



Paulton Junior School

Learning Together, Learning for Life

Pupil Premium Strategy Statement 2022-2023

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.

Detail	Data
School Name	Paulton Junior School
Number of pupils in school	273 (280)
Proportion (%) of pupil premium eligible pupils	16.9% (16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement Authorised by	Sally Rawlings
Pupil Premium Lead	Rebecca Curtis
Governor / Trustee lead	Simon Memory

Funding Overview

Pupil premium funding allocation this academic year	£73,405 (£69,940)
Recovery premium funding allocation this academic year	£7,685 (£25,040)
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	£81,090 (£94,980)

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Paulton Junior School, we have committed to providing a happy, safe and stimulating environment and we endeavour to ensure that no child is left behind. We are determined to ensure that our children are given every chance to realise their full potential. We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

The Pupil Premium was introduced as an allocation of additional funding provided to schools to support specific groups of children, who are vulnerable to possible underachievement. It was allocated to children from low-income families who were known to be eligible for free school meals



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and children who had been looked after continuously for more than six months. Schools are free to spend the Pupil Premium as they see fit. However, they are responsible for how they use the additional funding to support pupils from low-income families and the other target groups. In most cases, the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for individual pupils within their responsibility.

At Paulton Junior School, we use Pupil Premium funding to improve the educational outcomes for disadvantaged pupils in our school. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

We are aware that evidence shows that disadvantaged children generally face additional challenges in reaching their full potential at school and often do not perform as well as other pupils. We recognise that our pupils can experience different barriers to learning and that these barriers can be long term, short term or can change over time. We believe it is vital that these barriers are identified and addressed in order for our pupils to achieve their maximum potential. These barriers may include one or more of the following factors:

- Lack of resources to support home learning
- Lack of support at home
- Low levels of aspiration
- Weak language and communication skills
- Lack of confidence
- Attendance and punctuality issues
- Social, emotional and mental health difficulties
- Complex family situations
- A narrow range of experiences and opportunities

Paulton Junior School leaders, who are best placed to assess their pupils' needs in terms of how to use this funding, will use evidence to inform their decisions, including school data.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring children receive Quality First Teach in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Supporting the emotional wellbeing of pupils and their families



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- Addressing non-academic barriers to attainment such as attendance and behaviour
- Supporting access to an enriched curriculum beyond the classroom environment
- Ensuring that the Pupil Premium Grants reaches the pupils who need it most.

Focusing on these priorities will ensure our ultimate objectives are achieved:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

To achieve these objectives, the school is adopting an approach which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff.

Challenges

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

Challenge Number	Detail of Challenge
1	Attendance Data can indicate a lower % of attendance for disadvantaged pupils.
2	Number of pupils with complex Social, Emotional and Mental Health Needs Observations, teacher referrals and discussions, with pupils and families, have identified a need to provide additional support for pupils with SEMH needs and remove evidenced SEMH barriers to learning.
3	Low Prior Attainment Our assessment data and observations indicate that we need to narrow the attainment gap across Reading, Writing and Maths, between pupils who are disadvantaged in relation to their peers.
4	Addressing the Impact of the Pandemic Monitoring of home learning during the pandemic and assessment upon return to school highlighted that disadvantage children experienced a lack of social interaction and enrichment activities.
5	Family Support and Aspirations Discussions with pupils and families, and referrals from other agencies (including social care) have identified a need to empower parents through provision of parenting support.

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 improve oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • Assessments and observations indicate improved oral language among disadvantaged students at the end of KS2.



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	<ul style="list-style-type: none">• This is evident in children’s books, progress through targeted interventions, successful implementation of Quality First Teaching to improve children’s language and literacy skills and in the KS2 reading and writing outcomes.
Close the gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and mathematics.	<ul style="list-style-type: none">• To see evidence that processes and learning is monitored and that support and challenge opportunities are available.• Quality First Teaching is evident and consistent across the school.• Impact of Quality First Teaching and Interventions carefully monitored and reviewed, so that outcomes for disadvantaged pupils improve.• Transparent and early identification of targets pupil is reviewed through regular Pupil Progress Meetings.• All teachers and staff have received training to ensure consistency in approach to the teaching of Reading, Writing and Mathematics across the school.• Homework support and time given to disadvantaged and SEND children in order to have a positive impact on progress.
To ensure that the Quality of Education at Paulton Junior School for ALL pupils including SEND and disadvantaged children is good.	<ul style="list-style-type: none">• To see evidence that processes and learning is monitored and that support and challenge opportunities are available.• Quality First Teaching is evident and consistent across the school, with all lessons at least good.• There is a consistent approach to the teaching of reading, writing and maths.• Teachers and adults use assessment effectively to address misconceptions.• Gaps in pupils’ knowledge and understanding are addressed and closed through interventions, based on the needs of the pupils.• Lesson visits indicate that the disadvantaged pupils are making progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none">• Sustained high attendance evident.• Percentage of disadvantaged pupils to be in line with non-disadvantaged pupils.• A reduction in the percentage of persistently absent children. Rigorous monitoring of attendance, so that it improves for all pupils, particularly disadvantaged and SEND pupils.• Pupils on time for registration (where this is not the case a support plan in place).• Termly letters sent to parents highlighting attendance. Action plans agreed where needed.
To achieve and sustain improved wellbeing for all pupils in our school,	<ul style="list-style-type: none">• Well-being is a priority for pupils.• Sustained high levels of wellbeing evident in data from pupil and parent surveys, teacher observation and the pupil voice.



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particularly our disadvantaged and SEND pupils.	<ul style="list-style-type: none"> • Wide variety of clubs in place. • Continued participation in enrichment activities, particularly among disadvantaged pupils. • Evidence of progress in emotional learning in targeted group of disadvantaged pupils, through evidence based social and emotional interventions, including the use of the ELSA. • Pupils can talk about mental health and well-being. • Disadvantaged pupils attend and access wider curriculum opportunities.
To provide parenting support, leading to improved well-being of parents and pupils	<ul style="list-style-type: none"> • Parent Support Advisor (PSA) established positive home/school relationships with parents. • Parents of disadvantaged pupils regularly attend parents' evenings and keep in contact with class teachers. • Positive feedback from parents.

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)

£29,476

Activity	Evidence that supports this approach	Challenge Addressed
Focus on Oral Language within the curriculum and the development of language and vocabulary across the school. Continuous development through staff training and integration in the curriculum.	Oral language approaches have a high impact on pupil outcomes (+6 months). The EEF states that it is important that spoken language activities are integrated to extend learning and connect with the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3, 4
Purchase of a DfE validated systematic synthetic phonics programme (Twinkl) to secure stronger phonics teaching for all our pupils.	The EEF conclude that phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF measures the impact on learning of this type of intervention as +5 months for primary aged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3, 4
Programmes and Resources in order to	Individualised instruction can be an effective approach to increasing pupil attainment. EEF measures the impact on	3, 4



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develop a high quality of teaching and individual assessment across the curriculum in order to provide a personalised learning experience. (i.e. Accelerated Reader, Times Table Rockstars and NESSY)	individualised learning as +4 months for primary-aged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
Access to in-depth and ongoing assessment and reading comprehension activities including the use of Accelerated Reader.	Reading comprehension strategies have a high impact (+6 months) on attainment. Effective diagnoses of reading difficulties helps to identify possible solutions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3, 4
Access to curriculum resources to allow for a Mastery learning approach across the school (i.e. White Rose Hub Maths, Grammarsaurus and Twinkl)	Mastery learning allows the time needed for pupils to become proficient or competent at objectives. The impact of master learning approaches is an additional 5+ months of progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	3, 4

Targeted Academic Support (for example Tutoring, One-to-one Support or Structured Interventions)

£41,706

Activity	Evidence that supports this approach	Challenge Addressed
Precision Teaching to close gaps in phonic knowledge and use of individualised programmes to address gaps in knowledge (i.e. NESSY)	Precision teaching of phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics is matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). EEF measures the impact on learning of this type of intervention as +5 months for primary aged pupils. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	3, 4
Use of Teaching Assistants and	The EEF toolkit states that targeted deployment, where teachers and teaching assistants are trained to deliver an	2, 3, 4, 5



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<p>One-To-One and Small Group structured interventions and tutoring.</p>	<p>intervention to small groups or individuals has a higher impact than general classroom deployment. EEF measures the average impact on learning of this type of targeted intervention as +5 months for primary aged pupils. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Homework support for disadvantaged and SEND children.</p>	<p>The EEF toolkit states that pupils eligible for free school meals typically receive additional benefits from homework. Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning, or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework</p>	<p>2, 3, 4, 5</p>

Wider Strategies (for example Attendance, Behaviour and Wellbeing)

£9908

Activity	Evidence that supports this approach	Challenge Addressed
<p>Participation in ongoing additional artistic and creative activities projects across the school</p>	<p>Arts-based approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation has a positive impact, on average, +3 months additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 2, 3, 4, 5</p>
<p>Participation in ongoing additional physical activity across the school (i.e. Fundamental Movement, Inclusive Sporting Events)</p>	<p>There is a small positive impact of physical activity on academic attainment (+1 month) and impacts on wider health and social benefits also. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>1, 2, 3, 4, 5</p>



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Parent Support Advisor to support identified families.	Parental engagement has a positive impact on children's progress (+4 months) and it is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 5
ELSA to support disadvantaged children with complex Social, Emotional and Mental Health Needs.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, +4 months additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 5
Mentoring Plus and use of Teaching Assistants to enhance experiences in order to build trusting, positive relationships.	The EEF states that mentoring can be beneficial for pupils in order for them to have support. It helps build confidence, relationships, resilience, aspirations (+2 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2, 3, 5
Extra-curricular provision at school by targeting and prioritising club attendance for disadvantaged pupils.	The EEF advocates extra-curricular activities, particularly those that involve outdoor learning. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation, thus contributing to metacognitive and self-regulatory strategies (+7 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-andself-regulation	1, 2, 3, 4, 5
Subsidising trips and outings (to include workshops and school visitors).	Field trips offer students a unique cultural learning experience. It allows students to be involved in new environments, key to encouraging curiosity about a given subject. It is also valuable as an exercise in broadening a student's understanding of the world and their place in it.	1, 2, 3, 5



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	<p>Educational trips encourage the development of social, personal and study skills, thus contributing to metacognitive and self-regulatory strategies (+7 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	
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Part B: Review of the Previous Academic Year 2021/2022

Outcomes for Disadvantaged Pupils

Across the academic year, our Pupil Premium (and recovery funding) has been used to support identified PP pupils and these children have received consistent, targeted tuition sessions. Targeted sessions enable the children to both gain in confidence and make academic progress.

We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using the key stage 2 performance data and our own internal assessments. Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Attainment (High-Quality Teaching and Targeted Academic Support)

Internal data suggest that we had some strong individual performances and the progress however attainment of the school’s disadvantaged pupils in 2021/22 was affected by the ongoing impact of COVID-19. In comparison to the year group’s average attainment, the pupil premium children (on average) scored a little lower in their end of year tests, however the average scores were still in line with their expected standard standardised scores for their year groups (i.e. a standardised score of 100) in Reading and Maths.

Attendance: Absence among disadvantaged pupils was 2.24% higher than their peers in 2021/22.

Wider Strategies

Agency Involvement: We strongly believe that increased attendance and Parent Support Advisor involvement has had a positive impact on the attainment and progress of disadvantaged children. The PSA was involved with 4 children with pupil premium funding (out of the 5 children they work with).

Wellbeing and Mental Health: Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. During the last academic year many Pupil Premium children received regular emotional support through our ELSA one-to-one counselling



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or small group work based on the ELSA resources. All staff continue to use appropriate emotional and mental health resources and strategies to support children in understanding their behaviour, resilience and wellbeing. To ensure that high-quality behaviour management and wellbeing support remains a priority, we will continue to ensure regular staff meeting time is dedicated to reflecting on our school approach.

Extra-Curricular Activities: This is most notably evidenced with over 80% of PP children attending extra-curricular clubs throughout the year including art, cookery, netball, cricket, choir and forest schools. Pupil Premium children were also given opportunities to attend several sports events and an art trip.

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.

Programmes	Provider
NESSY Reading and Spelling Intervention	NESSY
Accelerated Reader	Renaissance
Times Table Rockstars	Maths Circle Ltd
One-To-One Tutoring	Teaching Personnel
Grammarsaurus	Grammarsaurus
Twinkl	Twinkl
White Rose Hub	White Rose Hub