

Pupil premium strategy statement

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This statement details our school's use of pupil 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Backwell Church of England Junior School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	2.6 % 6 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	26.09.24
Date on which it will be reviewed	September 2024
Statement authorised by	Nick Webster
Pupil premium lead	Sara Pearson
Governor / Trustee lead	Ellie O'Brian

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8880
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	£8880

Part A: Pupil premium strategy plan

Statement of intent

At Backwell Junior School, we have high expectations for all pupils and believe that, with quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential. We ensure that the Pupil Premium funding is allocated effectively to have the necessary impact so that pupils achieve at the same progress as non-disadvantaged pupils with similar starting points and that their academic attainment is not limited, and that they have equal access to the extended curriculum and enrichment opportunities.

Our current strategy supports these aims by ensuring pupils receive high quality first teaching in all subjects, but with a specific focus on maths; reading, including phonics, and writing. Our approach will be responsive to common challenges and individual needs, and supported by robust diagnostic assessment.

To monitor the effectiveness of these goals we will:

- adopt a whole school approach where all staff are aware of who our disadvantaged pupils are and take responsibility for their outcomes and raise pupils' expectations of what they can achieve.
- ensure that all pupils receive QTF.
- be pro-active in identifying what pupils' needs are and provide support/intervention at the earliest opportunity.

Embedded into our practice is the importance of enriching opportunities in supporting the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. Through our curriculum, we provide children in receipt of Pupil Premium with opportunities and acquisition of knowledge to develop into confident, independent and successful lifelong learners. In addition, funds are used to create opportunities for children to develop resilience, perseverance, self-esteem through targeted and bespoke pastoral care.

Challenges

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

Challenge number	Detail of challenge
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1	Social and economic- the majority cohort of the school is with a higher social economic grouping and this creates a imbalance between opportunities to attend enrichment activities such as school trips, clubs and residential camps.
2	Attendance – our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. A larger proportion of our PP pupils are below the National average for attendance of 93%. The reasons behind these absences are linked to the individual circumstances for those children.
3	Academic attainment – stretching beyond expected. Although the nearly all children within this group are working at ARE across all core subjects our aspirations for this group are higher and we do not want individual circumstances to prohibit them attaining at the highest level.
4	Social, emotional and communication- within this group we have a proportion of children with SEMH needs based around individuals One child has difficulty building and maintaining relationships within their peer group is difficult for this small group of pupils. In addition, we have a child with a specific need for bereavement support for a specific child.

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 increase Attendance to National average for majority of this group	Attendance to be above 95% and persistent absence to be below 10% (National being 94.6% at time of edit). To ensure individuals are arriving at school on time and feel supported between the transition between home and school.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	To see sustained high levels of wellbeing evidenced through: <ul style="list-style-type: none"> • pupil voice/pupil surveys • increase in participation in enrichment activities
To support children in the classroom to develop their awareness of their own metacognition processes including building resilience.	To make effective use of learning partners to scaffold children's learning working in partnership with class teacher to improve academic outcomes.
To increase academic attainment and aspiration, especially within writing and maths to promote number of pupils within this group to attain to the highest level.	To use of agreed teaching and learning strategy to support positive learning outcomes .

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

Budgeted cost: £ 1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher's to implement Trust Pedagogy Framework: through staff meeting time and lesson observations and monitoring	Barak Rosenshine paper 'Principles of Instruction' Education Endowment Foundation – Effective use of TAs	3
Development of writing and maths Federation approaches: leadership time, staff meeting and monitoring	EEF Improving Literacy in KS2 EFF Improving mathematics at KS2 and 3 Tom Sherrington's 'Walkthrus' Work based on Jane Considine	3
Implementation of 'Unlocking Letters and sounds' whole school phonics to improve writing accuracy and approach to supporting children to spell with greater degree accuracy	English Teaching Hub	3

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention(1:1 and small group support) led by skilled Learning partners e.g Lego Therapy, bereavement support	Evidence from Education Endowment Foundation–'Teaching and Learning Toolkit': Individualised instruction = + 4 months One-to-one tuition = +5 months	1&4

	Small group tuition = +4 months Teaching assistant Interventions= +4months	
Speech and Language Therapist. To provide 1:1 support.	Weak Language and Communication skills mean children are unlikely to have the breadth of vocabulary in KS2, to use talk to connect ideas and explain what is happening coherently.	1,3&4

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establishing of a 'Safe Spaces' within school both whilst children are at play and as a 'nature' hub: fitting and resourcing of a room within school for children in need of regulation or intervention away from the main classroom.	Nuture UK evidence and research	2&4
Developing whole school strategies based on outcomes of Boxall profiling to support a wider group of children with SEMH needs. All children to be profiled and a target group identified : INSET time, staff meeting, SENDco support	Boxall profiling	2&4
Learning Partners to be trained to support well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in	Evidence from Education Endowment Foundation-The Guide to Pupil Premium: A tiered approach to Spending. Evidence from Education Endowment Foundation– Teaching and Learning Toolkit: Behaviour Interventions = +4 months	2&4

all aspects of school life.	Social and Emotional Learning = +4 months	
Financial support to provide access to wrap around care within school, additional after school club, wider enrichment opportunities within school such as WOW days and school trips and additional support for specific pupil to attend residential trip.	Evidence from Education Endowment Foundation-The Guide to Pupil Premium: A tiered approach to Spending	4

Total budgeted cost: £ 8880

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 2023 to 2024 academic year.

In Reading 100% of PP pupils reached ARE and 50% attaining at Greater Depth.

In Writing 86% of PP pupils reached ARE.

In Maths 100% of PP pupils reached ARE and 15% attaining at Greater Depth.