

Pupil premium strategy statement – John Ray Junior School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	443
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) 2023/2024, 2024/2025, 2025/2026	2024-2027
Date this statement was published	14.9.24
Date on which it will be reviewed	31.8.25
Statement authorised by	Karen Harrison
Pupil premium lead	Karen Harrison
Governor / Trustee lead	Lisa Greeson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,679
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£171,679

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our current pupil premium strategy works towards narrowing the attainment gap by ensuring that quality first teaching is our first priority. Our expectations are that lessons are pitched high and 'scaffolded' so that all students can access the learning no matter their starting point. When this happens, children will rise to the challenge and even exceed our expectations. Our high expectations of children permeate everything we do therefore our pupil premium strategy and its key principles are an integral part of what our teachers do for every child, every day in every lesson.

Demography and school context

As of the start of this academic year, we had 131 children who are in receipt of the Pupil Premium Grant. Over the academic year, we expect this to rise as children join in year 3 without universal school meals. We consider many more of pupils as disadvantaged because of household income and social economic and environmental factors. A quarter of our children have experienced an adverse childhood experience. There is a growing body of evidence that these experiences during childhood can affect our health throughout life. The term Adverse Childhood Experiences (ACEs) is used to describe a wide range of stressful or traumatic experiences that children can be exposed to whilst growing up. ACEs includes all types of abuse and neglect as well as parental mental illness, substance abuse, divorce and separation, incarcerations, bereavement, and domestic violence. In addition to this, the Indices of Deprivation (2015 – 2019), this identifies our local context and part of our catchment as being amongst the 40% most deprived neighbourhoods in the country

Our school follows a nurturing approach, whereby we focus on building strong relationships with our staff and pupils so that they attend our school feeling safe and with a sense of belonging. We have trained staff extensively in a therapeutic approach and use an inclusive environment where all children are provided with the opportunity to be successful. We are passionate about supporting children to develop their social, emotional and wellbeing skills and have skilled practitioners to support the mental wellbeing of pupils. We have implemented whole school approaches which focus on

emotional wellbeing through Zones of Regulation, a restorative approach to behaviour *and strategies to form successful relationships.*

We have a higher than national and local percentage of children who have special educational needs with 3% of children having EHCPs and 18% of children receive SEN support.

Rationale

It is important to us that all our children are in the position to have a successful education and receive provision that is based on what they need regardless of any labels. We will use this strategy to support our aspirations that all our children are able to and are entitled to have the opportunity to be successful despite their history, additional needs, or environmental factors. We are working alongside the local authority as part of the Essex Disadvantage Strategy to address disadvantage by developing four key interrelated elements:

- Relationships
- Metacognition and self-regulated learning
- Social, emotional, and mental health
- Language development and comprehension.

As a result of our most recent Ofsted Inspection, it was identified that attendance was an area for development “Attendance is lower than the national average. Some pupils miss out on aspects of their education because they are not in school as much as they should be. Previous strategies have focussed on improving attendance through a supportive approach with parents. This continues to be a focus for our work.

In making provision for 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 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 disadvantaged. This may include, for example, young carers or pupils with a social worker.

When making decisions about using Pupil Premium funding, it is vital for us to consider the context of our school, the barriers and challenges our pupils face and alongside other professionals; research into closing gaps. Common barriers to learning for our disadvantaged children can include difficulties at home that lead to poor speech and language and communication skills, minimal cultural experience and poor self-belief. There may also be complicated family situations which can prohibit children from reaching their full potential. Every disadvantaged child is different and unique but we aim to ensure that the whole school community work together to support these children. This

includes but is not limited to, analysing data, supporting families, identifying strengths and weaknesses, delivering interventions, wellbeing check-ins. This list is not exhaustive and is ever-changing based on the needs of our pupils.

Our current pupil premium strategy is divided into 3 sections: Teaching, Targeted Academic Support and Wider Strategies to include social, emotional and mental health. and works towards ensuring our ultimate objectives are met:

Teaching

- Transforming teaching programme for each teacher through Ambition
- Coaching session through Ambition for middle leaders
- NPQ courses for middle and senior leaders.
- Evidence based strategies embedded: Metacognition, Co-operative learning
- Professional development opportunities for all staff.
- Regular subject leader working groups to enable staff to work collaboratively with leaders across and outside the Trust.
- Tailored CPD cycle implemented.
- CPD for LSAs.
- PSHE Curriculum developed with initiatives such as zones of regulation, E-safety and the use of My Happy Mind programme.
- Make it stick principles – interleaving learning, low-stake testing (quizzes), use of knowledge organisers.
- Quality first teaching based on a model of direct instruction.
- Metacognition and self-regulation embedded through marking and feedback

Targeted Academic Support:

- Extra class texts to enable PP children to have the opportunity to use individual copies in lessons.
- Precision teaching for small groups and individuals
- Daily reading opportunities for all pupils to include: 1:1 with an adult, small groups, choral reading, guided reading, class reading
- Review the deployment of LSA's to effectively run daily targeted interventions • Introduction of focused phonics interventions including fluency interventions
- Zones of regulation groups
- Regular 1:1 learning conferences with a classroom adult to encourage and offer emotional/academic support. Speech and language, oral language interventions for those who need it
1:3 tutoring.

Wider Strategies:

- Speech and language therapist
- Play therapist
- Attendance officer
- Opportunities for music tuition
- A mentor (trusted adult)
- Daily meet and greet at the gate by SLT and / or learning mentors
- Increased opportunities for parental engagement with subject and 'how to help your child' workshops
- An opportunity for a place in breakfast club to encourage school attendance
- Regular pupil voice (in form of School Council and subject specific feedback)
- Increased opportunities for children to take on a leadership role in school
- Specific cultural capital events and subsidised educational visit places
- Subsidised or fully funded enrichment clubs
- A responsibility within the classroom or across school to raise self-esteem

The key principles of our strategy plan are to: ***'Be specific. Focus on the causes, not the symptoms...The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.'*** Marc Rowland, Unity Schools Partnership

Challenges

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

Challenge number	Detail of challenge
1	Academic outcomes Historic KS2 data indicates that a significant proportion of PPG children are leaving KS2 without meeting national expectations for reading, writing and maths
2	Oral language and vocabulary Assessments, observations, and discussions with pupils indicate that there is underdeveloped oral language skills and vocabulary gaps among many pupils. These are evident from year 3 to year 6 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Limited Cultural Experiences Observations and discussion suggest that disadvantaged pupils may not have had as many rich, cultural experiences as non-disadvantaged

	pupils. This impacts their ability to make links to the wider world and make connections within the curriculum.
4	Parental Engagement Low participation from parents in home learning, meetings and consultations can hinder progress.
5	Social and Emotional Support Assessments, observations, and discussions with staff and parents identified the increase of SEMH needs which is more prevalent in our disadvantage pupils and therefore the children are unable to access learning successfully and consistently which puts them at risk of cumulative dysfluency. The impact of COVID-19 has meant that some children have developed further anxieties. As a result, this gap has widened for several PP children These challenges particularly affect disadvantaged pupils, including their attainment and well-being.
6	Poor Attendance Our attendance data from 2023-24 indicates that attendance among disadvantaged pupils was lower than non-disadvantaged pupils.

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
Academic outcomes Improved reading, writing and maths outcomes at the end of KS2 for disadvantaged pupils	End of KS2 outcomes in 2024/2025 shows that disadvantaged pupils achieve in line with their peers. All children are at least in line with national figures reading, writing and maths in 2024/2025. Internal data across KS2 shows a rapid increase in numbers of pupils on track to achieve age related expectations, approaching national figures over the next 3 years.
Oral language and vocabulary Improved oral language skills and vocabulary among disadvantaged pupils.	Internal data using specific language assessment identifies that children's language needs are at age related expectations. Reduction in speech and language support from speech and language therapists for children in year 5 and 6. Internal data across KS2 shows a rapid increase in numbers of pupils on track to achieve age related expectations,

	<p>approaching national figures over the next 3 years.</p> <p>Children are engaged in high quality academic talk with peers and adults to enable them to use vocabulary as a tool to improve their future prospects.</p>
<p>Limited Cultural Experiences Disadvantaged learners are fully engaged and participating in the school's rich extracurricular offer.</p>	<p>All disadvantaged children attend all class trips.</p> <p>Monitoring of extra-curricular activity attendance to show that disadvantaged children attend extra-curricular clubs which may be academic or extra-curricular which will be funded by school.</p> <p>Disadvantaged children access to a range of cultural experiences, visitors and visits and curriculum resources</p> <p>Disadvantaged pupils take on leadership roles within the school and are able to articulate their contribution to the wider school.</p>
<p>Parental Engagement Parents of PP pupils are engaged in school, aware of their child's learning and understand how to support their child</p>	<p>Parents attend all consultation evenings/ open days each academic year.</p> <p>They also attend any One Plan or SEND meetings or additional meetings planned by staff to support their child's development.</p> <p>Parents attend appropriate workshops within school.</p>
<p>Attendance For all disadvantaged pupils to attend school regularly (at least 96%) and on time</p>	<p>There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils.</p> <p>Attendance and punctuality of targeted pupils will improve to be in-line with all pupils.</p>
<p>Social and Emotional Support</p>	<p>Sustained improvement in pupil wellbeing and individual social and emotional skills for children who are attending Nurture intervention through Boxall Assessments each academic year.</p> <p>Pupils displaying difficulties with their social, emotional, and mental health needs are accessing the school curriculum with improvements in their personal wellbeing through pupil voice, teacher observation and parental feedback by 2024/2025.</p>

	<p>Reduction in fixed term and permanent exclusions.</p> <p>Children can self-regulate, display exemplary learning behaviours, and access learning in the classroom.</p>
Attendance	<p>Reduce persistent absentees to 15% by 2024/2025.</p> <p>Reduce persistent pupil lateness to 0% by 2024/2025.</p> <p>Improved attendance for all pupils to ensure classes are at 96% or above for each academic year by 2024/2025.</p>
High Quality Teaching	<p>Enhanced skills of subject leaders who develop the curriculum alongside Senior Leaders whereby children can refer to previous learning and prior knowledge through assessments, observations, pupil voice, teacher feedback and triangulation using planning and evidence in pupil books.</p> <p>Teachers use adaptive teaching practices to ensure the needs of all pupils are met.</p>

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: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Resources to support the Little Wandle phonics programme catch up sessions and Little Wandle fluency.</p> <p>£10,000</p> <p>Training costs for LSAs to deliver the</p>	<p>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:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2

programme effectively. £7,000		
Provision of pastoral staff hours to support transition, social and emotional needs and self regulation strategies £4,000	<p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.</p> <p>Self-regulation strategies EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5,6
Staff CPD £6,000 £20,000 £17,000	<p>High quality staff CPD is essential to stay up to date with curriculum changes and new ideas and initiatives. This is followed up during staff meetings, twilights and INSET. Coaching sessions with senior leaders by HT and Trust teaching and learning lead/</p> <p>Teaching staff to engage with the Transforming Teaching Programme through Ambition.</p> <p>Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)</p> <p>Effective teacher CPD and CPD leadership: What... HISP Research School</p>	1,2,5
Provision of LSAs to intervene 'at the point of learning' to provide feedback. £6,000	<p>There is extensive evidence that effective feedback can have a high impact on pupil's attainment. This can include addressing misconceptions, providing additional practice and clarifying learning.</p>	1,2,3,4,5,6,

	When teachers use good verbal feedback strategies, it saves them time and boosts pupils' engagement UCL IOE Blog	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 37,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of bespoke Speech and Language sessions to improve speech, listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>£3,500</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>In- house tutoring - pupils who receive tutoring will be disadvantaged. (1:3 support programme)</p> <p>£9,000</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5,6
<p>Pupil progress meetings discussing targeted disadvantaged children, teachers and SLT.</p>	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p>	1,2,3,4,5,6

Structured interventions from LSA and HLTA for reading, writing, phonics and maths across school using a range of resources and following research from others £22,679	Pupils' who have gaps in their learning that need to be identified and effectively targeted	1.2,4, 5, 6
Use of a trained play therapist £2,000	Pupils who have experienced significant trauma such as parental death, parental break ups or pertinent family circumstances. School counselling in England campaign (bacp.co.uk) <i>A recent study suggests that “a counsellor has a positive effect on young people’s confidence, resilience, sense of self-worth, family relationships, friendships, school attendance and academic achievement”</i>	1,2, 3, 5. 6

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

Budgeted cost: £ 64,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of two Learning Mentor to support children’s self- esteem and encourage positive attitudes to learning (£36,000)	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): Mentoring EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6

	Rationale and impact Social, emotional and mental wellbeing in primary and secondary education Guidance NICE	
Lunchtime support to provide high quality games and support and activities to engage pupils. (£5,000)	Poor behaviour at lunchtime can prohibit academic learning in afternoon. School-break-and-lunch-times-and-young-peoples-lives-A-follow-up-national-study.pdf (nuffieldfoundation.org) RB59 Socialvalue break lunchtime schools BlatchfordBaines.pdf (ucl.ac.uk)	1,2,3,5,6
Attendance Officer (£3,500)	A detailed report from March 2022 looked into impact of different initiatives to improve attendance. Having an attendance officer to keep track of attendance patterns, repeat absences and analysing the data ensures that key children and families can be supported quickly. Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)	4,5,6
Subsidised visits and clubs and uniform. Including- Contingency fund for acute issues. (£3000)	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum. 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.	1,2,3,4,5,6
Targeted individualised homework linked to classroom learning using Century Tech accessible at home. If not, then an after school club provided with laptops for children to complete. (£4,000 for Century subscription + £1,000 for HLTA to	Evidence from the EEF identified homework as high impact for low cost when teachers plan for children, there is an average increase of 5 months learning.	1, 4

lead after school club)		
Breakfast club provision to encourage school attendance and punctuality. (£8,500 for staff costs and £3,000 for food)		

Total budgeted cost: £ 171,679

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review 2023-2024

All pupils in receipt of pupil premium funding receive high quality first teaching from both class teachers and support staff.

As a school, we recognise the need for additional wellbeing provision, self-regulation support, nurture groups, therapies and other personalised support to enable the children to be ready to learn and thrive.

The additional provisions have proven highly impactful.

- Where PP children have worked with our learning mentor, their progress has been improved due to the consistency of support, opportunities to build secure relationships and time allocated to discuss emotional barriers to their learning.
- Our attendance officer has made an impact on the outcomes of our PP children by closely monitoring the rise and fall of attendance especially those where attendance is in decline. Parents are contacted, meetings are held and other lines of enquiry are made to ensure that we work together to support good attendance. As a result, attendance for the academic year 2023-24 was above the national average and persistent absentee percentage was below the national figure.

Year 4 MTC (2024)

mean score for pupil premium children: 21.18

mean score for non pupil premium children: 21.38

KS2 Data (Unvalidated)

Subject	Percentage of PP children (27 pupils) meeting ARE or above
Reading	63% with 15% achieving GD
Writing	56% with 7% achieving GD
Maths	56% with 7% achieving GD
Combined	52% with 4% achieving GD

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
Times Table Rock Stars	Maths Circle Limited
White Rose Maths Resources	White Rose Maths
My Maths	Oxford University Press
Century	Century Tech
Little Wandle	Little Wandle- Revised Letters and Sounds
Testbase	Testbase

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Supporting our disadvantaged pupils is always at the forefront of our thinking and planning. We use a range of strategies that are not dependent on Pupil Premium and in the majority of cases embedded, within the school culture.

These include:

- Regular discussion and planning time set aside during key CPD sessions enable staff to apply learning.
- Teachers and support staff work extremely hard to close gaps in children's learning as well as ensuring any missed learning due to lateness or absence is caught up on wherever possible.
- Weekly updates are sent out, including local support and resources for families as they become available.
- Termly 'tea and chat' with SLT
- Termly 'SEN tea and chat' with SENCo team
- End of year afternoon tea for volunteers within the school community
- Daily meet and greet from SLT on the gate for families
- Daily meet and greet for pupils from classroom adults upon entering class
- Regular 1:1 reading and book discussion with an adult wherever possible
- Zones of Regulation across school
- Bubble and social groups
- Engaging, well-stocked reading areas in every classroom and a well-stocked refurbished school library
- Staff are contactable via email and at the door as well as through notes in the communication book which ensures strong relationships are fostered and maintained throughout a child's learning journey at Notley Green.