



Chellaston Junior School

Pupil Premium Strategy 2021-22

School name	Chellaston Junior School
Number of Pupils in school	509
Proportion of Pupil Premium Eligible Pupils	132 pupils = 25.9% Y3 33 Y4 31 Y5 38 Y6 30
Academic year or years covered by statement	2021-22 Review of 2020-21
Publish date	October 2021
Review date	July 2022
Statement authorised by	Alex Smythe – Head teacher Simon Fisher – Chair of Governors
Pupil premium lead	Kate Ballington
Governor lead	Keir Mather

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169705
Recovery premium funding allocation this academic year	£17690
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£187395

Challenges

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

Challenge Number	Detail of Challenge
1	Lack of parental engagement in pupils' learning
2	Low Attendance of PP pupils
3	Low attainment in Writing due to lack of enrichment in lives
4	Low attainment in Maths due to lack of basic skills
5	Low attainment in Reading due to lack of access to books
6	Financial barriers for parents and children

Intended Outcomes

This explains the outcomes (for pupil premium pupils) 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 (measured in June 2022)				
Improved attainment in Reading	¹ EXS+	Y3 42.9%	Y4 67.7%	Y5 71.1%	Y6 66.7%
	<ul style="list-style-type: none"> Accelerated Reader measures – Increase in ZPD scores on average across PP pupils (at least 90% of PP pupils improve their score) Lexia progress measures – at least 80% of pupils will make more than expected progress across the school. Reading Standardised Score progress (at least +3 SS pts on average across all PPG pupils over the year) 				
Improved attainment in Writing	¹ EXS+	Y3 20%	Y4 51.6%	Y5 53.3%	Y6 60%
	<ul style="list-style-type: none"> Phonics progress (all children score higher on phonics screen by the end of the year – 75% of the children score at least 32) 				
Improved attainment in Maths	¹ EXS+	Y3 42.9%	Y4 67.7%	Y5 71.1%	Y6 66.7%
	<ul style="list-style-type: none"> Maths Standardised Score progress (at least +3 SS pts on average across all PPG pupils over the year) 				
Improved attendance of PP pupils	From 91.3% 20-21 to at least 93.5% 21-22				
To reduce the school's 'disadvantaged score' ² for PP pupils	At least 80% of PP pupils reduce their disadvantage score over the year by at least 1 point				

¹ EXS+ (the percentage of pupils to achieve at least the expected standards)

² Disadvantaged Score (the school's own soft measures for reducing the disadvantage of individual pupils – could be attendance at parents meetings, access to technology, child protection measures etc...)

Specific strategy aims for Year 6 disadvantaged pupils 2021-2022

Target Measure <small>(for end of academic year in 2022)</small>	Disadvantaged Pupils		
	Target % ¹ EXS+	Target % ² GDS	Progress target
Reading	76.7	16.7	0
Writing	60.0	5	0
Maths	66.7	20	0
Reading, Writing, Maths Combined	56.7	0	

¹ EXS+ (the percentage of pupils to achieve at least the expected standards)

² GDS (the percentage of pupils to achieve a 'high score' or greater depth)

The above data is based upon realistic standardized score data from 2020-21 and takes into account the impact of COVID 19 and additional support (as detailed in this plan) that we can provide for Pupil Premium children.

Activity 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

Budgeted cost: £10,000 + £2460 (from budget sections A, G) - **£12,460**

Activity	Evidence that supports this approach	Challenge Nos. addressed
Improving Reading teaching <ul style="list-style-type: none"> • Accelerated Reader • Doodle English • Improving the school stock of books • High interest, low level books • Volunteers in school to hear targeted readers • Understanding children's attainment in reading (Rising stars NTS tests) ; and, therefore, planning to close gaps 	EEF Study (3 months additional progress) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	5
Improving Writing teaching <ul style="list-style-type: none"> • Doodle English • Spelling – teaching spelling strategies (differentiated) • Vocabulary (vocabulary Ninja, pre-teaching) • Writing for a purpose; linked closely to the wider curriculum; more opportunities for short bursts of writing; encouraging independence. • Grammar and punctuation taught explicitly for each genre • Using visualisers to model best practice and teaching the skills of editing 	Edtech impact – 93% of reviews state the Doodle builds pupils' knowledge https://researchschool.org.uk/durrington/news/improving-writing-through-improving-reading https://www.edutopia.org/article/beyond-weekly-word-list	3
Improving Maths teaching <ul style="list-style-type: none"> • Doodle Maths • Understanding children's attainment in Maths (Rising stars NTS tests); and, therefore, planning to close gaps • Cyclic approach to teaching maths (children meet and revisit objectives during the year; i.e. not White Rose approach) 	Edtech impact – 93% of reviews state the Doodle builds pupils' knowledge	4

1. Combining reading activities and writing instruction is likely to improve students' skills in both (reading and writing), compared to a less balanced approach.

2. Reading helps students gain knowledge which leads to better writing, whilst writing can deepen students' understanding of ideas.

3. Students should be taught to recognise features, aims and conventions of good writing within each subject.

4. Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.

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

Budgeted cost: £68,428 (Budget section C) + Recovery Premium (£17,690) = **£86118**

Activity	Evidence that supports this approach	Challenge Nos. addressed
Phonics Tuition (1:3)	Small group tuition – EEF research (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3 & 5
Study Support - Homework Club	EEF research (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3, 4 & 5
Writing Tuition	Small group tuition – EEF research (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
1:1 Teaching Assistant Support	EEF research 1:1 tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3, 4 & 5
Lexia	EEF research into Lexia https://www.lexiauk.co.uk/proven-results/research/	3
Maths interventions (Shine resources)	Small group tuition – EEF research (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5

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

Budgeted cost: £42354 + £6013 + £6150 + £12,300 + £2000 + £20,000 (Budget Sections B, D, E, F, H, I)
= £88,817

Activity	Evidence that supports this approach	Challenge Nos. addressed
Improving attendance <ul style="list-style-type: none"> • Breakfast Club • EWO 	EEF 'Magic Breakfast' https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	2
To engage parents... <ul style="list-style-type: none"> • Book looks • Online parents' meetings • PP Snapshot to be carried out during Spring term for teachers to identify gaps and implement support. • Coffee morning • PP parent workshops 	EEF Parental Engagement research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement 98.3% attendance at last year's CJS parents meetings	1
To improve behaviour... Implementing new behaviour policy (building positive relationships) See well-being below	Durrington research school - https://researchschool.org.uk/durrington/news/improving-behaviour-in-schools-a-look-at-the-evidence EEF Improving behaviour https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Roffey, S. (ed) 2012 Positive Relationships: Evidence Based Practice Across the World.	2, 3, 4 & 5
Well-being <ul style="list-style-type: none"> • Well-being workshops • Learning Mentor contact with parents • PP skills workshops • Signposting to support services for mental wellbeing • ELSA (incl. training) • Wellbeing Wednesday Assemblies 		1, 2
Removing financial barriers. Building cultural capital through access to activities (such as trips, visits, visitors into school and equipment provided by school) <ul style="list-style-type: none"> • Access to clubs • Access to educational visits • School uniform • Access to technology (i.e. iPads) 	Link to government research (2018) Research to understand successful approaches to supporting the most academically able disadvantaged pupils	6
Support staff training		C, D, E

Total budgeted costs

1. Original figures in the school budget for 2021-22

		Planned budget 2021-22		
		Budget	PPG	Notes
A	3001 - Teachers - Gross Pay	£804,651	£10,000	
B	3211 - Education Support - Gross	£41,877	£42,354	KD & JDR
C	3231 - Teaching Asssts - Gross Pay	£274,374	£68,428	
D	4210 - Educational Equipment	£30,000	£6,013	
E	4270 - Pupil Support	£6,650	£6,150	
F	4280 - Visit / Trip Expenditure	£15,000	£12,300	Contributions for trips
G	4281 - Workshops-Educational	£15,000	£2,460	Workshops delivered onsite
H	4701 - Support Staff Training	£3,000	£2,000	HLTA Training
I	4999 - Capital ICT - Asset to Capitalise	£40,000	£20,000	ipads
		£169,705		

2. Recovery Premium Funding

£17690

Total of all budgeted costs for 2021-22

Teaching

Budgeted cost: £10,000 + £2460 (from budget sections A, G) - **£12,460**

Wider Strategies

Budgeted cost: £42354 + £6013 + £6150 + £12,300 + £2000 + £20,000 (Budget Sections B, D, E, F, H, I)
= **£88,817**

Targeted Academic Support

Budgeted cost: £68,428 (Budget sections C) + Recovery Premium (£17,690) = **£86118**

Total budgeted cost: **£187,395**

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.

Disadvantaged pupils' Progress for the most recently published academic year

Published KS2 2019	CJS Score	National Disadv.	National not Disadv.	Commentary
Reading	0.9	-0.6	0.3	The CJS Reading score is well above the National Disadvantaged & National not disadvantaged.
Writing	-0.6	-0.4	0.2	The CJS Writing score is below the National Disadvantaged and considerably lower than the National not disadvantaged.
Maths	-1.0	-0.6	0.3	The CJS Maths score is below the National Disadvantaged and well below National not disadvantaged.

Disadvantaged pupils' Standards Percentage of pupils reaching the expected standard

Published KS2 2019	CJS %	National Disadv.	National not Disadv.	Commentary
Reading	81%	64%	80%	Our Reading data for Disadvantaged Pupils is well above the National percentage and is in line with National not Disadvantaged Pupils.
Writing	85%	67%	83%	Our Writing data for Disadvantaged Pupils is well above the National percentage and is in line with National not Disadvantaged Pupils.
Maths	81%	64%	81%	Our Maths data for Disadvantaged Pupils is well above the National percentage and is in line with National not Disadvantaged Pupils.
Reading, Writing and Maths Combined	67%	51%	70%	Our combined data exceeds the National Percentage and is just below the National not Disadvantaged.

There were no published results in 2020 (so there are no progress figures for 2020)

Year 6 2020 Standards	Reaching the Expected Standard	Greater Depth	Commentary
Reading	81.4% EXS+	32.7% GDS	CJS progress from 2019 has been maintained with Expected progress
Writing	73.5% EXS+	18.6% GDS	CJS progress from 2019 has dipped by 11.5%
Maths	72.6% EXS+	19.5% GDS	CJS progress from 2019 has dipped by 8.4%

There were no published results in 2021 (so there are no progress figures for 2021)

The following are from teacher assessment and nationally standardised test scores

Year 6 2021 Standards	Standardised Scores (Aut 2020)	Standardised Scores (Sum 2021)	Progress in Standardised scores	% Reaching the Expected Standard	% at Greater Depth	Commentary
Reading	97.7	97.8	+0.1	48.1	11.1	<p>Progress from Autumn to Summer was maintained We are unable to compare this year's summer PP data to last year as we only have Teacher Assessments for the whole YG due to Lockdown.</p> <p>The % of PP children achieving GD in Reading is considerably higher than in Maths and Writing.</p>
Writing	N/A	N/A	N/A	41.9	3.2	<p>The % of children reaching EXS in writing is comparable with Reading for PP children but the % of PP children achieving GD in writing is much lower than Reading.</p>
Maths	87.7	90.9	+3.2	42.3	3.8	<p>Progress from Autumn to Summer increased by 3,2 points. We are unable to compare this year's summer PP data to last year as we only have Teacher Assessments for the whole YG due to Lockdown.</p>

Review: Last Year's Aims and Outcomes

Aim	Outcome
<p>Teacher/TA to support reading; provide opportunities for ICT based homework to be completed in school</p>	<p><u>Intended Outcome:</u> 100% of PP children will read regularly to an adult if support is not given at home. 100% of PP children will have access to ICT based learning if this isn't achieved at home.</p> <p><u>Actual Outcome:</u> 100% of PP children have read regularly to an adult where support is not provided at home. 100% of PP children had access to ICT based learning as this was our method of teaching during lockdown however, 31% of PP children did not have IT equipment to use. We were able to provide 60% of these PP children with IT equipment to access home learning. (Of the 60% only 6% didn't have IT equipment across Y4-6) 63% of PP children achieved EXS or GDS for Reading in Summer 2021 Y3 – 62.5% Y4 – 62.5% Y5 – 69.2% Y6 – 58.6%</p>
<p>Access to a wide range of activities</p>	<p><u>Intended Outcome</u></p> <ul style="list-style-type: none"> Swimming and Music lessons provided for all children, including PP (at least 75% of PP children will be able to swim 25m with a recognised stroke) <p>A range of extra-curricular activities offered and funded for PP children (at least 80% of PP pupils access an extra-curricular opportunity during the year)</p> <p><u>Actual Outcome:</u> There has been no swimming due to Covid. All Y4 pupils (inc PP) have had a 40min music lesson for 1.5 terms. Tuition continued during lockdown for those children in school.</p>
<p>Monitor pupil behaviour through Integris (the school's database) and offer support to those PP children who are regularly attend Indoor room/detention</p>	<p><u>Intended Outcome</u> % of PP children in the Indoor Room/Detention to fall to 18%</p> <p><u>Actual Outcome:</u> 52.8% of PP children have been in the indoor room/refection (this figure does not inc Y3 due to CPOMS only gathering data once the funding is available)</p>
<p>Track attendance of PP children with EWO and work with parents to increase attendance of PP children</p>	<p><u>Intended Outcome</u> Attendance % to increase to 95 %</p> <p><u>Actual Outcome:</u> Attendance for PP pupils (as at 27.6.21) is 93.5%</p>

Our full Pupil Premium Strategy Statement can be found online at: <https://www.cjs.derby.sch.uk/key-information/pupil-premium/>

Any queries, questions or requests for additional support please contact: [Kate Ballington](mailto:k.ballington@cjs.derby.sch.uk) (Assistant Head teacher, Pupil Premium and Inclusion Leader) by email k.ballington@cjs.derby.sch.uk or phone 01332 701460

Externally provided programmes

The DfE have asked that we include the names of any non-DfE programmes that we purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Doodle Maths	Doodle learning
Doodle English	Doodle learning
Accelerated Reader	Renaissance
Rapid Phonics	Active Learn
Lexia	Lexia UK

Service pupil premium funding (Not applicable at CJS for 2020-21)

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