

Pupil premium strategy statement 2021-22

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	Trafalgar Junior School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	48 pupils (16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (year 1 of 3)
Date this statement was published	17th December 2021
Date on which it will be reviewed	Termly
Statement authorised by	Sarah Keefe
Pupil premium lead	Jennifer Bussiere
Governor / Trustee lead	Jo Dyson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,560
Recovery premium funding allocation this academic year	£6,960
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	£76,520

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to narrow the attainment gap between pupil groups, including challenging high attaining pupil premium pupils.

Through a whole school focus on quality first teaching followed up with targeted interventions we are working to eliminate barriers to learning and progress.

Our key principles are that our teachers are equipped with the tools to provide challenging curriculum for all pupils through QFT. Class and subject leaders are confident to address gaps within mainstream teaching, the emotional wellbeing of our pupils is well supported and parental partnerships are strengthened in order to work together to support our pupils to reach their potential.

Challenges

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

Challenge number	Detail of challenge
1	Progress in reading and writing will be a key focus point for all pupils
2	QFT is at the forefront of the school strategy to ensure progress of pupils with prior good attainment and progress for all pupils will improve to be in line with the rest of the school
3	Emotional wellbeing with PPG children is well supported to ensure full engagement in school activities
4	Communication with parents and parental involvement for disadvantaged pupils will strengthen to ensure a partnership approach is developed
5	School will improve opportunities for wider school participation including clubs and positions of responsibility will be provided

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
Accelerated progress in reading and writing in order to reach expected standard or above	Pupil targets are ambitious. Progress is evident in monitoring of lessons, books looks and assessments each term.

	Teachers investigate specific barriers (what's been tried, what needs to happen) and differentiate well in order to close the gap.
Parents feel that the school communicates successfully with them regarding the support and strengths of their children	Parent, pupil and staff voice survey, drops ins, coffee mornings, homework club show effectiveness
PPG pupils with high prior attainment show good progress over time	85% of PPG pupils with high prior attainment gain expected or above in RWM by 2023 at like for like levels with rest of cohort
67% of PPG pupils gain expected or above in RWM by 2023	67% of PPG pupils gain expected or above in RWM by 2023 Monitored by learning walks, books looks, assessments and termly data meetings Differentiation and appropriate grouping enables progress alongside targeted and well-timed intervention. Learning walks show evidence of links to QFT
Increase % of PPG children accessing clubs before/during and after school from 50% to 85%	Attendance of clubs is monitored and children are targeted to encourage participation to 85% attending at least one club
PPG children's emotional needs are supported well in school to ensure full participation in class including being given positions of responsibility	95% of pupils accessing ELSA and Mental health sessions graduate successfully within 1 term.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on reading and writing. Adviser from AFC working with the school assessment lead and reading/Writing leads ensuring PPG children are championed within	The EEF research states that on-going personal and professional learning allows critical reflection and development of expertise. Collaborative practice, mentoring and coaching allows individuals to develop. We currently have regular good practice on our staff meetings. Teachers use a broad array of teaching strategies which combined with subject knowledge and knowledge of their pupils positively impacts upon learning.	1& 2

lessons, year group coaching is supported	Components of our high-quality teaching (recognised by the EEF) includes explicit teaching, scaffolding, use of metacognition and flexible grouping	
QFT course run by AFC Inclusion Lead and one other senior member of staff attending	Teachers use a broad array of teaching strategies which combined with subject knowledge and knowledge of their pupils positively impacts upon learning. Components of our high-quality teaching (recognised by the EEF) includes explicit teaching, scaffolding, use of metacognition and flexible grouping	1 & 2
Teaching assistant employed to ensure post LAC children's mental health needs are supported and pre teaching support is provided for comprehension and writing given to ensure children meet their potential	EEF Sutton trust Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. —Closing the attainment gap: key lessons learned in the EEF's first six years (2018)	1 & 3
Additional EP support to also include Parent training on zones of regulation, wellbeing and growth mindset	Parental engagement has moderate impact for low cost (EEF toolkit)	4

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

Budgeted cost: £43,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 5 and 6 an additional maths teacher is employed to narrow the gap in maths.	Our own data shows that with the extra maths lessons children who had previously fallen below expected were able to catch up or exceed Monitoring termly progress tracked by class teachers, year team leaders, impact measured through pupil progress meetings expecting accelerated progress in	2

	order to catch up to expected level	
Additional teacher used across the school to address gaps in learning	EEF research states that small group tuition is effective in accelerating progress.	1
RWI fresh start phonics for struggling readers in KS2 Programme cost plus teaching assistant support time	The Education Endowment Foundation recently ran a project investigating the effectiveness of Fresh Start, which found that the intervention shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.	1+2
Dyslexia Gold Programme to support children with Literacy difficulties has been bought into and is running in every year group , programme cost plus teaching assistant time	This software has an evidence base – please see www.dyslexiagold.co.uk	1
Beanstalk Reader 9 PPG children accessing	Evidence on Beanstalk website	1
1:1 reading with TA and class teacher increased to every day sessions Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text.	EEF “Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.	1
Lunchtime homework clubs in all year groups run by class teachers alongside teaching assistants	From EEF “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. Broader evidence suggests that homework should not be used as a	5

	punishment or penalty for poor performance.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,500

Activity	Evidence that supports this approach
Increase our offer of free after school and lunchtime clubs from 50% to 80% Including a variety of sports clubs run by sport leader, music classes, and writing club run by DHT	To improve aspirations of children by opening them up to wider opportunities that they would otherwise not have
To continue to support families with financial help for trips, extra-curricular activities, holidays clubs paid for vulnerable pupils	To use a range of strategies to allow children to experience and improve their cultural interests and raises motivation and encourage home/school links.
Wellbeing team to ensure regular meetings are held, pupils' mental health needs are supported appropriately through referrals to ELSA teaching assistant, Mental health	The EEF states "social and emotional learning is addressed and a child feels more settled and secure that pupil's wellbeing and social emotional learning is separate from their academic,

<p>first aider and choir participation</p>	
<p>Mental Health First aid and Trailblazer school Referrals to support families with emotional health difficulties monitored by Mental Health lead</p>	<p>The EEF states “social and emotional learning is addressed and a child feels more settled and secure that pupil’s wellbeing and social emotional learning is separate from their academic,</p>
<p>Drop-In sessions to allow parents and carers to firstly have a listening ear, where they may not feel they want to make a formal meeting with the class teacher but need to seek advice on concerns relating to home or school. We are able to discuss potential support for the child or signpost parents and carers to external agencies where appropriate also providing training where appropriate</p> <p>:</p>	<p>Home school links ensure children are prioritised and families are well supported and signpost transition between home and school</p>

<p>Children’s play therapist – disadvantaged children are targeted for support if required</p>	<p>The EEF states “social and emotional learning is addressed and a child feels more settled and secure that pupil’s wellbeing and social emotional learning is separate from their academic,</p>
<p><i>Children in year 6 are selected for positions of responsibility for music ambassadors, library ambassadors, PE leaders,</i></p>	<p>Public health England briefing https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attach</p>

Total budgeted cost: £76,500

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

See evaluation of the previous strategy on website