# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Talavera Junior School |
| Number of pupils in school | 408 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | 5th September 2022 |
| Date on which it will be reviewed | 5th September 2023 |
| Statement authorised by | Amanda Webb |
| Pupil premium lead | Amanda Webb |
| Governor / Trustee lead | Maria McClure |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £74,790 |
| Recovery premium funding allocation this academic year | £ 8,910 |
| 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 | £83,700 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Talavera, we are committed to ensuring that all of our pupils strive to reach their full potential so we creatively and strategically use Pupil Premium funds to support this aim. Our priority is to close the gaps in progress to ensure children are achieving excellent standards and meet the high expectations we have for all children. We also endeavour to increase the confidence and resilience of our children that can contribute to their successful progress. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Narrowed curriculum as a result of multiple lockdowns |
| 2 | Attainment levels across the school lower than in non-COVID years |
| 3 | Parental engagement and satisfaction lower than in non-COVID years |
| 4 | Intervention and quality of learning should be as rigorous years past but may be affected by high staff turnover |

## Intended outcomes

**Pupil Premium Provision will include:**

* **Exemplary CPD for teachers and LSAs to ensure outstanding teaching and learning across all year groups (subject knowledge development and teaching and learning strategies)**
* **Providing small group robust and immediate intervention with experienced teachers and HLTAs focused on closing the gap to national standard**
* **1:1 support where needed to ensure every Pupil Premium child makes at least Good progress to close the gap to national expectation/greater depth, with the expectation that most progress with be Outstanding**
* **Focused and targeted ‘fast tracker’ intervention before school for year 3,4,5 and 6**
* **Increased Pastoral support from ELSA team so pupils are ready to learn, alongside uptake of support from the MHST**
* **Increased provision for Pupil Premium children with additional needs, which create barriers to learning, such as Lego Therapy and Young Carers clubs**
* **Educational opportunities and life experiences which will enrich the pupils’ experience of school and learning (e.g., school trips and visits from professional and groups, additional music lessons). This will include ensuring that PP-eligible children are considered for GDS-based events.**
* **Educational Welfare Officer to support attendance of PP children**
* **Parent Partnership Advisor to support parents support their children’s education**
* **Support for families is signposted by all staff who are aware of the help available due to CPD**

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.

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| Intended outcome | Success criteria |
| Ensuring that all children receive a full curriculum due to a narrowing of the curriculum during multiple lockdowns | All core subjects are taught to an Outstanding standard  All foundation subjects are taught fully and subject leaders track these or attainment and progress, through book looks, assessment analysis, lesson observations, team teaching and team planning  All pupils, regardless of the need for intervention, are given the opportunity to engage in a broad curriculum  Core assessments demonstrate 80% of children are working at the Expected level  Foundation assessments demonstrate 80% of children are working within expectations for each subject |
| Ensuring attainment returns to pre-COVID levels, including Outstanding progress for all pupils regardless of starting point | Core assessments demonstrate 80% of children are working at the Expected level  Foundation assessments demonstrate 80% of children are working within expectations for each subject  All children make at least 2 points of progress, with the majority of children making Outstanding progress (3 points)  Pupils who are both SEN and FSM or Ever6 still make 2 or 3 points progress  Curricula are adapted for pupils who need additional catch-up  Immediate intervention and structured interventions are used for exceptional impact |
| Building relationships with parents following a lack of parental engagement during lockdowns and initial returns to school | Community events are held by the school in order to generate positive relationships between staff, pupils and parents/carers  Engagement between staff and parents regarding remote learning and clear expectations regarding this  Parents feel supported with remote learning through a combination of clear communication from the office, the lending of equipment where necessary and effective feedback on learning from class teachers  Staff are able to support parents and carers through the signposting of information, supporting the holistic health of the family |

## 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: £74,790

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| £14,000  CPD development:  Literacy Tree courses for new staff/ ECTs  Maths mastery training for new staff/ ECTs lead by external practitioner  LSA subject knowledge training – 3x every half- term lead by subject leads  Additional LSA training for new staff | % of exceptional/ outstanding teaching increases across the school to ensure all children are accessing quality first teaching  Subject knowledge expertise so gaps in learning can be closed.  External writing and maths CPD for new teachers/ ECTs to develop their expertise and innovative teaching strategies in-line with school expectation.  All LSA’s subject knowledge is excellent to support the intervention and catch up for children. | 1, 2 and 4 |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| £23,500  Focused teachers are working with identified children in all year groups to increase % of children achieving ARE; ensuring children make at least expected progress and have closed the gap to national standard for PP children. **1 to 1 and small group**. This is for all core areas and the provision has increased following C19 | Focus teachers to work with children through immediate intervention and small groups. All PP children working with the focus teacher to make accelerated progress over year (intervention analyses). Gap closed. | 1,2,3,4 |
| £6,000  Target children having intervention work with HLTAs & LSAs to help close the gap of progress and increase the number of PP children at ARE/ greater depth by end of the year. Intervention is robust, frequent and reviewed regularly (at least each phase). Afternoons/ early work in groups from 8:00am. | Year group data to show 75% of PP children in all year groups achieve ARE in Reading, Writing and Maths. Gap closed. | 1,2,3,4 |
| £10,000  Conferencing **1:1** in the afternoon re: learning in the morning. Closing the gap re: KPIs being taught. Support embedding challenge/closing the gap and explanation feedback for target children. Class LSA immediate intervention (same day) is the key focus.  Intervention used for pre-teaching where appropriate to ensure language rich classrooms  LSA funding - released for pupil progress meetings – accountability and ownership of immediate intervention for PP children. | Focus children in all year groups closing the gap to national standard. Children able to access all class learning. Gap closed. | 1,2,3,4 |
| £3,000  Year 5 and 6 Fast Trackers to support KS2 SATs running from Autumn to Summer term to support PP children not at national standard or not making Good or better progress.  Ensure children have no gaps in their learning  Year 3 and 4 mini pre-school fast trackers where required in Spring term 1 onwards. | Year 5 and 6 Fast Trackers to support KS2 SATs running from Autumn to Summer term to support PP children not at national standard or not making good or better progress.  Ensure children have no gaps in their learning  Year 3,4,5,6 mini preschool fast trackers where required in spring term 1 onwards. | 1,2,3,4 |
| £4,000  Funding towards cost of Education Welfare officer who works with ‘target’ families on issues linked to attendance and offers guidance and support (best practice) through regular meeting with the attendance lead in school. Education Welfare Plans put in place quickly where needed for pupil premium children.  Parent Partnership advisor- who supports parents and their children through programs and early support. | Increased attendance and less unauthorised absences. 97% or better attendance for PP children.  Parent Partnership signpost families and impact following support monitored. | 1,2,3,4 |
| £3,500  Reading, spelling and maths targeted workshops- support for parent/carers on supporting their child to ensure they are in-line with ARE and understand the expectations/ content of the curriculum. Focusing on supporting parent/carers with strategies and resources to use at home. All year groups. All disadvantaged children to receive free resources, books and packs to support learning at home. 100% attendance expected. Followed-up where there is non-attendance. | Children improve their understanding of maths and reading in-line with the curriculum. To increase the percentage of Pupil Premium children who are at national standard across all year groups. Focused parents/children invited. Parents able to support learning and methods. | 1,2,3,4 |
| £4,000  Year 3 phonics groups. Short and intensive provision to ensure all pupils secure in phonics, with aim to move all children back into whole class quality-first teaching. Targeted groups over x6 sessions. Resources and homework provision created. Teacher provision outstanding.  1 to 1 reading support delivered to all disadvantaged children not at national standard within year 3 and 4- increased % post C19 | All pupil premium children in year 3 secure in phonics and therefore able to access the national expectation for reading and writing. All children developing wider reading skills throughout phonics intervention, such as retrieval and inference to ensure gap with peers does not widen. Little Wandle.  All Pupil Premium children at national expectation for reading across lower key stage 2. | 1,2,3,4 |
| £3,500  Greater Depth provision to stretch disadvantaged pupils where appropriate. Greater Depth organised events across the curriculum and disadvantaged children prioritised for attendance to both stretch and for enrichment in wider experiences.  Any talent addressed through provision such as individual guitar lessons etc. Financial support available if needed. | Ensure all Pupil Premium children reach potential and have the same opportunities as their peers. Talents are discovered and nurtured. Children to reach greater depth across a range of subjects. | 1,2,3,4 |
| £475  My Math and Rockstars, which support basic number skills and fluency in mathematics for x tables. Pupils can access the programme at home (ICT-based programme) on a range of ICT devices. It develops their independence as learners and challenges them against their peers. Home link. | Impact on number skills and improve % of children at national standard for mathematics across the school. | 1,2,3,4 |
| £2,500  Homework Club to support children with homework and any concepts they have not understood x 3 Computers and iPads available to support alongside teachers and LSAs. | Ensuring all children have the same opportunities re: support for homework and address any misconceptions. 100% of children completing homework. | 1,2,3,4 |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| £7,000  Additional adult support for children with social difficulties and sometimes behaviour concerns through ELSA (Emotional Learning Support Assistant) programmes, personalised intervention and ‘bubble’ time to promote children’s social skills, wellbeing, and confidence. % requiring support has increased following C19. Lego Therapy embedded and Young Carers. | ELSA provides programmes for identified children with the intention to provide personal emotional support, which therefore prepares them to learn.  Impact is measured through reassessment at the end of programme with evidence of difference. All PP children ready to learn. | 3 |
| £2,500  Additional and part-funded extended opportunities for pupil premium children. Clubs (often more than one) are offered every day after school and some before school. These are at a nominal rate. Trips and residential part funded where needed so they can attend. In-school events part-funded to support wellbeing, such as Mental Health and Wellbeing Week resources. | All Pupil Premium children can access the extended opportunities and have as wide curriculum as their peers. Their engagement is transferable into learning within the classroom. | 3 |

**Total budgeted cost: £** 83,975

# 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.

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| *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.* |
| **Year 3 secure attainment 25 points.**  **Non–Pupil Premium**  R: 23.7  W: 24.7  M: 24.9  RWM: 24.5  **Pupil Premium**  R: 23.8  W: 24.6  M: 25.3  RWM: 24.5  81% Outstanding progress in Reading 96% Outstanding progress in Writing  96% Outstanding progress in Maths  **Year 4 secure attainment is 28 points.**  **Non–Pupil Premium**  R: 27.8  W: 27.5  M: 27.8  RWM: 27.7  **Pupil Premium**  R: 27.4  W: 27.3  M: 26.7  RWM: 27.1  81% Outstanding progress in Reading 96% Outstanding progress in Writing  96% Outstanding progress in Maths  **Year 5 secure attainment is 31 points.**  **Non –Pupil Premium**  R:3.3  W:3.2  M:3.3  RWM: 87% outstanding progress  **Pupil Premium**  R:2.9  W:3.2  M:3.1  RWM: 78% outstanding progress  **Year 6 SATs results 2022-2023**   |  |  | | --- | --- | | **Reading Expected+ for all:**  Talavera: 85.4%  Hampshire: 75.2%  **Reading GDS for all:**  Talavera: 27%  Hampshire: 28.4%  **Average scaled score for all:**  Talavera: 105.8  Hampshire: 105 | **Reading Expected+ for PP:**  Talavera: 83.3%  Hampshire: 56.3%  **Reading GDS for PP:**  Talavera: 16.7%  Hampshire: 13.9%  **Average scaled score for PP:**  Talavera: 104.8  Hampshire: 101.2 | | **Maths Expected+ for all:**  Talavera: 86.5%  Hampshire: 71.8%  **Maths GDS for all:**  Talavera: 25.8%  Hampshire: 21.9%  **Average scaled score for all:**  Talavera: 105.2  Hampshire: 103.8 | **Maths Expected+ for PP:**  Talavera: 66.7%  Hampshire: 50.2%  **Maths GDS for PP:**  Talavera: 16.7%  Hampshire: 7.9%  **Average scaled score for PP:**  Talavera: 102.7  Hampshire: 99.6 | | **GPS Expected+ for all:**  Talavera: 86.5%  Hampshire: 72.2%  **GPS GDS for all:**  Talavera: 42.7%  Hampshire: 27%  **Average scaled score for all:**  Talavera: 108  Hampshire: 104.8 | **G PS Expected+ for PP:**  Talavera: 66.7%  Hampshire: 50.4%  **GPS GDS for PP:**  Talavera: 25%  Hampshire: 11.7%  **Average scaled for PP:**  Talavera: 104.5  Hampshire: 100.6 | | **RWM Expected+ for all:**  Talavera: 78.7%  Hampshire: 57.5%  **RMW GDS for all:**  Talavera: 5.6%  Hampshire: 7.8% | **RWM Expected+ for PP:**  Talavera: 66.7%  Hampshire: 34.6%  **RMW GDS for all:**  Talavera: 0%  Hampshire: 2% | | **Writing TA Expected+ for all:**  Talavera: 92.1%  Hampshire: 68.8%  **Writing TA GDS for all:**  Talavera: 13.5%  Hampshire: 14.4% | **Writing TA Expected+ for PP:**  Talavera: 91.7%  Hampshire: 49%  **Writing TA GDS for PP:**  Talavera: 0%  Hampshire: 5.1% | |