

Pupil premium strategy statement

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	Dereham Church of England Junior Academy
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	35% (158 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kelly Scott Headteacher
Pupil premium lead	Simon Dack Deputy Headteacher
Governor / Trustee lead	Mike Ball - PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199 195 (based on Jan '21 census)
Recovery premium funding allocation this academic year	£TBC
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	£TBC

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to achieve good or better progress for all children, regardless of any challenges they may face and the different backgrounds they may come from. This pupil premium strategy outlines how we will focus support for our disadvantaged pupils in order to close the existing gap between them and our non-disadvantaged pupils.

This statement outlines the challenges faced by many of our disadvantaged pupils and what we will put in place in order to minimise these challenges and help them achieve the best standards of attainment which they are capable of.

High-quality teaching is central to everyone making progress in our school. Informed by research produced by such bodies as the Education Endowment Fund (EEF), we know that it is this that has the biggest impact in closing the attainment gaps between disadvantaged and non-disadvantaged groups. Furthermore, high-quality teaching is the biggest single factor that facilitates progress for ALL children, not just disadvantaged.

High-quality teaching is further supplemented by **targeted support** that focuses in on the specific needs of our disadvantaged pupils. Outlined in the plan is how we use Pupil Premium and Recovery Premium funding in order to address evident and emerging gaps through intervention. Existing and additionally employed members of staff, including one from the National Tutoring Programme provide this support.

While published research helps identify common challenges for disadvantaged pupils, we place huge emphasis on the needs specific to our pupils and families in our school community. Robust scrutiny of individual, class and cohort needs is carried out as a matter of routine and contributes to us deciding how we use our PP and RP funding to support **wider strategies** which we feel will further reduce the gap between our disadvantaged and non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Release time for experienced staff and other staff that need CPD. Training and subsequent monitoring needs significant time that should not impinge on the day to day practise or impact negatively on work/life balance/mental health.
2	Key and basic gaps in knowledge. The last 18 months has further exacerbated the difference between disadvantaged and non-disadvantaged pupils. Although we have worked to negate the loss of learning caused by COVID-19 lockdowns, the gap still exists and our disadvantaged pupils entered the pandemic already further behind their peers.
3	Impact on mental health. Many of our disadvantaged pupils (like all pupils) have emerged from sustained periods of time off school with behaviours for learning that impact negatively on their approach to school life. We have observed that this has, in turn, contributed to poor mental health. The opposite is also true; we have a number of pupils whose poor mental health has negatively impacted on their behaviours for learning.
4	Lack of experiences outside the immediate home environment. Although not exclusive to disadvantaged pupils, the last 18 months has seen a significant reduction in children enjoying experiences outside the home. However, we know that for a number of our disadvantaged pupils, this can be the case during non-lockdown situations - many do not experience life outside their home or the immediate locality.
5	Attendance. Attendance for our disadvantaged pupils is poorer than our non-disadvantaged. Although attendance for our school is good overall, there is still a gap and this has widened over the last 18 months.
6	Economic inequality. Again, the last 18 months has impacted negatively on disadvantaged pupils/families more than it has for non-disadvantaged. Finances are strained for many disadvantaged families and this has contributed to the challenges in rows 3 and 4.
7	Access to technology. Point 6 means there is often a lack of technology in the most disadvantaged homes. Much of our homework is online and, should there be further absence caused through COVID-19, this would also mean lack of access to online learning. Although we used some of last year's funding to provide Chromebooks for our disadvantaged pupils, there is a continued need for this including having to update, replace and repair hardware.

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
Staff are able to receive (and deliver) CPD by being released from the class.	Newly implemented directives are delivered consistently across all classes and in all interventions. This is observed through monitoring, pupil voice and book scrutinies.
The attainment gap between disadvantaged and non-disadvantaged pupils is reduced.	Each class and year group can evidence that the current attainment gap between disadvantaged and non-disadvantaged pupils is diminishing and, in turn, the progress of disadvantaged pupils is greater than non-disadvantaged.
Pupils identified as having poor mental health are supported in school and are able to access the curriculum successfully.	Those pupils who have regular interventions with the school's pastoral workers make progress at least in line with their disadvantaged peers.
Disadvantaged pupils have access to experiences outside the immediate locality (Cultural Capital).	Year group trips and experiences are able to go ahead as a result voluntary contributions from disadvantaged pupils in addition to those contributed by non-disadvantaged. Subsidies from pupil premium funding mean that attendance at after school clubs and breakfast club is not prohibited for disadvantage pupils. As a result of significant subsidisation, the percentage of disadvantaged children attending the Y4 and Y6 residential is in line with the non-disadvantaged.
Attendance of disadvantaged pupils is good and meets the school's targets.	The gap between disadvantaged and non-disadvantaged pupils' attendance is reduced or is at least in line with set targets (- legitimate COVID-19 absence. <i>Then see bottom row</i>).
Disadvantaged pupils (families) are supported financially to make sure they have the right equipment and access to learning.	Disadvantaged pupils have the required equipment for lessons in school. This particularly applies to appropriate school uniform and PE equipment, the absence of which can contribute to poor behaviours for learning/mental health.
No disadvantaged child is without access to technology	Disadvantaged pupils are able to complete homework that requires technology (TTRS, Numbots, Oxford Owl eBooks, Teach Your Monster to Read, etc.) The negative impact of any COVID-19 absence is reduced as disadvantaged pupils have access to Google classroom.

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:

Total: £42 637.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and resources for all teachers and TAs – Maths:</p> <ol style="list-style-type: none"> 1. Improving ‘Mastery’ 2. Purchase and implement ‘Number Sense’ 3. Purchase membership and implement findings from ‘Maths Hub’ 4. Dissemination of updated calculations policy 	<p>Points 3 and 4 (left) addresses changes in methods which we believe will improve speed and accuracy (4), and ensure we are abreast of latest developments (3).</p> <p>Points 1 and 2 (left) address speed of recall and secure prior learning (1), and support calculations for SEN pupils (2).</p> <p><i>Those staff delivering CPD to others, have consulted the EEF’s ‘Effective Professional Development Guidance Report’ particularly focusing on their 3 recommendations:</i></p> <ol style="list-style-type: none"> 1. <i>Mechanisms</i> 2. <i>Building on Knowledge/Motivating/Embedding</i> 3. <i>Implementing with care</i> 	1, 2 and 6
<p>CPD and resources for all teachers and TAs – Reading:</p> <ol style="list-style-type: none"> 1. Improved provision for the bottom 20% of readers, including intervention on Systematic Synthetic Phonics (RWI updated training + new training for purchased ‘Fresh Start’) 2. Revised structure for our reading curriculum: ‘Reading Masters’ 3. Purchase Oxford Owls eBooks so that all readers can 	<p>The children’s reading ability on entry to our school has been hit in a detrimental way in the last two years. COVID-19 has resulted in children leaving their infant schools with larger gaps than we have previously witnessed.</p> <p>Our ‘Reading Masters’ curriculum is strong but needs improving further to develop the children’s dexterity when answering different question types.</p> <p>Training and additional resources to support this is very worthwhile as the EEF - Reading Comprehension Strategies education evidence suggests that direct teaching of specific strategies can result in +6 months of progress.</p> <p>As our disadvantaged pupils have a school Chromebook on loan for the time they are with us, a membership to Oxford Owl eBooks will mean they have access to a wider range of literature. Furthermore, as is outlined in the National Literacy Trust’s document ‘<i>Read On, Get On</i>’ first published in 2016, the use of technology to access reading has had a noticeable impact on getting boys who are reluctant to read to do just that! It cites: ‘<i>The use of</i></p>	1, 2 and 7

<p>access better literature</p>	<p><i>technology in reading is helping to improve the perception of reading as “cool” and increasing the way children can access books, which in turn has a positive impact on the number of children who find enjoyment in reading.’</i></p> <p><i>Those staff delivering CPD to others, have consulted the EEF’s ‘Effective Professional Development Guidance Report’ particularly focusing on the 3 recommendations:</i></p> <ol style="list-style-type: none"> <i>1. Mechanisms</i> <i>2. Building on Knowledge/Motivates/Embeds</i> <i>3. Implement with care</i> 	
<p>Employ high-quality, trained internal cover in each year group.</p> <p>Additional teaching hours provided by a qualified teacher:</p> <ol style="list-style-type: none"> 1. Year 6 – 1 day year leader cover (all year) 2. Years 3 and 5 – 1 day year group support for planning and curriculum scrutiny (short term) 	<p>As the Education Endowment Foundation (EEF) states in its publication ‘The EEF Guide to the Pupil Premium-Autumn 2021’, the biggest single factor that can enable progress for our disadvantaged pupils is high-quality teaching.</p> <p>To this end we cover SLT release time with high-quality in house cover.</p> <p>It is for the same reasons that we have retained some teaching hours in addition to those needed to cover a class. Those listed in the column on the left are in place to both complement and supplement the high-quality teaching that already exists (1) and to provide additional support to year groups allowing class-based teachers to focus on teaching (2).</p>	<p>1 and 2</p>
<p>Time for SENCO to be released and provide support for teachers to provide an appropriate curriculum for pupils who are disadvantaged and SEN.</p>	<p>Of our 158 disadvantaged pupils, 55 are also SEN. This means that 34.8% (over a 1/3) of our disadvantaged pupils have compound vulnerabilities.</p> <p>Furthermore, of our 88 SEN pupils, 55 are also Disadvantaged. This equates to 62.5% of our SEN pupils being disadvantaged. This concurs with the EEF’s statement in their ‘Special Educational Needs in Mainstream Schools’ paper that ‘...pupils with SEND are also more than twice as likely to be eligible for free school meals’.</p> <p>It is for this reason that we use funding from the strategy to provide a third day of non-teaching time for our SENCO so she can visit classes and offer support to teachers in terms of providing the best possible high-quality teaching for these pupils.</p>	<p>1 and 2</p>

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

Budgeted cost:

Total: £99 549.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant led interventions	<p>The EEF’s publication on ‘Teaching Assistant Interventions’ clearly outlines that how the TAs are deployed is vital and that, if done so in a targeted manner, their impact can account for an additional +6 months of progress.</p> <p>The findings from this paper have not only informed our approach to targeted small group interventions outside of the classroom but also how we support pupils in English and maths sessions led by the class teacher in the mornings.</p> <p>As the above publication recognises, <i>‘High quality communication between teaching assistants and classroom teachers is likely to support good implementation of teaching assistant interventions.’</i></p>	1 and 2
Additional teacher led interventions: <ul style="list-style-type: none"> ● Year 6 – x2 days (all year) ● Years 3 and 5 – x2 day (short term) 	<p>These staff are able to offer targeted teaching (not just intervention) that supplements what is being taught in the children’s usual classroom – a process advocated by ‘The EEF Guide to the Pupil Premium- Autumn 2021’. This is often delivered in the form of pre-teach and post-teach sessions that help consolidate the main curriculum.</p>	1 and 2
Employ a full time Academic Mentor	<p>As outlined by the DfE’s guidance National Tutoring Programme - policy paper we are aware that the NTP <i>‘can boost progress by 3 to 5 months per pupil.’</i></p> <p>It is for that reason, and the fact that we had success with this last year, that we have retained the services of an ‘Academic Mentor’.</p> <p>At the time of completion, we are also exploring the <i>‘School-led Tutoring’</i> option.</p>	1 and 2

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

Budgeted cost:

Total: £38 978.32 (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing Pastoral and Mental Health support for pupils:</p> <p>Creating a Mental Health Team in the school including training and resources</p> <p>Maintaining or effective pastoral provision by having two pastoral workers</p>	<p>The 'Mental Health Organisation' states that '<i>Mental health problems affect around one in six children.</i>' And that '<i>Alarming, however, 75% of children and young people who experience a mental health problem aren't getting the help they need.</i>'</p> <p>Furthermore we know that COVID-19 and the restrictions put in place over the last two years has compounded mental health issues amongst our young people, and as the Anna Freud National Centre for Children and Families cites, '<i>It's too early to say what the full impact of coronavirus will be on children and young people's mental health, but the signs are that it will be significant.</i>'</p> <p>The DfE's paper, 'Mental Health and Behaviour in Schools' further outlines the direct link between a child's mental health and their ability to concentrate and learn to the best of their ability. On pages 13 – 15, this document highlights both risk and protective factors in terms of developing resilience and one of the risk factors that can contribute to a lack of resilience and, in turn, poor mental health and low learning levels, is socio-economic disadvantage.</p>	3
<p>Employment of an Attendance officer</p>	<p>Research conducted by the UCL Institute of education culminating their 'School absences and pupil achievement' states that, '<i>Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement.</i>' And that '<i>Pupils from low-income households see a larger negative effect from each day of absence.</i>'</p> <p>Moreover, they categorically state that, '<i>Reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils.</i>'</p>	5 and 6
<p>Funding or part funding trips, visits, residentials and equipment needs (including uniform)</p>	<p>The research on the benefits of school trips, visits and residentials for educational progress is not very wide ranging and is, therefore, not particularly conclusive. However, our philosophy is that by supporting disadvantaged children/families to pay voluntary contributions to fund school trips and residentials, means that they are more likely to be able to take place.</p> <p>A number of scholarly articles (two examples: 'School Travel Organiser' and 'Why are school trips so important')</p>	4 and 6

	<p>have been completed on the ‘softer’ impacts of school visits trips and they appear to concur on them benefiting the children in the following ways:</p> <ul style="list-style-type: none"> • Preparing for later life (awareness of the ‘outside’ world) • Improving behaviour (in different contexts) • Putting class based learning into context/ experiential learning • Fostering deeper relationships between peers and teachers and students (particularly residential) • Improving students’ resilience, self-confidence and wellbeing (particularly residential). <p>There appears to be little evidence base for the impact school uniform has on academic outcomes (EEF - School Uniform and Educational Outcomes).</p> <p>The EEF recognises this: <i>‘Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour...’</i></p>	
Continued provision of a Chromebook for disadvantaged children	<p>Our pupils live in a digital age where not only education but also socialising can be enhanced by access to digital technology, and we are determined that no child will be digitally poor while they are with us.</p> <p>Research into the impact that digital technology has on educational progress appears to be limited at present. However, the government, in effect, acknowledged the importance of being digitally literate when creating its ‘Get help with technology’ programme during the ongoing pandemic.</p>	6 and 7

Total budgeted cost: Approx. £181 165.30

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.

Last Year's Targets:

- Achieve National Average Progress scores in KS2 Reading (0). Also, to 'recover' lost learning during lockdown and exceed Spring 2020 %s (57%/10%).
- Achieve National Average Progress scores in KS2 Writing (0). Also, to 'recover' lost learning during lockdown and exceed Spring 2020 %s (57%/5%).
- Achieve National Average Progress scores in KS2 Mathematics (0). Also, to 'recover' lost learning during lockdown and exceed Spring 2020 %s (60%/17%).

In the absence of formal assessments at the end of last year due to COVID, we are unable to provide corroborated data that would confirm or contradict the above targets. However, our experienced year 6 team used previous tests to help support informal, non-statutory teacher assessments for our Y6 pupils. The percentages for these are:

- Reading - 60%/12%
- Writing – 47%/2%
- Maths - 63%/9%

Considering the data targets were set assuming there would be no further lockdown (which there was: 6.1.21 – 8.3.21) we are happy with our internal data and, therefore, regard our plan as being successful, particularly in reading and maths.

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
NA	
NA	

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

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.

NA