

# GRJS: Pupil premium strategy statement Oct 2021 (reviewed December 2022)

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	<i>George Romney Junior School</i>
Number of pupils in school	<i>94</i>
Proportion (%) of pupil premium eligible pupils	<i>26/94 = 28%</i>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans recommended</b> )	<i>Sept 2021-July 2024</i>
Date this statement was published	<i>Oct 2021</i>
Date on which it will be reviewed	<i>December 2022</i>
Statement authorised by	<i>David Reddy</i>
Pupil premium lead	<i>Jo Dorsett/David Reddy</i>
Governor / Trustee lead	<i>Hellen Mc Murdo (Chair of SMSC)</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<i>£27,700</i>
Recovery premium funding allocation this academic year	<i>£2,610</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<i>£0</i>
<b>Total budget for this academic year</b>	<i>£30,310</i>

# Part A: Pupil premium strategy plan

## Statement of intent

### Ultimate Objectives for Disadvantaged children at George Romney:

*-removal of potential barriers to learning and progress to ensure excellent opportunities and fulfilment of real academic, social and economic potential*

*-nurture and promote positive outcomes from engaging in all aspects of school curriculum*

*-make learning, reading, regular exercise and good mental health positive life choices based on a full and real understanding of their values and benefits*

### Key Principles

*-carefully chosen whole-school approaches will benefit all children but Disadvantaged children even more*

*-targeted support can have a positive impact but this must be balanced against engagement with the whole curriculum*

*-experiences inside and outside of the classroom can have a significant impact on children and these opportunities must be real, relevant and carefully embedded in the curriculum to have maximum effect*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Lack of operational and academic language and vocabulary – worsened by pandemic</i>
2	<i>Gaps in knowledge and experiences for all children but especially PP children post-pandemic</i>
3	<i>Lack of real-life experiences beyond the home to generate knowledge, understanding and sometimes interest in the world around them</i>
4	<i>Several PP families have low attendance patterns which lead to a lack of continuity of learning</i>
5	<i>A number of PP children experience additional challenges in their home life which lead to poor progress due to lack of ability to focus on learning (SEMHs)</i>

## 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																																												
To develop confident use of correct language and vocabulary across all areas of the curriculum. Children then able to apply in speaking and writing tasks in order to raise standards of learning and deepen knowledge.	<p><i>-Evidence from 'Learning Conversations' in all year groups across the curriculum</i></p> <p><i>-Evidence of transference of better language and vocabulary into written tasks</i></p>																																												
To ensure more PP children make good progress and achieve End of Year Expectations in reading, writing and maths across the school	<p><i>- All PP children to make 10M+ progress in reading assessments Sept-June</i></p> <table border="1" data-bbox="831 678 1481 786"> <thead> <tr> <th></th> <th>Y3*</th> <th>Y4*</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>10m+</td> <td>67%</td> <td>50%</td> <td>75%</td> <td>100%</td> </tr> </tbody> </table> <p><i>-All PP children to make 3 steps of progress across brick wall tracker</i></p> <table border="1" data-bbox="831 880 1481 1200"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>5/6</td> <td>3/6</td> <td>4/6</td> </tr> <tr> <td>Y4</td> <td>3/6</td> <td>3/6</td> <td>5/6</td> </tr> <tr> <td>Y5</td> <td>6/8</td> <td>5/8</td> <td>7/8</td> </tr> <tr> <td>Y6</td> <td>3/3</td> <td>3/3</td> <td>2/3</td> </tr> <tr> <td><b>Total</b></td> <td><b>74%</b></td> <td><b>61%</b></td> <td><b>78%</b></td> </tr> </tbody> </table> <p><i>-All year groups to meet aspirational targets of 65%+ secure in EOYE assessments</i></p> <table border="1" data-bbox="831 1339 1481 1447"> <thead> <tr> <th></th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Combined</td> <td>25%</td> <td>52%</td> <td>43%</td> <td>81%</td> </tr> </tbody> </table>		Y3*	Y4*	Y5	Y6	10m+	67%	50%	75%	100%		Reading	Writing	Maths	Y3	5/6	3/6	4/6	Y4	3/6	3/6	5/6	Y5	6/8	5/8	7/8	Y6	3/3	3/3	2/3	<b>Total</b>	<b>74%</b>	<b>61%</b>	<b>78%</b>		Y3	Y4	Y5	Y6	Combined	25%	52%	43%	81%
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To provide excellent learning opportunities beyond the classroom for all children	<p><i>-All PP children able to access full range of trips, visits and activities designed to boost learning and engagement a part of recovery curriculum</i></p>																																												
Ensure better attendance for targeted PP families – better consistency	<p><i>-PP children to have attendance in line or better than non-PP children in school (96%+)</i>  <i>(2021-2022 PP=96%/Non PP=94.6%)</i></p>																																												
Ensure social, emotional & resilience needs are being met for targeted PP children	<p><i>-Behaviour data for PP children in line or better than non-PP children in school</i></p> <p><i>-Conversations with parents/carers strongly suggest children felt safe, happy and supported</i></p>																																												

## 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: **£9,162**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>-staff focus on high quality, subject specific vocabulary across the curriculum.</p> <p>-implementation of 'knowledge notes' and 'knowledge organisers' across the curriculum</p> <p>-joint training with CSIAN for 'Talk Boost' to support whole school approach to improving language and oracy across the curriculum</p> <p>-full implementation of approaches which consider Sweller's 'Cognitive Load Theory' and Rosenshine's 'Principles of Instruction'</p> <p>-development of age-appropriate verbal/presentation tasks for assessment e.g. science</p> <p>-additional activities such dexterity and fine motor skills sessions for ALL children following impact review of COVID 19. Prioritisation of Arts curriculum across ALL children</p>	<p>'Mind the Language Gap'</p> <p>'Mind the Language Gap' CUSP training outcomes</p> <p>Supporting language capability &amp; Oral Language intervention – EEF</p> <p>Metacognition &amp; Collaborative Learning Research –EEF</p> <p>Oral Language Intervention –EEF</p> <p>Metacognition &amp; Collaborative Learning Research &amp; Arts Participation -EEF</p>	<p>1</p> <p>1 &amp; 2</p> <p>1 &amp; 2</p> <p>3 &amp; 5</p>
<p>-staff re-evaluation of topics of writing linked to 'Recovery Curriculum' to ensure high engagement and good motivation for writing amongst all children and especially PP children</p> <p>-staff to access Power of Reading training to develop reading and writing strategies</p> <p>-staff to plan affordable and relevant trips and visits to engage children in different learning topics/summarise class-based learning (additional support for curriculum such as additional swimming)* Prioritise OEA activities due to lack of confidence/motivation</p>	<p>Metacognition &amp; Collaborative Learning Research –EEF</p> <p>Improving Literacy in KS2 (Modelling &amp; Supporting Practice) - EEF</p> <p>OEAP research/ideas linked to experiential learning</p>	<p>1 &amp; 2</p> <p>1, 2 &amp; 3</p> <p>1, 2, 3 &amp; 5</p>

-Participation in EEF national evaluation project. 20 x weeks of PALS reading trial with Y5 children Oct 2022 onwards	Improving Literacy in KS2 (Teaching Reading Comprehension) - EEF	1, 3 & 5
-STA to access ELSA training to support more children in focused way with SEMHs issues	Social and Emotional Learning - EEF	5

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

Budgeted cost: £21,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
-explicit teaching of required vocabulary – target groups to pre-learn	'Mind the Language Gap' TA interventions EEF	1 & 2
-targeted support for children with Talk Boost – whole school training and development focus	Oral Interventions EEF TA interventions EEF	1
-Use of Clicker 8 for children who require additional support and scaffolding to be successful writers (whole staff approach + CPD)	TA interventions EEF	1
-Specific focus on new Y3 children and check on Phonic knowledge priority following partial school closures. Use of Little Wandle 'Rapid Catch-up' resources for Y4, Y5 & Y6.	Phonics EEF TA interventions EEF	2
-Targeted support for guided reading in Y3/Y4 to maximise progress for all children – developing inference as well as decoding	Reading Comprehension Activities EEF	1, 2 & 3
- Use of EEF recommended resources and interventions to support maths catch-up e.g. Third Space Learning, Plus One/Power Two and Dyscalculia resources	TA interventions EEF One-to-One Tuition EEF	1 & 2
-Staff to target PP children for additional support from visitors to school and specialists e.g. 'Kickstart' programme for transition/'Smart Moves' for gross motor skills		3, 4 & 5

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

Budgeted cost: £5,211

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>-Weekly attendance reports for targeted families</li> <li>-Half-termly data checks</li> <li>-Clear communication of expectation from HT and EWO</li> </ul>	<p><i>Previous impact of FPC EWO attendance project</i></p>	4
<ul style="list-style-type: none"> <li>-PP individual interviews with class teachers</li> <li>-Vulnerable matrix completed termly</li> <li>-Targeted individuals or groups supported by STA during school day</li> <li>-Whole Staff training on 'Decider Skills' with Cumbria MyTime</li> <li>-Experienced, training STA staff to provide SERIS support with targeted individuals/small groups</li> <li>-Additional providers/services used when required (Family Action Solihull Parenting Classes; School Nurse Healthy Eating Workshops; Greenacres Well-Being Outdoor Centre)</li> </ul>	<p><i>'Deeper relationships' evidence for A4A project</i></p> <p><i>Social and Emotional Learning &amp; Parental Engagement - EEF</i></p>	<p>5</p> <p>2, 4 &amp; 5</p>

**Total budgeted cost: £36,078**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*See tracking data in 'Intended Outcomes'*

#### *Third Space Learning Progress Outcomes: July 2022*

<i>Progress</i>	<i>2 steps</i>	<i>3 steps</i>	<i>Y6 ARE</i>
<i>Mixed cohort (10)</i>	<i>4/10</i>	<i>6/10</i>	<i>4/4</i>

#### *End of Key Stage Two Assessments: July 2022*

	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>SPaG</i>	<i>Combined</i>
<i>GRJS cohort ARE (26)</i>	<i>88%</i>	<i>85%</i>	<i>88%</i>	<i>73%</i>	<i>81%</i>
<i>PPG cohort ARE (3)</i>	<i>100%</i>	<i>100%</i>	<i>67%</i>	<i>100%</i>	<i>67%</i>
<i>GRJS cohort GD (26)</i>	<i>46%</i>	<i>23%</i>	<i>8%</i>	<i>23%</i>	<i>8%</i>
<i>PPG cohort GD (3)</i>	<i>67%</i>	<i>33%</i>	<i>0%</i>	<i>0%</i>	<i>0%</i>

### 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*

<b>Programme</b>	<b>Provider</b>