

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St Laurence Junior Academy
Number of pupils in school	(Sept 22) 174
Proportion (%) of pupil premium eligible pupils	(Sept 22) 60%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	September 22
Date on which it will be reviewed	July 2023 (reviewed term 2 and 4)
Statement authorised by	
Pupil premium lead	Linda Sladden
Governor / Trustee lead	Denise Cormack

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,195
Recovery premium funding allocation this academic year	£15,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£174,145

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Laurence in Thanet CE Junior Academy, we use of our Pupil Premium Grant funding to ensure that our Pupil Premium eligible pupils receive the highest quality of education in order to fulfil their potential and flourish academically and socially.

Our context: St Laurence in Thanet CE Junior Academy is located in Ramsgate, Kent. We currently have one year 3 class, one year 4 class, two mixed year 4/5 classes and two year 6 classes. We currently have 60% of children, within our school, who are eligible for pupil premium funding.

Our ultimate objectives are to:

- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers.
- Ensure all Pupil Premium children can read and access all areas of the curriculum.
- Overcome academic and non-academic (e.g., attendance, behaviour and wellbeing) barriers to attainment.
- Meet the pastoral, social and emotional needs of the pupils and equip them with the skills needed to develop resilience and the ability to self-regulate.
- Engage Pupil Premium children in the wide variety of extra-curricular opportunities, activities, and roles/responsibilities on offer.
- Develop their love of learning and raise life-long aspirations.
- Develop their sense of belonging and understanding of their value and contribution they make.

Achieving our objectives:

In order to achieve our objectives, we will:

- Ensure that all pupils receive quality first teaching each lesson by putting in place high quality CPD.
- Put in place a coaching programme for teachers early in their careers run by an experienced teacher/leader.
- Provide 1:1 or small group targeted support with a qualified teacher to address identified gaps.
- Provide research-based Teaching Assistant intervention groups.

- Put in place a range of pastoral and emotional support.
- Support for attendance through the use of the minibus

## Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that attendance among disadvantaged pupils is lower than non-disadvantaged pupils Persistent absence is higher among disadvantaged than non-disadvantaged pupils Our internal data shows that pupils with poor attendance are less likely to make expected progress
2	Our internal well-being data (Boxall profiles, My Feelings, behaviour records and exclusions) shows that children are struggling with their mental and emotional well-being.
3	Our internal data shows that our Pupil premium children do not achieve as well in reading, which impacts on how they can access all areas of the curriculum. We know through staff surveys that our pupil premium children are not heard read at home as non pupil premium children.
4	Our internal data shows that our Pupil premium children do not achieve as well in all core subjects.
5	Pupil and staff observations and discussions show that our children have a lack of aspirations. Our children have limited life experiences e.g. not visiting the theatre, going to the beach etc.

## 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
<i>To achieve and sustain improved attendance for all pupils</i>	School attendance will be at least in line with national Overall absence rates to be no higher than 6 % PA rates to be reduced by 5%

	<p>Overall absence rates for all pupils (4.6% Nat) <b>School 8.6%</b></p> <p>Persistent absence rates for all pupils (12.1% Nat) <b>School 28.6%</b></p> <p>National data from 20-21 (last dfe data)</p>
<p><i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</i></p>	<p>Improved and sustained high levels of well-being from 2022-23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• My Feelings questionnaires</li> <li>• Boxall profiles</li> <li>• Participation in extracurricular activities</li> <li>• Pupil voice</li> </ul>
<p><i>Exclusion continue to reduce and SEMH is not impacting on children's readiness to learn</i></p>	<p>Number of exclusions is reduced.</p> <p>Where exclusions have been used the number of exclusions /incidents will reduce for individual children</p> <p>Behaviour tracking on Bromcom will show the reductions in incidents/exclusions</p>
<p><i>Improved reading outcomes among disadvantaged pupils</i> <i>The gap between in school data shows the gap diminishing</i></p>	<p>Progress in Reading</p> <p>Teacher assessment July 22 EXS or higher</p> <p>PP 63%</p> <p>Not PP 84%</p> <p>The gap between PP and non PP is less than 10%</p> <p>Reading ages show accelerated progress.</p> <p>NFER scores show improvement</p>
<p><i>Writing outcomes are at least in line with national average for all pupils.</i> <i>PP pupils will make accelerated progress so that the in school difference between PP and non PP pupils is diminished</i></p>	<p>Teacher assessment July 22 EXS or higher</p> <p>PP 68%</p> <p>Not PP 85%</p> <p>Knowledge gaps identified and addressed to improve progress and raise attainment</p> <p>Improvements are seen in children who are working below age expected .</p>
<p><i>Maths outcomes are at least in line with national average for all pupils.</i> <i>PP pupils will make accelerated progress so that the in school difference between PP and non PP pupils is diminished</i></p>	<p>Progress in Maths</p> <p>Teacher assessment July 22 EXS or higher</p> <p>PP 68%</p> <p>Not PP 76%</p> <p>Knowledge gaps identified and addressed to improve progress and raise attainment</p> <p>Improvements are seen in children who are working below age expected .</p>

<p><i>Curriculum Enrichment</i></p> <p>Ensuring that our curriculum meets the needs of our children who have limited life experiences</p>	<p>Children will have experience that will enrich their understanding of the topics taught.</p> <p>Pupil consultations and subject leader monitoring of themed days, visitors, workshops and visitors will show children's enjoyment and understanding of the topics taught.</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: £29,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>NFER assessments</u></b>  <i>NFER provides a tracking system that helps to identify children needing further support. Assessments enable gaps to be identified to inform future planning</i></p>	<p>Our experience has shown that using an assessment that enables teachers to identify gaps in learning informs future planning. This then ensures the correct support is in place for the areas of weakness</p> <p><a href="https://www.eef.org.uk/EEFBlog/2020/09/new-case-studies-making-effective-use-of-diagnostic-assessments/">EEF Blog: New case studies - Making effective use of diagnostic...   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4
<p><b><u>Purchase additional reading books</u></b>  <i>Purchase books for the AR levels that have limited numbers of books</i></p>	<p>Our previous experience showed that where there were limited books in a level, children were moving on too quickly and not consolidating their skills at the right level</p> <p><a href="https://www.eef.org.uk/EEFBlog/2020/09/reading-comprehension-strategies/">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4,
<p><b><u>Additional teacher for targeted maths and English groups</u></b>  <i>An additional teacher will enable year 4 and year 5 children to be taught English and Maths in single year groups instead of mixed.</i></p>	<p>As our children still have gaps due to Covid, particularly year 5 who missed year 2 and 3 learning. Through targeting the English and Maths in smaller groups will enable targeted support.</p> <p><a href="https://www.eef.org.uk/EEFBlog/2020/09/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4
<p><b><u>Dyslexia Gold subscription</u></b></p>	<p>Research shows that the average progress in 7.5 months in 3 months</p>	3,4

<p><i>Research based intervention to support children with reading &amp; spelling.</i></p>	<p><a href="#">EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	
<p><b><u>Team Teach training for all staff</u></b> <i>De-escalation techniques to support children having an emotional discharge</i></p>	<p>Key children we having emotional discharges and on occasions putting themselves in danger. To ensure that all children are safe and that situations can be de-escalated quickly. Internal data will show a reduction in exclusion and also a reduction in the number of occasions the need for positive handling to be used.</p>	2
<p><b><u>Mastery in Mathematics training for all staff</u></b> <i>Training to enable staff to adopt a mastery approach in mathematics.</i></p>	<p>Mathematics teaching for mastery assumes everyone can learn and enjoy mathematics. Mathematical learning behaviours are developed such that pupils focus and engage fully as learners who reason and seek to make connections. Teachers continually develop their specialist knowledge for teaching mathematics, working collaboratively to refine and improve their teaching. Curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time.</p> <p>Engagement with Kent &amp; Medway Maths Hub – release time/supply cover for all teachers to attend Mastery in Mathematics CPD and visit other schools.</p> <p><a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4
<p><b><u>Numicon training for all staff</u></b> <i>Based on a concrete-pictorial-abstract approach, Numicon uses structured imagery and apparatus to help children explore and understand mathematical concepts.</i></p>	<p>As a school we are developing our approach to maths mastery and Numicon resources will support the children to ‘keep up’ in lessons</p> <p><a href="#">Numicon Impact Study : Primary: Oxford University Press (oup.com)</a> <a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3. 4

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

Budgeted cost: £23,308

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Additional TA to deliver quality interventions</u></b>  <i>Children who require additional support are receiving time limited support</i></p>	<p>We have found that when interventions are delivered consistently and carefully monitored the pupils make accelerated progress</p> <p><a href="https://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4
<p><b><u>Purchase Numicon starter sets</u></b>  <i>Children start year 3 lacking in basic skills such as number bonds</i></p>	<p>We have introduced KIRFs (Key Information Recall of Facts). Numicon will help by given a visual representation of number facts</p> <p>As a school we are developing our approach to maths mastery and Numicon resources will support the children to 'keep up' in lessons</p> <p><a href="https://oup.com">Numicon Impact Study : Primary: Oxford University Press (oup.com)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4
<p><b><u>Rewards Trolley</u></b>  <i>Rewards to be purchased that children can exchange for DOJO points</i></p>	<p>Internal behaviour records show an increase in positive behaviour points</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 4
<p><b><u>In-school tuition</u></b>  <i>Fill identified gaps in learning.</i></p>	<p>Teacher employed for 2 days a week (6 hours a day) to deliver 1:2/small group tuition for vulnerable children. Groups identified at pupil progress meetings.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring">Making a Difference with Effective Tutoring https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</a></p>	3,4



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

Budgeted cost: £110,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Curriculum enrichment</u></b>  <i>Themed days and resources to engage the children in their learning will be purchased</i></p>	<p>Our children often have limited life experiences and many have low aspirations for the future. Through using hooks into learning more children are engaged in learning.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p><b><u>Non class based Pastoral Team</u></b>  <i>FLO and pastoral TA to be available to support children SEMH needs through delivering interventions and 1:1 support as needed</i>  <i>Working with parents and LA to address issues of attendance and lateness</i></p>	<p>Children are identified as struggling in class and will be supported by FLO &amp; TA as Mental Health First Aiders to deliver emotional support/interventions to these children.</p> <p>Pastoral TA is completing additional training to become an ELSA support assistant</p> <p>IPP pupils have a high rate of persistent absence and lateness than non PP pupils and this has an impact on how the children settle in class and their ability to make progress.</p> <p>Pastoral team to support the children with SEMH needs to enable them to be in school and ready for learning</p> <p><a href="#">Internal data from Boxall &amp; My Feelings Questionnaires</a>  <a href="#">Internal Attendance Data</a>  <a href="#">Exclusion records</a></p>	1,2,3,4,
<p><b><u>Purchase of uniform</u></b>  <i>Many of our families struggle to provide the correct uniform. This can impact on a child's self-esteem and attendance.</i></p>	<p>Children will be identified if they do not have correct uniform /PE kit. Items will be purchased. In school observations are that children will avoid school or behaviour can decline. Children will try and hide when they do not have the correct uniform</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
<p><b><u>Provide breakfast for those who need it.</u></b></p>	<p>Children arrive at school unable to focus on their learning due to not having had breakfast. Toast will be provided</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a></p>	2

<p><b><u>Mini bus</u></b> Used to pick up children identified as having poor attendance</p>	<p>List of children being picked up attendance tracking data Attendance awards Evidence of meetings with parents and attendance officers <a href="https://educationendowmentfoundation.org.uk/attendance-interventions-rapid-evidence-assessment-eef">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	1,4
<p><b><u>Calm down boxes</u></b> Resources purchased so that each class has an updated assortment of fidget toys, calming activities etc to give to children as needed</p>	<p>Using the Zones of Regulation children will be able to identify when they need to use resources to self-regulate. <a href="https://educationendowmentfoundation.org.uk/improving-behaviour-in-schools-eef">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	2,4
<p><b><u>Rewards</u></b> Rewards such as house point badges, Shining Star etc. purchased</p>	<p>Positive reinforcement supports children's attitudes to learning and self- esteem. <a href="https://educationendowmentfoundation.org.uk/improving-behaviour-in-schools-eef">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2
<p><b><u>Forest School</u></b> Outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.</p>	<p>Adventure education will involve collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (metacognition and self-regulation) will also be involved.  All year groups to have 6 mornings at Northbourne Forest School. Address needs raised in Boxall screening.  <a href="https://educationendowmentfoundation.org.uk/outdoor-adventure-learning-eef">Outdoor Adventure Learning EEF</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	2,5
<p><b><u>Outdoor wear for Forest School</u></b>  Wellies and waterproof suits purchased.</p>	<p>All pupils will be suitably dressed to take part in outdoor learning.  <a href="https://educationendowmentfoundation.org.uk/outdoor-adventure-learning-eef">Outdoor Adventure Learning EEF</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	2,5
<p><b><u>Counselling</u></b></p>	<p>Children will show improved scores on emotional scales</p>	2

<p><i>Counsellor in school for 1 day a week to work with identified children who have suffered significant trauma.</i></p>	<p>Children will identify as Green On Zones of Regulation. Improvement in scores on My Feelings questionnaire. Children will be Boxall Profiled at the beginning and end of their counselling <a href="http://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF</a> <a href="http://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	
<p><b><u>Opal Play Subscription</u></b> <i>Opal play will support development of play activities and to help reduce behaviour incidents at playtimes</i></p>	<p>Opal play to come in and help develop our outdoor provision at playtimes at part of our Nurture provision. Internal Data shows that several behaviour incidents occur during or after lunch time so a reduction will be seen in these incidents</p>	2
<p><b><u>Outdoor play equipment</u></b> <i>Purchase play equipment as advised by Opal play</i></p>	<p>Children struggle to play and this leads to poor behaviour. Internal Data shows that several behaviour incidents occur during or after lunch time so a reduction will be seen in these incidents</p>	2
<p><b><u>Develop a Nurture room</u></b> <i>Purchase furniture/equipment to develop a nurturing space</i></p>	<p>Many children have significant gaps in their emotional development and need support to be able to regulate their emotions. Internal data for Key Children will show an improvement in their behaviour, Boxall and My feelings questionnaires, Pupil Voice on children's views</p>	2

**Total budgeted cost: £163,156**

## 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 2021 to 2022 academic year.

*See previous evaluated plan*

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## 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.*