

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should 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 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	Jarrow Cross C of E
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 21/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 December 2022 July 2023
Statement authorised by	S. McBeth
Pupil premium lead	C. Richardson
Governor / Trustee lead	C. Aberdeen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,400
Recovery premium funding allocation this academic year	£17,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£188,945

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- *Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*
- *To narrow the attainment gap between disadvantaged and non- disadvantaged pupils*
- *For all disadvantaged pupils in school to make or exceed nationally expected progress rates*
- *To support our children's health and wellbeing to enable them to access learning at an appropriate level.*
- *To support parents in order to support their child's learning and development.*

High quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

School sees pupils as individuals each with their own challenges, talents and interests. Staff work to identify what might help each pupil make their next steps in their learning whether they are performing below, at , or above expectations. The approaches we adopt complement each other to help pupils excel.

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?*

Challenges

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

Challenge number	Detail of challenge
1	Early Years observations and assessments identified poor language and communication skills in <i>our Reception cohort</i> .
2	Assessments and observations indicate our disadvantaged pupils have greater difficulties with phonics than their peers.
3	Assessments indicate that maths attainment among disadvantaged pupils is below that of our non- disadvantaged pupils
4	Assessments indicate that attainment in reading for disadvantaged pupils is below that of our non- disadvantaged pupils.
5	Assessments indicate that attainment in writing for disadvantaged pupils is below that of our non- disadvantaged pupils
6	Social and emotional experiences and mental health in the family home life impacts significantly on the education and wellbeing of some pupils. The impact of these experiences in addition to challenges through COVID, has seen more pupils experiencing emotional and wellbeing needs. Therefore, the wider family requires support from school staff.
7	Poor Attendance can be a barrier to disadvantaged pupils Our attendance data indicates that absenteeism is negatively impacting disadvantaged children's progress.
8	Limited experiences outside of the family home which impact upon children's knowledge and understanding of the world in which we live.

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
Improved language and communication skills among reception pupils.	Pupils eligible for PP in Reception make rapid progress from starting points and meet age related expectations.
Narrow the gap between the percentage of disadvantaged pupils and non disadvantaged pupils who pass the phonic screen.	Gap between PP and Non PP to be (2020 gap 21%)
To further narrow the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non disadvantaged pupils.	Reading Gap 9% (2021) decrease to 0% Writing Gap 8% (2021) decrease to 0% Maths Gap 20% (2021) decrease to 0%

To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils.	Specific social and emotional support for identified disadvantaged individuals and their families led by DSL.
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	The overall absence rate to be no more than 5% and the attendance gap between disadvantaged and non disadvantaged to be reduced.
Increased opportunities for curriculum related experiences / visits.	Enriched opportunities across all key stages to be planned across the year.

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: £72000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To ensure quality teaching and learning so that all teaching is at least good with the majority outstanding.</i>	The EEF states that improving classroom teaching increases independent thinking, self esteem confidence and problem solving skills.	3,4,5
<i>Embed the practice of children recalling their previous learning</i>	The EEF states that this helps to motivate learners and instill persistence and resilience in their learning which then boosts confidence.	3,4 5
<i>Use of Read, write Inc a systematic synthetic phonics programme and consequent spelling programme to secure strong phonics teaching to all pupils.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word building and improves fluency in decoding. 'Fluent, accurate decoding is a hallmark of skilled reading' (Moats 1998)	1,2, 4 and 5
<i>The explicit teaching of reading comprehension strategies focussing upon learning of written texts.</i>	The EEF states that teaching reading comprehension boosts confidence in reading and help to develop vocabulary. This helps children to access other subjects not just english.	4
<i>Enhancement of maths teaching - supported by Maths Hub. Release of Specialist Maths Lead and staff to attend relevant training.</i>	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
<i>Social and Emotional approaches will be embedded into routine educational practices and supported by DSL</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning	6

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

Budgeted cost: £65159

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted small group activities to support communication and language skills.</i>	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. The EEF states that good speaking and listening skills improve behaviour and social outcomes and can increase learner confidence.	1
<i>Teacher led targeted support for Year 6 pupils</i>	Small group tutoring is defined as one teacher or professional educator working with two to five pupils together. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as more general strategy to ensure effective progress, or to teach challenging topics or skills.	3,4 and 5
<i>Small group phonic sessions targeted at disadvantaged pupils who require further phonic support.</i>	Phonics approaches have been consistently effective in supporting young readers to master the basics of reading, with an average impact of additional four months progress (EEF)	2
<i>Purchase of digital technologies eg Reading Plus, Times Tables Rockstars</i>	Digital technology can be used to bring about improvements in attainment, producing on average an extra four months progress over a year, (EEF)	3,4 and 5

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

Budgeted cost: £51786

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>DSL to provide social and emotional support for identified disadvantaged children</i>	The EEF states Self regulation strategies and social and emotional learning can be consistently linked with successful learning.	6
<i>Attendance of disadvantaged children to continue to be monitored</i>	EEF report 2015 states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4.	7
<i>Wider curriculum experiences planned throughout the year. (cultural capital)</i>	The term 'cultural capital' is defined as "the essential knowledge that children need to be educated citizens" Ofsted Early Years Inspection handbook.	8

<i>Magic Breakfast provides a free breakfast for all children to start their day.</i>	Research shows hungry children do not perform well. 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."	6
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Total budgeted cost: £188,945

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.

All children returned to school in September 2020. School then again closed in January 21 and reopened in March 2021. During that period of time all children identified as vulnerable attended school. The average daily attendance was 130 children.

55 DFE laptops were handed out to disadvantaged pupils. Paper copies and stationery were also handed out to pupils who struggled to access online lessons. Home learning was delivered to a high standard and on average 82% of our pupils accessed pre recorded sessions and tasks.

All families with children at home were called at least once per week and food parcels were delivered to targeted families throughout the period.

Activities to support emotional wellbeing were planned throughout this period for children both at home and at school which were especially well received by families at home. Our DSL also delivered 1;1 sessions online to support the emotional well being of those children at home. The impact of COVID 19 on the emotional wellbeing of our disadvantaged pupils has been highlighted by observations of our pupils therefore we are building upon those strategies aimed at supporting pupils in our plan.

On returning to school there were a number of 'bubble closures' of year groups. Internal assessments during 2020/21 indicated that the gap between disadvantaged and non disadvantaged children widened. Previously the gap had narrowed and all progress scores were in line with national average (see below)

Average Progress Measures: Disadvantaged Pupils

Subject	2017 Average Progress Scores	2018 Average Progress Scores	2019 Average Progress Scores
Average progress reading	-0.3	+2.8	+1.9
Average progress writing	-0.1	+0.1	-0.9

Average progress maths	-2.0	-1.1	+1.1
<p><i>Our assessment of this outcome points primarily to COVID 19 impact, which disrupted all our subject areas to varying degrees. Our disadvantaged pupils were not able to access our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was however mitigated by our resolution to maintain a high quality curriculum which continues to be our highest priority this academic year.</i></p>			

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
Targeted reading comprehension activities	SAFC Foundation of Light
Targeted writing comprehension activities	SAFC Foundation of Light
Reading Plus	Reading Plus LLC
Times Table Rockstars	Maths Circle Ltd
IDL	IDL Solutions Ltd - Ascents
Rapid Writing	Pearson
Mastering Maths Number	Maths Hub

Service pupil premium funding (optional)

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

Measure	Details
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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.

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 retrieval practices into lessons to help ensure that learning sticks*
- *member of staff completing the Church of England National Qualification for Leading Behaviours and Culture*
- *Subject leaders to be given dedicated time to build upon subject specific progression of skills and knowledge for their specific subject areas including end points for the more able*
- *offering a wide range of in school and after school activities to support to boost wellbeing including yoga and mindfulness*

Planning, implementation and evaluation

In planning our new pupil premium strategy we evaluated activities and triangulated evidence from multiple sources eg work scrutinies, assessments , observations of pupils and conversations with parents, pupils and teachers.

We also use the EEF's implementation guidance to help us develop our strategy.