

Pupil Premium Strategy Statement

Stocksbridge Junior School

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stocksbridge Junior School
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	24% (IDSR November 2022)
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023 to 2024 - 2025
Date this statement was published	December 2022 (Reviewed and revised September 2022)
Date on which it will be reviewed	Termly 2022-2023
Statement authorised by	The Governing Body
Pupil premium lead	Mrs Samantha Gaymond (Headteacher)
Governor / Trustee lead	Mr Simon Botterill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,200 (2022-2023)
Recovery premium funding allocation this academic year	£6,706 (2022-2023)
Sports Funding allocation for this academic year	£19,380 (2022-2023)
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	£161,286 (2022-2023)

Part A: Pupil premium strategy plan

Statement of intent

At Stocksbridge Junior School, it is our intention that all pupils make good progress and attain well in all subjects and aspects of school life. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve in line with their non-disadvantaged peers.

Quality first teaching is central to our plan and provision: we know from research that a lack of quality first teaching has the biggest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching at least good lessons every day is crucial. This is enhanced by supportive interventions and tutoring for those most affected by the pandemic (lockdowns, partial re-opening, Covid-related absence and requirements to self-isolate).

We continue to ensure that disadvantaged children receive a high proportion of their teaching from the most qualified and effective teachers and are not routinely taught by learning assistants.

We are committed to targeting our interventions to combat the wider barriers to disadvantaged children's academic and wider success through bespoke programmes drawing a wide range of professionals and community services where this is possible.

Our strategy is focused on identifying what each child needs to be successful and achieve well. In order to do this, we are:

- Ensuring that the needs of children are identified through a range of mechanisms, including written assessment, observations of behaviour, analysing a wide range of data sets available to us and speaking to the pupils and those that care for them.
- Regularly reviewing the progress and performance of all disadvantaged children to ensure that our approaches are impactful and those most needed at any given time.
- Improving the quality of teaching and learning in all curriculum areas for all children.
- Ensuring disadvantaged pupils are challenged in the tasks and activities they receive in each teaching session.
- Ensuring that all staff take responsibility for disadvantaged pupils' outcomes.
- Regularly reminding all staff of the need for high expectations of what all pupils, but especially those who are disadvantaged can achieve.

There are a range of barriers that prevent disadvantaged children making similar progress or attainment to others which are addressed through the school's three-year Pupil Premium strategy.

There are a range of challenges faced and we need to ensure all our children have access to a high-quality curriculum that gives them the knowledge and skills to become confident learners.

Principles

- The Stocksbridge Junior School curriculum is based on a rich accumulation of knowledge, skills, concepts and attributes that contribute to success. It aims to develop the whole child: intellectually, physically, emotionally and socially. We provide opportunities through a wide range of activities, both in and beyond the classroom. Through first-hand experience, we endeavour to educate and celebrate the whole child.
- Leaders and staff have a strong belief that the key to a child's success is their ability to read.
- We ensure that all pupils have access to high-quality teaching and learning opportunities that meet the needs of all pupils through the use of Instructional Coaching.
- To develop a curriculum that is progressive and underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory. Taken from the National Curriculum, it is subject based and built upon to address the needs of our localised community. The school's Curriculum development (both academic and social/ emotional) is underpinned by research.
- 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.

Demography and School Context ADACI data

Stocksbridge is based in an area that lies in the bottom 20% most deprived areas to live in England. This represents a 10% decline since 2019.

Indices of deprivation shows an increase in deprivation 48/ 309 families are in income deprived households as evidenced by an increase in Pupil Premium figures and families requiring extra support and vulnerability in general.

To address and acknowledge the impact of this decline Stocksbridge Junior School is proactive in addressing specific themes within its curriculum and broader curriculum offers.

Ultimate Outcomes

- To use the expertise of senior leaders to enhance the quality of education to develop daily high-quality teaching through Instructional Coaching.
- Instil a love of reading across all disadvantaged children.
- To provide high-quality and research informed CPD to all our teachers and additional staff to ensure all children receive quality-first teaching.

- Employ additional staffing, both teachers and support staff, to provide opportunities to scaffold or work in smaller groups, depending on the daily needs of children.
- To improve and/or consolidate attainment outcomes between disadvantaged and other pupils by ensuring quality-first teaching is based on recent research.
- To provide tutoring for any pupil that is not on track to meet their prior attainment by ensuring tutors deliver high-quality support.
- To improve and/or consolidate the rate of progress for disadvantaged children by using quality-first teaching.
- Establish high-quality interventions for disadvantaged or any pupil that would benefit from this.
- Increase access to before/after school clubs, trips and residential visits.
- Increase attendance and punctuality by providing breakfast provision that appeals to all school pupils.

Achieving these outcomes

- Utilise and retain skilled members of SLT to develop pedagogy and practice so that teaching and learning is high-quality and together, we achieve excellence every day by beginning to introduce Instructional Coaching and staff autonomy in their professional development.
- To allocate additional support staff - providing small group work.
- Develop tutoring sessions to ensure they are steeped in research, bespoke and are to a high-standard.
- Reader leader to be released for sessions to ensure consistency in reading teaching so every child receives the very best provision on a daily basis.
- Little Wandle intervention to support children to accelerate rates of progress and ensure children can read at the appropriate level.
- All our work through the pupil premium strategy will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support from Thrive team and the school's Inclusion team to support our most vulnerable learners, to ensure they receive the very best quality of education.
- Subsidise activities, educational visits and residentials thus ensuring children have first-hand experiences to use when learning in the classroom.
- To extend PE provision and promote an active and healthy lifestyle.
- Provide behaviour and nurture support before school and during lunchtimes by providing activities to engage and promote Stocksbridge Junior school's values thus enhance learning.

This list is not exhaustive and will change according to need and to support all our socially disadvantaged pupils. We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes in Core Subjects:</p> <p>Internal assessments, in school monitoring and discussions with pupils indicate that the attainment in all core subjects of the disadvantaged pupils is significantly below that of non-disadvantage pupils.</p>
2	<p>Phonics:</p> <p>Assessments, observations and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. The negatively impacts their developments as readers.</p>
3	<p>Vocabulary:</p> <p>Our disadvantaged pupils have limited vocabulary knowledge; therefore, they have lower starting points in Speech and Language on entry to school. This therefore impacts on their fluency and reading and ability to decode when reading. For our disadvantaged pupils, the lack of exposure to high quality texts impacts on their ability of writing too.</p>
4	<p>Attendance:</p> <p>Our attendance data over time indicates that attendance and punctuality among disadvantaged pupils has been lower that for non-disadvantaged pupils. This caused by a range of factors but negatively impacts self-esteem, attainment and progress.</p>
5	<p>Gaps in knowledge and understanding of curriculum content:</p> <p>Our assessments and observations indicate that the education, mental health and wellbeing of our disadvantaged pupils have been impacted by partial school closures to a greater extent that for other pupils. A lack of resilience and low self-esteem are preventing a low number of our disadvantaged pupils from fully engaging with their learning. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations.</p>
6	<p>Developing confident and competency in Mathematics:</p> <p>Assessments and observations indicate a lack of solid number sense, including fluency and flexibility with number facts which has a lasting impact on future learning. This is evident from KS1 to KS2 and is more prevalent among our disadvantaged pupils than their peers.</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
Improve oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/2025 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present).
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/2025 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present).
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/2025 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • Thrive assessments and data. • qualitative data from pupil voice, pupil and parent surveys and teacher observations. • an increase in participation in enrichment activities, particularly among disadvantaged pupils. • a reduction in referrals for support for identified children. • qualitative data and parents voice shows increased empowerment and ability to support their children.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no higher.

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: £67,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the continued effectiveness of our Phonics programme through training and the use high quality resources (including books) to secure stronger phonics teaching for all pupils but especially those who are disadvantaged.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 6
Allocated experienced teachers for the delivery of bespoke interventions to identified disadvantaged pupils in order to address the next steps in their learning. Disadvantaged pupils to perform in line with their peers and meet the end of key stage expectations.	Assessment data and outcomes will evidence the impact of the allocated teacher and the high-quality teaching and intervention Marking and feedback will instantly address any misconceptions and evidence progress in learning and attainment. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 6
CPD Training for identified support staff to deliver specific intervention programmes.	Research shows that interventions which are based on a clearly specified approach which staff have been trained to deliver has a positive benefit pupil's progress and attainment: Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3
CPD Improve the quality of social and emotional (SEL) learning - Thrive	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):	5

	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Leaders monitoring learning and teaching across the school and using outcomes to inform bespoke CPD.	EEF Pupil Premium Guide – Quality teaching helps every child High quality curriculums inspire learners Development and retention of staff is key Ensuring every teacher is supported and developed is essential to achieving the best outcomes for pupils. Providing high quality, bespoke opportunities for professional development support this.	1, 2, 3, 5, 6
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance especially focused on disadvantaged children who should be achieving greater depth. We continue to embed the Maths Mastery Programme, resources and associated CPD and develop GDS provision.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Mastery learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 6

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

Budgeted cost: £33,800 + £6,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish and sustain tightly targeted intervention groups for reading, writing and maths interventions for disadvantaged pupils falling behind age-related expectations in phonics, Reading, Writing and Maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. For tuition led by Learning Assistants, interventions are likely to be particularly beneficial when the Learning Assistants are experienced, well-trained and supported – for example, delivering a structured intervention: Small group tuition EEF (educationendowmentfoundation.org.uk) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a set period of time: Phonics EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5, 6

1:1 conferencing between pupil and teacher identifies misconceptions/gaps in learning and to plan next steps.	Individual feedback combined with support with addressing misconceptions and identifying next steps has potential to accelerate learning. Feedback with additional support for pupils that are falling behind, while approaches such as formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress. Feedback has effects across all age groups. Feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
Purchasing IT Learning resources to support and accurate progress in order to ensure pupils are making the required progress and attainment is in line with national expectations.	Research indicates that technology in the classroom is highly beneficial: enabling personalised, mastery-based learning; saving teacher time; and equipping students with the digital skills they will need for 21st-century careers. Mastery learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3

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

Budgeted cost: £33,800 + £19,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality training to develop staffs' expertise in order to support social and emotional development of pupils.	Social and emotional learning approaches have a positive impact on pupil's development. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement forensic procedures and to be robust with the LA regarding cases that have been referred.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Maintain and increase Home School Support	Improved links between home and school is proven in supporting the progress pupils make academically as	4, 5

Worker provision and nurture support.	well as socially and emotional. Increased engagement will help support parents with their children's academic development as well as supporting families in crisis: Parental engagement EEF (educationendowmentfoundation.org.uk)	
Breakfast Club Staff costs, to provide low-cost breakfast and child-care for vulnerable families and children.	In their 2006 Eating Breakfast report, Health4Schools claimed: "Research has shown that children who skip breakfast perform less well academically, socially and emotionally, whereas eating breakfast improves children's problem-solving abilities, their memory, concentration levels, visual perception and creative thinking." Providing children with breakfasts can help to boost their attention span, concentration, and memory.	4, 5
Support for trips (including residential)	To reduce the overall financial burden upon Pupil Premium children's parents / carers, the school will part fund the overall cost of the trips and the residential trips where required, to enable accessibility for all.	4, 5
Improving the physical environment.	Analysis of our context from 'Beyond the School Gate' shows that our children have limited access to outdoor space and lack the opportunities to develop their gross and fine motor skills. Developing motor skills at will have a long-term impact on the children's progress and ability to self-regulate. Physical development approaches EEF (educationendowmentfoundation.org.uk)	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £161,286

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 closing the gap between disadvantaged pupils and non-disadvantaged pupils in the 2021 to 2022 academic year.

Last academic year, the Pupil Premium grant meant that:

- We provided additional CPD for staff to ensure the teaching of phonics supported children joining us who had not yet secured their phonetical knowledge.
- We were able to develop the teaching of reading through a sequenced reading approach. Staff have had regular CPD linked to reading that has supported staff's confidence.
- Maths continues to be a strength across school and the mastery programme is embedded across all phases of the school. Children achieved well in their Multiplication Tables Check (School average of 24).
- We were able to tailor our CPD to support our school's contextual needs (as identified in the 2019 Deprivation Index) which includes collaborative learning and enhanced PE provision. We also increased our number of licensed Thrive practitioners to support more children with identified social and emotional needs.
- We were able to provide wider support through our Peer Mediators.
- We were able to develop home links through our Educational Welfare Officer, MAST advice sessions and Family Thrive workshops.
- We were able to maintain three classes in Year 3 despite falling pupil numbers and maintained a strong team of Teaching Assistants to support across school. This enabled children to receive that support when they needed it in class and through interventions both during and before/after school.
- We were able to continue to provide a bespoke specialist SEND provision for children with specific needs identified on their EHCPs.

KS2 SATs Results 2022

There were 78 children in Year 6 during 2021-2022.

	Achieving Expected Standard	Achieving a Higher Standard	Average Scaled Score	Progress Measure
Reading	81%	49%	108	+2.2
Writing (TA)	79%	28%	-	+2.5
SPaG	85%	36%	108	-
Mathematics	82%	26%	106	+2.1
Combined	69%	13%	-	-

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a parenting programme to support our most vulnerable parents / families.
- utilising a [DfE grant to train a senior mental health lead](#). This is being led by our Inclusion Leader

Additional activity Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- we have utilised the DfE's training grant to train a senior mental health lead and will continue to focus on better meeting the mental health needs of our pupils in collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We have also commissioned a pupil premium review to get an external perspective and will use the outcomes of this to further inform our strategy.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.