

Pupil premium strategy statement – Pocklington Junior School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	26.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024/2025-2026 (detailed) 2024 – 2026 (outline)
Date this statement was published	October 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Kelly Foxtton
Pupil premium lead	Sophie Kirk
Governor / Trustee lead	Liz Greatorex

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,760
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£109,760

Part A: Pupil premium strategy plan

Statement of intent

At Pocklington Junior School we recognise, like safeguarding, the responsibility for pupil progress rests with everyone. We recognise that pupil socio economic circumstances can change and that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We understand that, for all pupils, an excellent education is a great liberator.

We are wholly committed to meeting our pupils' pastoral, social and academic needs by creating a nurturing environment that prioritises academic outcomes. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and supported to meet their full potential. Our approach to providing effective support for disadvantaged pupils extends beyond the classroom and we are committed to ensuring that pupils in receipt of the Pupil Premium Grant experience a diverse and engaging curriculum, meeting our equality obligations in full. Through diligent monitoring, we ensure:

- Learning is tailored to meet the needs of pupils through quality first teaching, providing additional intervention and support where required.
- Equality of opportunity is afforded to pupils by promoting and supporting access to enrichment activities.
- Close liaison with families ensures we can adjust provision swiftly to meet pupils needs as they change.

The objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school and higher than disadvantaged pupils nationally

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium grants. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting educational enrichment opportunities and through an engaging educational framework.

Current picture:

In June 2023, FSM6 attendance was 92.91% which was lower than the 95.32% for non FSM6 pupils, but an increase from 2022-23. The majority of these absences were due to illness and a small proportion linked to medical, and unauthorised absence.

To ensure the progress outcomes for pupils in receipt of pupil premium grant funding are at least in line with those of their chronological peers in school, across all areas of the curriculum.

44% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. A detailed breakdown of our intervention approaches is detailed as **Appendix A.**

At Pocklington Junior School we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. As a result, our final focus for 2024-2025 will be to:

Improve behaviour for learning so that pupils develop high levels of resilience to challenge, develop a growth mindset and are recognised for their achievements both during and outside of the school day.

Current behaviour tracking demonstrates there is a reduction in behaviour incidents, especially high level. As a result, we continue to invest in the Enhanced Resource provision which provides bespoke small group working environments for pupils who require significant adjustments to the school day. Led by an experienced class teacher, this small group provision follows Nurture principles and aims to reintegrated pupils back into mainstream classrooms by building self esteem, confidence and awareness.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	Attendance data for 2023/24 indicates that attendance among disadvantaged pupils has been 3% lower than non-disadvantaged pupils. 19% of disadvantaged pupils were persistence absentees in 2023/24.
2 Attainment	Assessment at the end of KS2 in 2023/24 indicates that fewer disadvantaged pupils are attaining the expected level compare to their peers, in Reading, Writing and Maths. Reading 24% (60% national figure for all pupils) Writing 43% (58% national figure for all pupils) Maths 38% (59% national figure for all pupils)

	Combined 19% (44% national figure for all pupils)
3 Behaviour	Learning behaviours are varied through school. Some disadvantaged children are showing they physically and emotionally lack self-belief, determination, resilience and readiness to learn. The behaviour policy has recently been revised and imbedded within the school.
4 Outcomes	Disadvantaged pupils are not making expected progress for their year group and continued support and intervention is needed to close the gap.

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 the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school and higher than disadvantaged pupils nationally	<p>DIS pupil attendance is at least in line with non-DIS pupils at Pocklington Junior School or higher than national comparators (whichever is higher).</p> <p>Pupil survey indicates improves attitudes to curriculum as a result of curriculum rewrite with focus on adaptive practice.</p>
To ensure the progress outcomes for pupils in receipt of pupil premium grant funding are at least in line with those of their chronological peers in school, across all areas of the curriculum.	<p>Termly data captures show that, although attainment may lag behind the attainment of non-PPG pupils. The achievement of PPG pupils is at least in line with the achievement of non-PPG pupils.</p> <p>End of unit assessments demonstrate that PPG pupils have understand the essential pre-requisite concepts to prepare them for future learning.</p> <p>Newly introduced 'live feedback' policy shines a spotlight on pupil achievements in class and ensures they get the help they need in a timely manner. This is support through classroom monitoring activities.</p> <p>Progress made by pupils accessing the ERP is at least in line with pupils taught in class (Rd, Wr, Ma). Subject leader monitoring of provision indicates strengths in teaching and learning to be shared with colleagues across the school.</p>
Improve behaviour for learning so that pupils develop high levels of resilience to challenge, develop a growth mindset and are recognised for their	Behaviour tracking shows a decline in the number/frequency and severity of behavioural incidents.

<p>achievements both during and outside of the school day.</p>	<p>Monitoring of rewards and sanctions shows PPG pupils accessing (proportionately) the same number of rewards as non-PPG pupils.</p> <p>Enrichment opportunities for PPG pupils are wide and varied. Registers demonstrate high uptake of extra-curricular clubs and activities.</p>
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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: £62,782

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced Resource Provision support – TA	nurtureuk research: promoting nurture in education	1, 2, 3, 4
<i>Enhanced Resource Provision – Teacher</i>	nurtureuk research: promoting nurture in education	1, 2, 3, 4
<i>Teaching Assistant Support</i>	Feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Developing high quality teachers by using experienced teachers to provide bespoke planning and teaching support.	<p>The evidence for improving pupil attainment through high quality teaching is strong, as attested to by the Educational Endowment Fund. ‘Schools should focus on building teacher knowledge and pedagogical expertise,’ (Menu of Approaches, pg 1).</p> <p>Hattie’s study of factors impacting student achievement highlighted the strong impact of quality first teaching, by stating the importance of teacher clarity (effect size 0.75).</p> <p>See John Hattie, Visible Learning</p>	1, 2, 3, 4

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

Budgeted cost: £36,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured small-group or 1:1 Reading and Maths interventions	The EEF has highlighted the impact of personalised, individualised instruction on pupil attainment. See EEF research - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction In-school assessments show accelerated Reading and Maths progress with targeted intervention from senior leaders.	2 and 4
EAL	Literacy and numeracy catch-up strategies (publishing.service.gov.uk) https://www.catchup.org/interventions.php	2 and 4
Times tables		2 and 4
Spelling		2 and 4
Reading		2 and 4
Handwriting		2 and 4
Literacy – Catch up		2 and 4
Numeracy – Catch up		2 and 4
Fine motor/gross motor	Leading-Change-15-Oak-Lodge-002.pdf (ssatuk.co.uk) EEF publishes independent evaluation of Read, Write, Inc... EEF (educationendowmentfoundation.org.uk)	2 and 4
Individual specialised support – SEND need		1, 2 and 4
Individual specialised support – emotional need		1, 2 and 4
Sensory circuits		1, 2 and 4
Phonics		2 and 4

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

Budgeted cost: £11,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime support	elsa-research-impact-report-002.docx (live.com)	1 and 3
ELSA 1:1 support		1,2 and 3
ELSA check in support		1,2 and 3
Group interventions eg) friendship, anxiety, anger		1, 2 and 3
Breakfast club provision for PP when required to improve attendance and punctuality.	EEF research shows that for relatively little cost, attending a school breakfast or after school club had a positive effect on children's behaviour and attendance	1, 2, 3 and 4
School to subsidise or fund educational visits to ensure that no pupil premium child misses out on an educational visit as a result of funding the trip.	Evidence UK Parliament Research Document on Learning Outside the Classroom https://publications.parliament.uk/pa/cm200910/cmselect/cmchilsch/418/418.pdf The 'vocabulary gap' proves a crucial factor in determining school success. Children with a restricted vocabulary at 5 years old are more likely to be poor readers as adults, experience unemployment and have more mental health issues. Providing real-life experiences gives pupils the tools to develop their receptive vocabulary. Closing the Vocabulary Gap, Alex Quigley	1, 2, 3 and 4
Small-group or 1:1 zones of regulation groups.	The Zones of Regulation approach has been shown to improve pupil ability to self-regulate. In-school observations show an improved ability to use shared language to communicate emotions and an improved ability to use strategies to regulate emotions. https://ojs.unisa.edu.au/index.php/tahs/article/view/1595 See also EEF research on 'Improving Social and Emotional Learning in Primary Schools.'	1 and 3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
Implementing MyHappyMind.	<p>MyHappyMind believes that we should be equipping all children with the knowledge, skills and tools to thrive in the modern world. We combine the latest research, science and technology to help children develop lifelong habits and learn to thrive.</p> <p>https://myhappymind.org/ is backed by the NHS.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1 and 3

Total budgeted cost: £110,766

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In-house assessments, evaluations, observations and conversations with families have indicated to us that a high number pupil premium pupils continue to face considerable barriers to learning. Pupil Premium strategy measures to combat the challenges faced by some disadvantaged pupils have begun to mitigate these effects. The measures undertaken to mitigate the challenges faced had a significant impact. While much impact is anecdotal or qualitative, some quantifiable impacts are reported below.

In 2023-24, the challenges raised were focusing on the % of disadvantaged children working below the expected standard across KS2, in maths, reading and writing. The aim was for the % of disadvantaged children working at expected standard or above, in reading, writing and maths will increase, which showed improvement but further intervention is needed in Maths, as this shown minimal progress for disadvantaged pupils.

A total of 67 PPG children received additional academic support through structured 1:1 or small-group intervention from experienced adults. This support varied from weekly to daily depending on the needs of the individual. In-school assessments show that the gap between PPG and NPPG pupils does narrow over the course of pupils' time at the school. We can see the impact of our strategic and personalised academic support.

It is clear that there has been an improvement across the school for children who are no longer working below the expected standard. We can recognise that there is still areas for development so interventions and support is being put into place for these disadvantaged children.

The focus for the year was to improve attendance for all pupils particularly our disadvantaged. It was suggested that the overall absence rate for all pupils will be no more than 5% and the attendance gap between disadvantaged and non-disadvantaged will be diminished. The overall attendance across the school for the academic year of 2023-2024 was 94.73%, making the absent rate across school 5.27%. This shows an improvement from 22-23 but the development must continue. When broken down, it highlighted that the overall attendance for disadvantaged children was 92.91% and 95.32% for non-disadvantaged. Disadvantaged children have a higher rate of authorised absences at 5.99%, compared to the 3.47% for non-disadvantaged children. An improvement has been made as disadvantaged pupils still have a lower unauthorised absence at 1.02% compared to 1.08% from non-disadvantaged pupils.

It was also identified that there needed to be an improvement of all pupils well-being through reducing the levels of anxiety and low level behaviours incidents being report. There has been an improvement with the well-being of pupils across the school, as there has been a lot of focus on appointing a full-time ELSA in school to ensure we can meet the social, emotional and mental health needs of individuals. We have also implemented the use of worry boxes/monsters across school, ensuring these are used correctly and effectively. We have introduced the use of ELSA provisions at lunchtime, which helps children access additional support needed. This has really helped reduce the amount of incidents raised at lunchtimes. With a new and adapted policy in place for behaviour, behaviour has seen a great improvement across school and whole school assemblies around this has help to support the change. Assemblies are well thought out and we use these to address behaviour, such as on anti-bullying week or when changes arise, or issues need addressing. Communication with parents has helped us to embed and support this too, allowing a shift in incidents decreasing. More disadvantaged children are also accessing enrichment activities and are encouraged to do so. The use of enrichment clubs and breakfast/homework club has really helped our disadvantaged pupils and their families. Having the ability to offer this for the need of the child has been beneficial.

The improvement of cultural capital, vocabulary and oral and language skills has been evident during book looks where there are no difference between disadvantaged and non-disadvantaged children.

We also had 5 Y6 PPG children have subsidised places for the residential trip to help improve vocabulary, resilience and self-esteem. We had 33% disadvantaged children on our school council caseload.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider