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	The Minster Junior School
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022/2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	H Farhan
Pupil premium lead	C Green & G Davies
Governor / Trustee lead	Sharon Odumosu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 234,030.00
Recovery premium funding allocation this academic year	£ 25,230.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£421.00
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	£ 284,490.00

Part A: Pupil premium strategy plan

Statement of intent

The Minster Junior School recognises that all pupils regardless of their background should have equal access to a curriculum, which will enable them to reach their potential.

It is our intent that every pupil will attain the best outcomes by promoting independence, confidence and self-esteem. This combined with a challenging and creative curriculum that motivates children and increases their positive attitudes to learning; harnessed with opportunities to achieve and make substantial and sustained progress in their learning.

We intend to diminish the gap between advantaged and non-disadvantaged pupils i.e. the non-disadvantaged will maintain their progress while the disadvantaged pupils will make rapid progress. The main conduit for this success is a focus on Reading, recognising other contributory factors such as the deterioration in mental health and parental support. This holistic approach will promote the removal of the barriers limiting achievement and attainment.

Our PPG strategy feeds into the School Improvement Plan. A key element is the use of the Recovery Premium Grant to fund the school's contribution to the National Tutoring Programme. Our school has targeted pupils who are underachieving in Years 5 and 6.

Challenges

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

Challenge number	Detail of challenge
1	Reading Over the duration of an academic year, there was a strong focus on the impact of the strategies used to teach Reading. Termly assessments indicate that the strategies used to deliver reading are not having sufficient impact. Internal data analysis of the school's 'OTrack' system, reading journals, observations and discussions with pupils indicate that the gap between PPG and non-PPG is widening.
2	Baseline reading assessments delivered by a successful Reading Professional indicate that there is a lack of pupil, phonic knowledge in Year 3.
3	Observations, assessments, data analysis, reading journals, discussions with teaching staff and pupils, indicate that the quality of the Teaching of Reading needs to improve. Gap analysis of reading tests highlight that pupils attain the lowest scores on questions related to inference and deduction.
4	The number of behaviour incidents in the playground, number of parents requesting well-being support for themselves and their children and

	teacher observations suggest that there is a deterioration in pupils' emotional regulation skills and mental well-being. The PPG champion who is an Emotional Literacy Support Assistant, is inundated with work. The Family Support Worker, who is the mental health first aider, is also inundated with work. It is clear that the impact of the COVID restrictions have affected PPG pupils in a negative way; they struggle to resolve their issues without becoming emotional, and requiring adult intervention for minor issues.
5	Attendance data indicates that PPG pupils have more unauthorised absences and are late more than non-PPG pupils. This is the trend in all year groups and is significant because rapid intervention is delivered early in the morning.

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
The attainment gap between PPG and non-PPG pupils is diminishing.	Assessments indicate that PPG scores are in line with their peers. PPG pupils are making rapid progress in reading.
PPG pupils use phonics to decode words and all pupils are at least at age related expectations in Reading.	Pupil Premium Pupils reading scores at least the same as their chronological age. All pupils in Year 3, are able to decode words in the Key Stage One Phonic Test.
Quality First Teaching is evident in the 'Teaching of Reading' and 'Reading Fluency'	Teachers are using strategies that significantly improve pupil attainment. Reading is taught daily. All pupils are at least ARE by the end of year. There is a year on year increase in the number of pupils attaining greater depth. The figure will exceed the national average. This will include PPG pupils. Parents are more supportive of reading at home. This will be evident through monitoring the use of Bug Club.
Pupils are better equipped to regulate their emotions and achieve better well-being.	The number of inappropriate behaviour incidents are reducing. Therefore, the playground will be a safer environment where pupils engage with enrichment activities. Pupil voice indicates that they are happy at school.

	A reduction in the number of incidents logged on C-POMs.
	Teachers are applying the principles of the behaviour policy's restorative justice approach.
	Pupils are using skills taught in PSHE, from ELSA sessions and work with external professionals to resolve problems without adult intervention.
	Pupils score well on the Leuven Scale.
Attendance & Punctuality figures are above the national average.	The gap between PPG and non-PPG is diminishing. By 2024/25 The gap will not be greater than 1%.
	By 2024/25 - Persistent Absentees will be reduced to 95% and maintained.
	Pupils are not arriving at class hungry; they arrive in time to have breakfast at school, before learning starts.
	Pupils are experiencing the complete creative curriculum building on their cultural capital.
	Pupils are at school on time allowing them to receive rapid intervention to close the gap.

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: £ *175,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff audit – to consider teachers' and support staff's confidence and knowledge as teachers of reading. Use this information to plan professional development. **Professional development -** This can be whole staff development, coaching and mentoring from experienced staff, training provided by outside agencies, use of online	Research evidence indicates that phonics approaches have a positive impact on acquiring **reading skills**, particularly for disadvantaged pupils. [Phonics	Toolkit Strand	Education Endowment Foundation	EEF](#)	1,2

resources, observations and team-teaching. **Word Aware –** upskilling teachers. Word aware program for pre-teaching. **Phonological and phonemic awareness training –** to assist with equipping with the skills for spelling. The Simple View of Reading Sir Jim Rose. **Phonics training** for Heads of Reading and other key members of staff, that can be fed back to the whole teaching staff. **Investigate Phono-Graphix** as a scheme to use across school. Refer to research data in Primary school. This is an approved scheme by the government. **Rigorous teaching of phonics** is supported by trained staff.		
Review teaching of reading to ensure practice matches expectations and addresses weaknesses. Focus on inference and deduction. **Teach reading as a skill every day.** Link reading and spelling back to their phonic knowledge. **Improve the provision of guided reading**	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,3
Further develop emotional literacy through a range of strategies. Continue to embed the restorative justice approach to managing behaviour).	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	4

	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	
Learning to Learn Week - At the beginning of each term, the pupils are taught explicit strategies to maximise their attitude to learning.	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3,4 & 5

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

Budgeted cost: £ 65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Live feedback- The majority of pupils will receive feedback during the lesson. Reverse Intervention in Year 6	Effective feedback should focus on moving learning forward, targeting the task, subject, and self-regulation strategies. The examples given here also demonstrate that pupils need to be given opportunities to act on feedback. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback Teachers and support staff will work in unison to enable the teachers to deliver interventions while they teach the class. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,3,
Rapid intervention – As a direct impact of Live Feedback, misconceptions and errors will be addressed much quicker.	Evidence suggests that personalised 1:1 feedback is effective. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonic lessons for pupils in Year 3 and children who are new to English (EAL pupils) or new entrants that have a language deficit.	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading. Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Participate in the National Tutoring Programme Provided by Coach Bright	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3

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

Budgeted cost: £ *[41,500]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training to embed the restorative justice approach to managing behaviour.	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4,5
Further improve the school's systems and procedures for pupil attendance. Family Link Worker and Administrative Staff to receive training to ensure we have effective and	The DFE guidance is based on work with schools that experienced better engagement that led to an increase in attendance. www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	5

robust policy and procedure.		
Mental Health First Aid training and Wellbeing training for all staff.	The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Contingency	This is a reserve amount for the unexpected.	4

Total budgeted cost: £ 282,490
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.

> *The end of key stage 2 predictions attainment, in all areas indicated that the upward, three-year trend would continue. However, due to COVID-19 this was not realised.*
>
> *The children received good online provision but the uptake by PPG students was poor. This is evident in their September baseline assessments.*
>
> *We have seen a noticeable increase in pupils that require pastoral support and this has been facilitated by the PPG Champion, Family Link Worker and Croydon Drop In. To mitigate this, we have increased our whole school approach to well-being.*

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