

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Canvey Junior School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	31 st December 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Sally Townsley Headteacher
Pupil premium lead	Ashley Fernon Deputy Headteacher
Governor / Trustee lead	David Neale Vice Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,450
Recovery premium funding allocation this academic year	£
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	£103,450

Part A: Pupil premium strategy plan

Statement of intent

The purpose of this strategy is to guide our whole school community (parents, pupils, governors and staff) toward the continued development of high-quality teaching and learning with the focus on closing the attainment gap between disadvantaged and non-disadvantaged children ensuring that all pupils, regardless of ability level, make better than expected progress.

Diagnostic assessments have aided the identification of our school's main needs and enabled leaders to develop achievable and measurable targets incorporating the required CPD for all stakeholders. Sustained, high quality professional development is key for the further development of high-quality teaching and learning which has proven to have the biggest impact on closing the gap between disadvantaged and non-disadvantaged groups of learners. The results of the robust diagnostic assessments will manifest in carefully targeted support groups through participating in the National Tutoring Programme.

To ensure accelerated progress is made across the Key Stage, we will continue to work towards developing pupil's cognitive ability to be able to reflect on their knowledge to identify prior learning and purposefully direct their thinking and learning. To achieve this successfully, one of our approaches will focus on all pupils being able to communicate effectively. Therefore, the pupil's language acquisition, and the broadening of their vocabulary, will be at the centre of all elements of our broad and balanced curriculum, enabling all pupils, from all backgrounds, the opportunity to effectively communicate their learning needs which will be met through targeted academic support groups.

The ongoing impact of Covid-19, has seen children in our school community continuing to display social and emotional vulnerabilities. They are displaying anxieties which manifests through ill health and the inability to control their emotions. In-turn, pupils displaying such behaviours are unable to focus and make the progress required to close the attainment gaps identified through diagnostic assessments. Therefore, working on the whole child will play an integral part of this strategy. All members of our school community are still impacted due to the isolation of lockdowns. In turn, speech and language has been identified as an area which is still impacting pupil progress.

Regular monitoring of the strategies implemented will ensure interventions remain effective and will allow leaders to intervene to maximise progress made by not only disadvantaged pupils but all pupils within our community.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Learned helplessness</i>- through teacher observations, parental discussions and pupil perceptions it has become apparent that, not only through the effects of COVID-19 and school closures, pupils are displaying 'learned helplessness'. They fail to identify how to help themselves solve a problem without adult intervention. Classroom observations have identified children raising their hands for unnecessary support such as requesting answers to times tables which could be calculated themselves using strategies taught in class or located on the working wall or on support pages in maths books. These disruptions, prevent teachers focusing on the real help that is needed.</p>
2	<p><i>Poor language skills</i> – formative and summative assessments have identified under-developed language skills and gaps within pupil's vocabulary across the school but was more evident in our disadvantaged children. Discussions with pupils and classroom observations enabled leaders to recognise that many pupils also demonstrate an inability to discuss texts that they have read as they do not always understand the vocabulary or cannot read the age appropriate texts. Formal assessments have identified specific children who cannot access tests due to lack of understanding of the instructions within it.</p>
3	<p><i>SEMH needs</i>- through pupil perceptions, discussions with parents and observations, many pupils within our school are displaying challenges with their social and emotional wellbeing. We are seeing a higher number of children with anxiety and, on occasion, conflict. Currently, 33% of those children receiving SEMH support are from disadvantaged families.</p>
4	<p><i>Poor phonetical skills and spelling</i> – assessments across the school and discussions with staff and families have identified a need to continue phonic intervention across the school. Being a Junior school, many of the children who join us in year three do so with strong phonic skills. We are still seeing the effects of Covid, therefore phonics will continue to be addressed across the school.</p>
5	<p><i>Regular attendance</i> – disadvantaged pupil's attendance has habitually been lower than non-disadvantaged pupils. Poor attendance inevitably impacts progress and attainment as well as their ability to form solid relationships with their peers. 62.5% of our persistent absentees are disadvantaged children, which although this is down from 75% the previous year, still remains high.</p>
6	<p><i>Parental engagement</i> – too many of our families do not engage in home learning such as hearing their children read regularly or helping their children develop their spellings and times tables knowledge. Many do</p>

	not see education as important and just focus of their children being happy. Only 44% of disadvantaged children read to a family member at home at least 4 times a week compared to 86% of non-disadvantaged children. The spelling scores previously mentioned indicate a lack of revision at home also with 54% of disadvantaged children scoring more than ½ of their weekly spellings correctly compared to 88% of non-disadvantaged children. By working alongside and supporting our parents, pupil's attainment should increase, narrowing the gap further.
7	<i>CPD</i> – after carrying out performance reviews, and whole staff discussions, professional development has been identified as a strategy to ensure all stakeholders are upskilled to maintain and further develop high quality teaching and learning. This will then be disseminated through the support staff and parents and carers within our school community. Governors play a pivotal role in monitoring key areas within the school, therefore they need to develop their knowledge of how to be a 'critical friend'

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
Decrease in the number of children accessing SEMH support, particularly disadvantaged children.	Qualitative data demonstrates pupils using strategies learned through the Happy Minds program, Bereavement Booklets, Family Navigator, Sensory Circuit, Canvey Restart, Counselling, School Nurse, Yellow Stars, Hamish and Milo, One-to-One, Social Skills Group, Lego Therapy, Brain Breaks. Decrease in number of anxiety related issues such as attendance. Reduction in conflict during less structured times. Greater number of disadvantaged pupils engaging in enrichment activities.
A range of carefully planned and focused CPD for all stakeholders to access.	Subject leaders actively seek out courses within their area of expertise to upskill staff in order to continue to develop high quality teaching and learning. Carefully planned staff meetings held to disseminate skills to whole staff. Governor training needs identified and planned for. Evidence of training clear through monitoring visits and subsequent questions from their visit.

<p>An increase in independence and self-regulated learners leading to a decrease in lost learning time.</p>	<p>Observations, pupil perceptions and discussions with teachers will show an increased independence towards learning. Less 'hands up' in the class room as children grow in confidence to search for the solutions themselves. Pupils actively use in class support such as knowledge organisers to find answers. Pre-teaching will be evident before the start of topics.</p>
<p>An increase in parents actively engaged in their children's learning such as reading daily and an increase in spelling scores.</p>	<p>Pupils achieving less than 50% in their weekly spelling assessment will be in-line with non-disadvantaged pupils or no more than 20% At least 60% of disadvantaged children are reading at least 4 times a week to a family member compared to 44% at present. Parents actively seek support from class teachers on how they can support their child's learning at home.</p>
<p>Children are able to communicate succinctly and demonstrate a better ability to access their work with better understanding of the task.</p>	<p>Rise in attainment in formative assessments across the key stage. End of Key Stage 2 data indicates that more than 90% of disadvantaged pupils meet at least expected standard in Reading, Writing and Maths. Increase in reading ages across the school. Less conflict during less structured times in the school day. An increase in confidence during lessons.</p>
<p>Attendance across the school, particularly the disadvantaged children will increase, with a decrease in persistent absentees.</p>	<p>Disadvantaged children's attendance reaches school expectation of 96% Percentage of persistent absentees who are disadvantaged is less than 30%.</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: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD, planning and implementation of dialogic activities to develop language acquisition across the key stage, These will enable pupils to develop the ability to articulate their needs both academically and emotionally.</p>	<p>Oral language interventions have been proven to have high impact on pupil outcomes of approximately 6 months additional progress over the course of a year. This will impact all pupils across the school, particularly our disadvantaged pupils.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>KS2 Literacy Guidance 2017.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>2, 3 and 7</p>
<p>Purchase of resources to enable the embedding of new Language and Reading programmes which will address pupil's inability to express themselves both academically and socially and emotionally.</p>	<p>Evidence suggests that disadvantaged pupils are more likely to be behind advantaged pupils in terms of their language development. Whole school CPD, leading to frequent interventions over a sustained period, will have a low cost but have a high impact, particularly for our disadvantaged pupils.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>KS2 Literacy Guidance 2017.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>2, 3 and 7</p>

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

Budgeted cost: £33,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fully qualified teacher employed 3 days a week to carry out interventions with identified children across the school in order to address misconceptions identified in the diagnostic assessments.</p>	<p>Using information gathered from diagnostic assessments, teachers can accurately target specific pupils in order to improve progress and attainment. High quality teaching within interventions has proven to have high impact of pupil progress.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Diagnostic Assessment Tool.pdf (educationendowmentfoundation.org.uk)</p> <p>EEF-Gathering-and-Interpreting-Data-Summary.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 4</p>
<p>Additional phonics interventions and staff training to be carried out throughout the Key Stage to ensure all pupils leave Key Stage 2 with the necessary de-coding and reading skills to access age appropriate texts.</p>	<p>The development of phonics across the school will allow pupils to access their learning independently, impacting on their overall attainment and progress. Using in-house training and working alongside our neighbouring Infant school, will ensure costs are kept low.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>KS2 Literacy Guidance 2017.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4, 7</p>

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

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to work alongside parents/carers and pupils to improve attendance across the school. This will involve identifying and sharing the impact of poor/erratic attendance on individuals and allow us to implement new procedures identified in the DFE's 'Improving School Attendance' document.</p>	<p>Guidance form the DFE's 'Improving School Attendance' document will be followed where applicable to improve attendance and reduce the number of persistent absentees.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	<p>5</p>
<p>Enhancement of our current SEMH provision to ensure the social and emotional needs of pupils, particularly disadvantaged pupils, is identified and met at an early stage to prevent their needs impacting on their learning.</p>	<p>Evidence indicates that if a child develops the skills to manage their feelings and emotions, they will perform better both in school and later in life. It has been documented that SEL is especially important for disadvantaged children. Developing a child's emotional intelligence will also impact on attendance as the child's confidence increases.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>3, 5</p>
<p>Therapeutic approach to Behaviour management training for teaching and support staff in de-escalating behaviour and identifying</p>	<p>Research states that in order for children to learn effectively, they need the tools to be able to self-regulate or manage their emotions and behaviours. CPD will allow staff to de-escalate behaviour as well as encourage pupils to reflect on their behaviour, in-turn creating a positive learning environment.</p>	<p>3</p>

consequences not punishments.	Improving behaviour in schools (educationendowmentfoundation.org.uk) EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) EEF Metacognition and self-regulated learning.pdf (educationendowmentfoundation.org.uk)	
Contingency funds for emergency situations.	As we have experienced in the past, unexpected situations arise that means it is necessary to set aside funds.	All

Total budgeted cost: £103,450

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 2022 to 2023 academic year.

At the end of the Key Stage, teacher assessment indicated that 94% of disadvantaged year 6 pupils were working at expected standard or above in Reading, Writing and Maths combined, compared to 79% of non-disadvantaged pupils, however, the attainment gap was much wider.. Despite the gap narrowing, there is still work to be carried out, particularly in Reading comprehension within the school.

In the year 4 Multiplication Times Tables Check (MTC), our disadvantaged children had an average score of 19.7 compared to the national average of 20.2. However, non-disadvantaged children had an average score of 22.6. Therefore, times tables interventions across the school will continue to support pupils acquisition of their times tables knowledge.

Evidence suggests that the targets and actions set for the last academic year made an impact on pupil and parental engagement across the school. Last year 28% of disadvantaged children scored less than $\frac{1}{2}$ in their weekly spelling tests compared to 54% this year. There was also a dramatic increase in the number of children reading to an adult at home. In academic year 2021/22, only 17% of disadvantaged pupils regularly read to an adult at home, rising to 47% last year. Currently (November 2023), 44% of disadvantaged children are reading at home, which, reviewing the data, evidence suggests there is still a great deal of work to be done to ensure there is a consistent approach to home learning.

Attendance remains a concern and, at present, 62.5% of our persistent absentees are from disadvantaged families. Although down from 75% in the previous year, early interventions in terms of attendance remains a priority for the school.

We are still seeing an increasing number of pupils receiving SEMH support and currently 48% of those receiving support are from disadvantaged families.

Carefully planned interventions

The introduction of the Knowledge Organisers have continued to make an impact of the children's approach to independent learning. They are able to use them to refresh prior learning, reducing the time teachers spend answering individual questions and allowing for more whole class teaching.

Word Aware being incorporated into everyday life and activities are now a regular feature in our school newsletter. Children enjoy exploring new vocabulary and get excited to share what they have learnt.

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

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

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.

Extensive research and the triangulation of data, teacher observations and research have all facilitated the formation of this strategy. The impact COVID-19 had on all our children, particularly our disadvantaged children, has meant that many of our previous targets were not met to the extent we had hoped. As a result, we are still seeing the effects of COVID-19 within the SEMH of many of our children, which has seen a knock-on effect in the expected academic progression of some.

By carrying out research, we were able to identify challenges faced by our pupils which led to approaches we could put in place to ensure this strategy had the desired impact on our children over the course of the academic year.

Working parties have been formed using key members of staff leading specific areas of this strategy. This will ensure that an extensive workload does not fall on one person and will allow the dissemination of organising and utilising staff CPD and external programmes to be carried out effectively. The teams meet together regularly to share progress and allows the Pupil Premium lead to identify and offer support when needed. These individual working parties continue to give other members of staff tasks to lead, ensuring all our staff have ownership of this strategy

The Governor leading Pupil Premium meets regularly with staff to ensure targets are being met and progress is being made. Regular updates are also part of Governor meetings and termly reports are sent home to parents informing them of their pupil's progress and attainment across Reading, Writing and Maths. This way, all stakeholders are kept informed regularly.