

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	Connaught Junior School
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Summer 2022
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	£ 74,905
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6044
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	£ 82,949

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 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 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.
- Work closely with children so they are able to communicate effectively in a wide range of contexts
- 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 42 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.
- 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	Attendance
2	Children reach expected standard across the curriculum
3	Engagement with home learning and resources including reading materials.
4	Outside school experiences – clubs
5	Children’s vocabulary is limited which has a direct impact on their writing and their ability to comprehend reading.

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
Attendance improves for all pupils that are identified as vulnerable	All vulnerable children have an attendance % of 94% or above
Improve attainment for all children reach expected standard across the curriculum	There is a reduction in the amount of vulnerable children who are WT in Reading, Writing and Maths. Those who have failed their phonics get more support and pass their phonics.
Engagement with home learning and resources including reading materials.	Those children identified will have more support with completing their homework through opportunities in the classroom as well as parents being supported through this process.
Outside school experiences – clubs	Children attend clubs and school trips/residential.

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: £ 7,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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. 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.	2, 3, 5
<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 to be implemented to support teachers and children in their writing.	2,3,5
<i>Quality First Teaching training to be continuously delivered throughout the year in staff meetings and INSET days.</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. All teachers to have high quality PM to ensure QFT is at the forefront of all we do.	2,3,5
<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

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

Budgeted cost: £ 25,000

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.	2,3,5
<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.	2,3,5
<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.	2,3,5
<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.	2,3,5

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

Budgeted cost: £ 50,000

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
<i>Attendance incentives provided along with</i>	Disadvantaged attendance is lower than the rest of the school community.	1

<i>further support form Inclusion Officer.</i>		
<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>	Some parents feel that they can't afford the clubs and trips.	4
<p><i>Children who don't access home learning will be given time in the lesson to complete this.</i></p> <p><i>Teachers will reach out to these parents and provide support and guidance when required.</i></p>	Some disadvantaged children do not engage with home learning and homework diaries prove this.	3
<i>Provide a space for all children to access intervention groups</i>	Space to be provided so all children can receive interventions.	2

Total budgeted cost: £ 82,949

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.

Pupil Premium Data 2020-2021

Year Group	REA			WRI			MAT		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
1									
2									
3	100.0% (1)			100.0% (1)				100.0% (1)	
4	33.33% (4)	66.67% (8)	8.33% (1)	58.33% (7)	41.67% (5)		41.67% (5)	58.33% (7)	
5	61.54% (8)	38.46% (5)		84.62% (11)	15.38% (2)		38.46% (5)	61.54% (8)	15.38% (2)
6	62.5% (5)	37.5% (3)		50.0% (4)	50.0% (4)	12.5% (1)	37.5% (3)	62.5% (5)	

Non-Pupil Premium Data 2020-2021

Year Group	REA			WRI			MAT		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
1									
2									
3	18.87% (20)	81.13% (86)	29.25% (31)	53.77% (57)	46.23% (49)	0.94% (1)	16.98% (18)	83.02% (88)	23.58% (25)
4	11.11% (11)	88.89% (88)	34.34% (34)	18.18% (18)	81.82% (81)	13.13% (13)	13.27% (13)	86.73% (85)	29.59% (29)
5	24.53% (26)	75.47% (80)	45.28% (48)	29.25% (31)	70.75% (75)	25.47% (27)	14.15% (15)	85.85% (91)	37.74% (40)
6	13.21% (14)	86.79% (92)	24.53% (26)	15.09% (16)	84.91% (90)	30.19% (32)	18.87% (20)	81.13% (86)	9.43% (10)

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	
Lexia	
National College CPD	National College

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	

Further information (optional)

Use of Funding	Approximate Cost	Details	Impact
Residential/ school trips / alternative experiences such as Forest School	£2,000	<p>All Pupil Premium Children are given the opportunity to attend residential trips and school trips</p> <p>No school trips will take place this year however PP children will be financially supported with any virtual visits. Whole school science show to be organised / whole school experiences. As well as this, 2 members of staff will be trained as a forest school leader.</p>	<p><i>Forest school training commenced so leaders can widen the offer to all.</i></p> <p><i>Children received virtual experiences resulting in deepening of their current knowledge in line with non PP children.</i></p> <p><i>Residential for Year 6 PP was paid for resulting in children being able to access wider enrichment activities.</i></p>
ELSA and other therapies to support PP and Service children	£10,000	Our trained ELSA will attend update training and have support from our EP. She will also work closely with our 'Mental Health First Aider' who will provide support and updates from relevant training	<i>Due to increased hours for our ELSA, our PP children had more opportunities for ELSA sessions meaning they were supported when needed.</i>

Mental health first aider	£300	Our mental health first aider will share useful information with staff during staff training days and provide feedback to all staff on information from questionnaires and training.	<i>Our mental first aider was able to provide bespoke support for our PP children, provide young carer sessions and train staff on how to emotionally support all children.</i>
Recovery Curriculum	£300	Our well being lead will work with staff to make sure children are supported from the transition from lock down to returning to school.	<i>All staff delivered the recovery curriculum consistently across the school resulting in our children returning to school and quickly accessing their learning. Feedback was provided by teachers to SLT on the impact of this curriculum.</i>
Curriculum and work-shops CPD	£300	All staff will complete in house and external training to develop teaching craft and curriculum development and be given support and training through CPD if noticed on learning tours. New teachers will attend	<i>National College CPD purchased enabling all staff to widen their curriculum knowledge. Staff meetings delivered regularly with inhouse CPD</i>

		workshops to develop skills.	<p><i>provided to enhance Quality First Teaching.</i></p> <p><i>Learning tours provided opportunities for leaders to give timely feedback and support to teacher where needed this ensured the children received a robust curriculum and at least good teaching.</i></p>
Resources to support PP children	£1000	School will provide resources and uniform to our PP children to make sure they have the correct resources for learning.	<p><i>Uniforms were purchased for some of our PP children where needed including new PE uniform.</i></p> <p><i>Pencil cases and other equipment was provided.</i></p>
Attendance before and after school clubs	£2500	Pupil Premium funding will support families in before and after child care.	<i>PP children are prioritised for clubs both teacher led and paid clubs in response the needs of families.</i>
Additional support for extra teacher in Year	£10,000	Additional teachers/support staff will be used in to	<i>Teacher was provided for 2 days a week and</i>

4/5 for Maths/English support		support learning. Specific focus on gaps due to lock down.	<i>supported PP children to accelerate progress through timely interventions.</i>
Additional support for 1:1 support	£5000	Additional teachers will be used in Year 6 to support learning and bridge the gaps from lock down.	<i>Same as above</i>
Additional teacher for booster Maths / English sessions	£3,000	Additional teachers will be used in Year 6 to support learning.	<i>Same as above</i>
Homework club at lunch time	£1,000	Pupil Premium children will be invited to Homework club and be given adult support during school hours. This will commence after return to school rules ease. Teachers to support homework gaps during lesson time.	<i>PP children were given opportunities at points during the school day to complete home learning and may not be supported at home.</i>
Rapid Maths and RWI	£1,000	PP children will have booster sessions in the afternoon to fill the gaps.	<i>Due to the set up of bubbles, children were supported in class by the teacher and TA.</i>
Training	£2,000	Staff will receive training throughout the year which will be ongoing throughout the year.	<i>National College and other training was provided regularly (see above)</i>

1:1 top up	£2,000	Additional funding to meet the needs of a child in class who needs full time support but is not funded for this time. This is also to focus on those children that through lock down the gap has widened.	<i>Teacher was provided for 2 days a week and supported PP children to accelerate progress through timely interventions.</i>
Cost of cover for transition to new school Year 6 to Year 7 Year 2 to Year 3	£400	Vulnerable pupils will be identified to take part in the transition programme involving pupils from our Pupil Premium and Service cohorts.	<i>PP children received extra transition visits and support resulting in the transition smooth (see transition questionnaire Y2/3) .</i>
Cost to train Parent Volunteers	£500	Parents trained and developed to support our PP children with their learning. Not needed this year however instead, training has been provided to email out to families to support with reading.	<i>Unable to complete due to COVID.</i>
Young Carers Support group	£500	An opportunity for Young Carers to be supported within school and get to know other Young Carers. Due to COVID, the Young Carer lead has been emailing resources out to the parents, been in contact with Surrey Young	<i>Although this wasn't weekly, sessions and support was provided to teachers for our Young Carers enabling them to have a voice. As well as this,</i>

		Carers and completed whole school assemblies.	information was shared with parents of how to support their children.
Senior Leader to attend Pupil Premium CPD	£1000	CPD courses to enhance PP provision.	DHT completed PP course and shared knowledge with SLT and wider staff. One learning point was to speak to each PP child and ask them what more we as a school can do to support. Some children asked for more resources and others asked to attend more clubs. This was all actioned.
The Den	£4,500	Support for vulnerable children at lunch time. As the DEN is not being able to be used, we have increased staffing on the playground to support those vulnerable children.	More staff in the playground to support vulnerable children and take them to quieter places if needed.
Lego Therapy	£560	Support for vulnerable children in effective communication	Children completed Lego therapy to help to support

			<i>communication with each other.</i>
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Changes throughout the year to the action plan due to COVID 19 are shared in red.