High quality CPD delivered to all staff in staff meetings and INSET days in safeguarding, effective communication, subject leadership, and leadership.</i>	CPD throughout the year to be provided in INSET days and Staff Meetings to ensure that staff have the best possible training to ensure Quality First Teaching is consistent.	1,2,5

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

Budgeted cost: £ 19,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support Staff CPD to ensure they can support children with phonics, maths, reading. This is completed in staff meetings, INSET days.</i>	Rapid Phonics Training required through questionnaire of staff completed. Inclusion Leader to provide training when staff come forward and share their training needs. MAT training used to support staff's gaps in knowledge. National College Training used to support training.	1,2,5
<i>Teacher to support in QFT in smaller groups through tutoring - teacher employed to complete this.</i>	Teacher to come and support the disadvantaged children to plug the gaps and improve data.	1,2,5
<i>High quality phonic and book band books purchased for smaller groups and individuals to support reading</i>	Over the years, we have realised we need to update our reading material to interest reluctant and lower skilled readers. New phonic books and reading level books to be purchased for all year groups as quality of current books could be better.	1,2,5

<i>Bug Club Phonics</i>	Approved phonics scheme used to support children who failed their phonics from Y2-Y3.	1,2,5
<i>Lexia to be continued to be used.</i>	Lexia to continue to be used for lower skilled readers as it shows it has an impact through data.	1,2,5

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

Budgeted cost: £ 19,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA hours to increase.</i>	To support those children who need emotional support and from lock down, this has been on the increase.	1,3,4,6
<i>Attendance incentives provided along with further support form Inclusion Officer.</i>	Disadvantaged attendance is lower than the rest of the school community.	1,3,4,6
<i>All vulnerable children to be offered a place at an after school club.</i> <i>Vulnerable children, where needed, to be provided with financial support for the school trips and residential.</i> <i>Vulnerable children, where needed, to have support with the purchasing of school uniform.</i>	Some parents feel that they can't afford the clubs and trips.	1,3,4,6
<i>Children who don't access home learning will be given</i>	Some disadvantaged children do not engage with home learning and homework diaries prove this.	1,3,4,6

<i>time in the lesson to complete this. Teachers will reach out to these parents and provide support and guidance when required.</i>		
<i>Provide a space for all children to access intervention groups</i>	Space to be provided so all children can receive interventions.	1,3,4,6
<i>Other interventions such as ELSA groups, lego therapy.</i>	Several studies have shown that facilitated group activities help develop and reinforce social interactions.	1,3,4,6
<i>CPD for mental health first aiders</i>	Evidence has shown in house that more children require support from our ELSA and mental health first aider	1,3,4,6
<i>Attendance</i>	Some children who are disadvantaged need support with attendance so incentives (whole school and individual) help these children.	1,3,4,6
<i>Behaviour and Attendance</i>	Some children struggle to come into school, or come in without breakfast which can impact negatively on their behaviour and wellbeing. Sensory Circuits allows children who need it to have a	

Total budgeted cost: £

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 2021 to 2022 academic year.

	EXS + 55%	EXS+ 50%	EXS+ 61%	EXS + 50%	EXS+ 22%	EXS+ 33%	EXS + 61% GDS	EXS+ 44%	EXS+ 56%
	GDS 11%	GDS 0%	GDS 0%	GDS 0%	GGD S 0%	GDS 0%	28%	GDS 0%	GDS 0%

FFT Aspire Data

		Actual results			Pupil progress			
	Pupils	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) <small>DFE</small>	% Higher standard (Re, Wr, Ma) <small>DFE</small>	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	
Summary	All Pupils	119	106.1 +	69%	7%	+0.9	+4%	-3% ↓
Gender	Male	46	105.7	59%	7%	+1.2	-1%	-2%
	Female	73	106.4 +	75% +	7%	+0.7	+7%	-4%
DfE Prior Attainment	Higher attainers	36	111.5	100%	22%	+0.8	+6%	-6% ↓
	Middle attainers	61	106.2 + ↑	72%	0%	+1.8 +	+6%	-2%
	Lower attainers	19	95.5 ↓	5%	0%	-1.6 ↓	-8%	-0%
Pupil Premium	FSM (in last 6 years)	19	101.3	26%	0%	+0.1	-16%	-1%
	Not FSM (in last 6 years)	100	107.0	77% +	8%	+1.1	+8%	-3% ↓
FSM	FSM	19	101.3	26%	0%	+0.1	-16%	-1%
	Not FSM	100	107.0 ↑	77% +	8%	+1.1	+8%	-3%

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
TTRS	Maths Circle Ltd
Lexia	Cambium Learning® Group Company
National College CPD	National College
Trick box	Trick Box
Bug Club	Pearsons

Service pupil premium funding (optional)

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

Measure	Details
Last year we supported our Service Children	The service children got ELSA and we paid for their clubs.
The impact on the service children were that they were involved in after school clubs	

			Evaluation
<i>Phonics training for all staff to be completed as well as Rapid Phonics to be purchased.</i>	Data shows that vulnerable children struggle with phonics and reading. Rapid phonics is well embedded across the school to support those children to catch up. Bug club will be purchased to support the phonics teaching with the reading.	2, 3, 5	All staff are now trained in phonics and new staff are trained up on arrival.. Rapid phonics is being used as an intervention tool. The screening tool is used to assess children and their gaps. All PP children who needed support with phonics accessed this rapid phonics approach.
<i>Jane Considine purchased for all teachers to use.</i>	Data shows that writing across the school including vulnerable children is lower than anticipated. Jane Considine writing has been implemented to support teachers and children in their writing.	2,3,5	All staff across the school are using Jane Considine and teacher have said that all pupils including those who are disadvantaged have used this approach which has improved their writing. The

			Writing Lead will complete refresher training and cascade down to staff.
<i>Quality First Teaching training to be continuously delivered throughout the year in staff meetings and INSET days.</i>	<p>Training continues throughout the year on effective feedback, modelling, supporting those children who need it the right time, training for support staff ensuring their skills at a high standard and learning walks and observations support teachers to deliver high quality lessons.</p> <p>All teachers to have high quality PM to ensure QFT is at the forefront of all we do.</p>	2,3,5	Training is provided in all subjects throughout the year.
<i>High quality CPD delivered to all staff in staff meetings and INSET days in safeguarding, effective communication, subject leadership, and leadership.</i>	CPD throughout the year to be provided in INSET days and Staff Meetings to ensure that staff have the best possible training to ensure Quality First Teaching is consistent.	2,3,5	Leaders provide training for their subjects including how to assess their subject and how to ensure sticky knowledge sticks.

			Evaluation
<i>Support Staff CPD to ensure they can support children with phonics, maths, reading. This is completed in staff meetings, INSET days.</i>	<p>Rapid Phonics Training required through questionnaire of staff completed.</p> <p>Inclusion Leader to provide training when staff come forward and share their training needs.</p>	2,3,5	All support staff have completed rapid phonics training.

	MAT training used to support staff's gaps in knowledge. National College Training used to support training.		
<i>Teacher to support in QFT in smaller groups through tutoring - teacher employed to complete this.</i>	Teacher to come and support the disadvantaged children to plug the gaps and improve data.	2,3,5	Training has been provided of how to plug the gaps through interventions, retrieval practice and small group work.
<i>High quality phonic and book band books purchased for smaller groups and individuals to support reading</i>	Over the years, we have realised we need to update our reading material to interest reluctant and lower skilled readers. New phonic books and reading level books to be purchased for all year groups as quality of current books could be better.	2,3,5	A vast range of phonic books have been purchased that children are using as well as bug club.
<i>Lexia to be continued to be used.</i>	Lexia to continue to be used for lower skilled readers as it shows it has an impact through data.	2,3,5	All children including those who are disadvantaged are using lexia.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
<i>ELSA hours to increase.</i>	To support those children who need emotional support and from lock down, this has been on the increase.	1	ELSA is working more hours this year to support our children. Another member of ELSA staff to be
<i>Attendance incentives provided along with further</i>	Disadvantaged attendance is lower than the rest of the school community.	1	Toffee time and class rewards are improving attendance.

<p><i>support form Inclusion Officer.</i></p>			<p>Children who have low attendance are being supported through emotional support / meeting with parents / adapted timetables.</p>
<p><i>All vulnerable children to be offered a place at an after school club.</i></p> <p><i>Vulnerable children, where needed, to be provided with financial support for the school trips and residential.</i></p> <p><i>Vulnerable children, where needed, to have support with the purchasing of school uniform.</i></p>	<p>Some parents feel that they can't afford the clubs and trips.</p>	<p>4</p>	<p>All children who are disadvantaged attend an after school and or paid club</p>
<p><i>Children who don't access home learning will be given time in the lesson to complete this. Teachers will reach out to these parents and provide support and guidance when required.</i></p>	<p>Some disadvantaged children do not engage with home learning and homework diaries prove this.</p>	<p>3</p>	<p>Children have access to homework club if they haven't completed their homework at home.</p>

<i>Provide a space for all children to access intervention groups</i>	Space to be provided so all children can receive interventions.	2	Children who are disadvantaged get support in the classroom
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