

Pupil premium strategy statement – Chellaston Junior School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	487
Proportion (%) of pupil premium eligible pupils	127 pupils = 26% Y3 33 Y4 29 Y5 34 Y6 31
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2023-2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lisa Turner-Rowe – Headteacher Ann Witheford – Chair of Governors
Pupil premium lead	Karen Price
Governor / Trustee lead	Nick Hollis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210975
Recovery premium funding allocation this academic year (£145 per pupil eligible for the year 2023-2024)	£18415
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Working collaboratively with Chellaston Infant School, we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- support the enrichment opportunities for vulnerable pupils including behavior, personal development and financial barriers
- adopt a through schools approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Attainment of PP and vulnerable children remains below that of non-PP. Although these gaps did decrease last year, they are still a significant issue within English and maths.
2	Engagement at home with reading is lower than that of non-PP children. A number of our pupils entitled to the PP grant have limited access to reading books at their exact level and opportunities to discuss books in

	a non-classroom environment. For some PP children, support is limited due to literacy levels at home.
3	Some parents of our pupils entitled to the PP grant may not be able to pay or contribute to the enrichment trips planned. As a result, this could limit the breadth of their curricular experiences, reduce their cultural capital and keep aspirations limited.
4	A number of our Pupils entitled to the PP Grant have complex family situations and/or are SEND, are dealing with family loss or have mental health needs for a number of reasons. This has a significant impact on the children's social and academic progress.
5	Attendance and behaviour impacts some PP and vulnerable children's attainment.

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
PP Attainment Raise attainment at KS2 so all PP children with no SEN reach at least EXS.	Achieve national average progress scores in reading, writing and maths. 90% of PP children with no SEN reach EXS at the end of KS2 by 2025
Engagement with reading Children develop a love of reading and families are engaged actively in the process.	Children are proud to share their reading achievements. Children understand the power of reading and how it will unlock greater opportunities for them. Parents attend parents' evenings and engage with reading at home with their children regularly. FFT reading assessments demonstrates an increase in fluency and word count per minute. PP children regularly visit the school library and have access to a variety of quality texts to enjoy as reading for pleasure.
Enrichment Support all children's access to the wider world and cultural activities/experiences.	PP children are targeted for enrichment activities. Children will develop an understanding and appreciation of different cultures, traditions and perspectives. Increased participation supports enhancement of social skills as pupils will engage with others in shared experiences.
Wellbeing	Sustained high levels of wellbeing by 2024/25 demonstrated by:

Raise self-esteem of identified PP pupils and other pupils who have been adversely affected by COVID, thus having a positive effect on their outcomes.	Qualitative data from pupil voice, pupil and parent surveys and teacher observations. Positive impact reported by the inclusion and behaviour team linked to the EMET mental health and counselling graduated response.
Attendance Improve attendance of PP and vulnerable children.	Effective attendance monitoring by our School Attendance Officer will show that attendance actions lead to improvements and that these are sustained. Parental engagement with school will improve attendance. Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 1% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are 90% persistently absent being 8% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
Behaviour Develop an understanding of appropriate behaviour within school and the wider world.	The use of inappropriate language decreases within classrooms and during lessons. There is an increased awareness of formal language use between pupils and adults. Positive behaviour is celebrated whilst representing the school in the community.

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: £56,776

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release all teachers for planning high quality curriculum 0.5 days x 1/2 term	EEF – School Improvement <i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to</i>	1

	<p><i>achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</i></p> <p><i>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning.</i></p> <p><i>Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching.</i></p> <p>We believe that giving teachers the time to plan in year group teams maximises their ability to plan and deliver high-quality teaching which is the most effective way to improve outcomes for all pupils.</p> <p>EEF School planning support</p>	
<p>Purchase of standardised diagnostic assessments – NFER and CAT Tests</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2,
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and Lightning Squad interventions. FFT Phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1 and 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Power Maths- White Rose curriculum implemented.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Engagement with high quality Maths CPDL to develop all teaching staff's knowledge and understanding of the progression of Maths and how to best support children in developing a mastery of Maths.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p>	1

<p>Developing our understanding of Quality First Teaching (QfT) and securing evidence[1]based teaching approaches in all classrooms.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF Effective Professional Development</p> <p>"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."</p> <p>EEF Using pupil premium funding effectively</p> <p>"Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self regulation strategies."</p> <p>EEF Teacher feedback to improve learning</p>	<p>1, 2, 4, 5</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>1, 4, 5</p>

Targeted academic support (Tier 2 support, small group intervention, one-to-one support structured interventions)

Budgeted cost: £85,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant time in school is allocated to support those most disadvantaged pupils, or releasing a class teacher to deliver structured intervention; these could include small groups of learners, 1:1 structured interventions or opportunities to carry out pre-teaching.	<p>Access to high quality teaching is the most important lever schools have to improve outcomes of their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teaching both in and out of class.</p> <p>EEF Teaching Assistant Interventions</p>	1,2 and 4.
Teaching Assistant time to deliver a targeted interventions and pre-teach for reading and maths.	<p>Precision teaching or a 'direct instructional model' supports SEND learners to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills. It has an inbuilt monitoring function and is a means of evaluating the effectiveness of what is being taught.</p> <p>Well-evidence teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and catch up with previously higher attaining pupils.</p> <p>EEF Teaching Assistant Interventions</p>	1 and 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (Lightening Squad Interventions)	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2

Wider strategies (Tier 3 support, related to attendance, behaviour, wellbeing)

Budgeted cost: £80,803

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional mental health and wellbeing support through ELSA Teaching Assistant – 8 hours per week Learning Mentor focusing on learners who have non-academic barriers to their learning.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF Toolkit - social and emotional learning	4
Access to EMET Counselling Services	Targeted support. EEF Toolkit - social and emotional learning	4
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1, 2,4 and 5.
Wider curriculum opportunities through after school club offer which includes sport, music and creative clubs. Free/subsidised enrichment opportunities.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. EEF Life skills and enrichment	1, 3 and 4.

	<p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>EEF Toolkit - Arts participation</p>	
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Attendance officer working with Learning Mentor to improve attendance at school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

Total budgeted cost: £223,179 + contingency of £6211

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. At the time of assessment there were 144 disadvantaged pupils, ??? disadvantaged pupils also had a special educational need and/or disability.

	Number of disadvantaged pupils	Percentage of the year group
Year 3	30	24%
Year 4	34	27%
Year 5	31	25%
Year 6	49	39%
Whole School	144	28%

Intended outcome	Success criteria
Engage parents to work alongside school and each other to raise aspirations and experiences of pupils	Parents attend parents' evenings, engage with homework and read with their children regularly. Children are proud to share their work and achievements with their parents
Parents' evenings were well attended and, where families did not attend, class teachers contacted them individually. Reading regularly at home remains a target as this is not consistent especially for PP families. Where children are not heard read at home, classroom staff and volunteers listen to the children read on a regular basis. Children do show pride in their work and attendance at open classroom events such as arts day, book looks and reading events has been good.	

Intended outcome	Success criteria		
Raise attainment at KS2 so all PP children with no SEN reach at least EXS	Achieve national average progress scores in reading, writing and maths 90% of PP children with no SEN reach EXS at the end of KS2 by 2025		
Quality first teaching in classrooms and targeted interventions have made a significant impact for PP pupils with no SEN. Focus was given to writing PP interventions. Progress from 2022 to 2023 in end of KS2 assessments is moving towards our 2025 target.			
	PP with no SEN achieving EXS		
	2022	2023	
	Reading	74%	77%
	Maths	67%	80%
	GPS	67%	83%
Writing	37%	77%	

Intended outcome	Success criteria
Raise self-esteem and aspirations of pupils through setting challenging and interesting work and engaging in wider experiences and activities	Pupils demonstrate raised self-esteem and a sense of value within the school Pupils can talk confidently about their aspirations
<p>Recent OFSTED (May 2023) reported, 'Leaders have made sure that the curriculum is broad and coherently sequenced. It builds on pupils' knowledge. Pupils have a thirst for knowledge. They enjoy connecting what they learned previously to what they are learning now. Year 5 pupils linked what they learned about Roman Empire trading to the practices of the early Islamic civilisation.</p> <p>Recent changes in the delivery of the curriculum are improving pupils' enthusiasm for learning. Teachers use more varied techniques to help pupils understand lesson content. Pupils said they previously spent too much time copying written notes. Now, they are keen to complete lesson activities.'</p>	

Intended outcome	Success criteria
Support all children's access to the wider world and cultural activities/experiences	Children can articulate their aspirations and talk about visits and experiences which have inspired and educated them
<p>All disadvantaged pupils have taken part in visits and workshops that allow them to develop their cultural capital. These have been subsidised by school and have included a whole school visit to the Derby Pantomime.</p> <p>Y3 – Cresswell Craggs visit, local church visit, performance to families (Eurovision)</p> <p>Y4 – Hindu Temple visit, Roman and Viking workshops, Hot House music performances to families</p> <p>Y5 – Museum of Making Visit, Cathedral performance to families, Volcanologist workshop</p> <p>Y6 – Heart dissection workshop, WW2 workshop, residential (?% PP), cinema visit, end of term performance to families</p> <p>In discussions with children, they talk confidently about the places they have visited and the workshops they have taken part in.</p>	

Intended outcome	Success criteria			
Improve attendance and behaviour of PP and vulnerable children	Reduce gap between NPP and PP attendance by 2% Support and intervention is prompt and timely and children at risk of poor behaviour are supported so that data shows behaviour is consistently good			
The attendance policy was updated and enforced by our attendance team from September 2021. This involved regular meetings to track attendance and immediate contact made with families when pupil's attendance triggered monitoring levels. A particular focus has been on persistent absences (pupils with absence below 90%). This has resulted in a reduction from 35% in 2021/22 to 23% in 2022/23.				
Attendance Statistics 22/23	Attendance	Authorised	Unauthorised	Persistent Absence 90%
All	95.4%	3.41%	1.19%	9.44%
Pupil Premium	92.51%	5.24%	2.26%	22.08%
Non-PP	96.45%	2.74%	0.81%	5.49%

Behaviour has been a focus across the school. Recent OFSTED (May 2023) reported, ‘Leaders have recently increased expectations for pupils’ behaviour. Everyone follows the new rules, ‘kind, ready, safe’. Pupils work well in lessons and are polite and considerate around the building. A few pupils sometimes find it hard to follow the high expectations. Well-trained staff support and encourage them to make positive choices.

Pupils play well together at breaktimes. They enjoy all the activities made available. Pupils say that when bullying occasionally happens, adults work swiftly to resolve it. Recent changes in the behaviour policy have significantly reduced these incidents.’

Externally provided programmes

Programme	Provider
Lightening Squad	FFT
Freckle	Renaissance

Further information (optional)

Additional activity

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 more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.