

Telford Junior School

Pupil Premium Strategy Statement

This statement details the school's use of pupil premium funding, to help improve the attainment of disadvantaged pupils.

It outlines the school's 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 the school.

School Overview

Detail	Data
School name	Telford Junior School
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers.	2022/2023 to 2024/2025
Date this statement was published	4 th December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Steve Pendleton, Chair of Governors
Pupil premium lead	Richard Siviter, Head Teacher
Governor lead	Seher Tawfik

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 61,790
Recovery premium funding allocation this academic year	£ 0
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	£61,790

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our Objectives:

1. Our Pupil Premium children achieve at least as well as their non-disadvantaged peers.
2. All children in receipt of Pupil Premium funding have the same exposure to quality first teaching practices, as well as receiving targeted academic support and wider strategies.

How Our Objectives are Implemented:

1. Teaching staff use regular formative assessment strategies throughout each term to prioritise, plan and prepare for the needs of each child.
2. Interventions are designed to close any emerging gaps and take account of national research and school-based experiences of what works well.
3. Interventions are planned for pupils / groups of pupils and their impact is monitored while they are being implemented.
4. The impact is reviewed and this evidence is used to determine whether to continue with the strategy, or to move to an alternative approach.
5. School leaders conduct an annual review of strategies / interventions implemented, evaluating the overarching strategy and measuring its success, based on the outcomes for our disadvantaged pupils.

Key Principles:

1. To support all of our pupils to have **equality of access** to the school's educational provision.
2. To ensure that all our pupils are ready to move onto a secondary school curriculum by the end of Key Stage 2; that the key knowledge, understanding and skills are in place.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in key knowledge, understanding and skills, hindering pupils' rate of progress (other children are better placed to make more rapid progress).
2	Examples of the above include: <ul style="list-style-type: none">- Poor handwriting, making it difficult to read work back and to improve on an initial attempt.- Poor spelling also hindering this process and impacting directly on attainment in writing.- Limited range of reading strategies.- Gaps in early number knowledge and understanding, frustrating Mathematical progress.
3	Specific learning difficulties and concentration levels.
4	Emotional needs preventing children from fully accessing learning opportunities.
5	SEMH needs resulting in challenging behaviours.
6	Factors which limit support with learning outside school.

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
Pupil Premium children are achieving the expected standard in reading or are making progress towards that standard (taking account of specific learning needs).	<ul style="list-style-type: none"> • Pupils who joined the school not having been successful in their KS1 phonics screening test to achieve that standard in Year 3. • Pupil tracking shows that a greater proportion of Pupil Premium children are achieving the expected standard or are closer to achieving this standard.
Improved writing standards.	<ul style="list-style-type: none"> • Pupil Premium children have developed a fluent and legible style of handwriting (so that work can be read through and improved upon). • Pupil Premium children write more accurate sentences, in line with expectations for their age group, including correct punctuation and spellings of Tier 1 vocabulary.
Improved Mathematical fluency and more developed problem solving and reasoning skills.	<ul style="list-style-type: none"> • Pupil Premium children are more confident with the key number skills expected in their year group.
Social and emotional barriers to learning are appropriately supported, using the range of resources available to the school.	<ul style="list-style-type: none"> • Attendance for Pupil Premium children is good. • Communications with the parents/carers of Pupil Premium children are good. • With appropriate social and emotional support, Pupil Premium children are able to access the curriculum.

Activity in this Academic Year

This details how we intend to spend our Pupil Premium **this academic year**, to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on developing key English and Maths skills, led by subject leaders (training days and staff meeting time).	Education Endowment Foundation Guide to the Pupil Premium: <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils ... It benefits all pupils, but has a particularly positive effect on disadvantaged pupils.”</i>	1-6
Recruitment of additional teaching assistant hours to deliver interventions and to support SEMH needs of specific pupils (recruitment process).	Behaviour intervention (Education Endowment Foundation) – enhancing a positive school ethos and improving discipline and engagement with learning amongst some of our vulnerable learners.	4
Whole staff CPD on Inclusion delivered by Warwickshire Education Psychology Service last academic year and followed up with whole staff CPD this year, led by SENCO.		4, 5

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

Budgeted cost: £ 46,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support in each of the 12 classes, working alongside the class teacher.	<p>Education Endowment Foundation: one-to-one or small group interventions linked to class teaching – addressing 'gaps' in learning and misconceptions.</p> <ul style="list-style-type: none"> - Remind and revisit expectations around presenting work, re-drafting and editing. - Develop 'gap-filling' activities. - Use sentence frames and word cards, etc. - Promote peer support. - Use IT to support as appropriate and when available. - Model spoken and written language. - Introduce vocabulary in context, using key words repeatedly, or providing pupils with written model sentences. - Pre-teach and revisit after activities, to check understanding / conceptual knowledge. - Use vocabulary banks. - In Maths, model and teach problem-solving strategies. 	1, 2, 3
Individualised support for vulnerable pupils experiencing difficulties in accessing the curriculum.		
Small group intervention work.		

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional SEND resources to support structured one-to-one and small group interventions, as well as play times and classroom learning.	Resources recommended by Educational Psychology Service, to assist children in focusing on learning and school-based activities.	4
School counselling delivered by Snowford Grange Psychotherapy and Counselling Service: <ul style="list-style-type: none"> - Trained counsellor working in school. - Providing additional support for vulnerable children who are struggling with their emotional needs outside school, enabling them to function more successfully in school and in the wider context. 	National evidence-base of the value of trained counsellors. Approved by CAMHS and Social Care. DfE recommendation that all schools should employ a school counsellor.	4, 5
Thrive therapeutic activities and Nurture provision, to provide additional support for vulnerable children who are struggling with their emotional needs outside school: <ul style="list-style-type: none"> - Enabling them to engage more successfully with their education. - Supporting children with a range of social, emotional, mental health issues; anxiety, separation, low self-esteem and anger management. 	Northern Ireland Department of Education – research undertaken by Queens University, Belfast: <i>“a short-term and focused intervention to address barriers to learning arising from unmet attachment needs.”</i>	4, 5

Total budgeted cost: £ 61,790

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.

Achievement

Achievement is variable for Pupil Premium children between year groups, since the cohort of Pupil Premium children varies year on year. Our school-based assessments indicate that the majority of our Pupil Premium children have progressed in line with their Key Stage 1 attainment grades in reading, writing and Mathematics; achieving expected progress. The school is mindful of a number of Pupil Premium children needing to make accelerated progress during Key Stage 2, in order to meet the end of key stage expected standard. Some of these children have identified specific learning difficulties and a number are overcoming EAL barriers.

Attendance

The school has seen an improvement in attendance percentages for Pupil Premium children prior to the pandemic (Ofsted report in July 2019). In the subsequent 3 years attendance data was more difficult to analyse, due to national school closures, periods of self-isolation through contracting COVID-19 or due to DfE guidance on 'close contacts'. As we have moved to more settled education, the school has been working on a case by case basis with vulnerable children and their families to improve attendance. There is evidence that the range of strategies being used has resulted in improved attendance for some of our most vulnerable children. These strategies range from telephone communications, conversations at the school gate to Early Help Pathways. Pupil Premium attendance for 2022/23 was 91%.

Behaviour, SEMH and Access to the Curriculum

There has been an increased number of children returning to school following the pandemic displaying heightened social, emotional and mental health needs. This is the case for a significant proportion of our Pupil Premium children. While SEMH was already identified as a barrier to learning for our Pupil Premium children, the pandemic appeared to have exacerbated the challenge. Our Nurture and Thrive activities and other Early Help strategies (including the introduction of 'Thrive time') are helping to sustain a number of Pupil Premium children in school. Our Relationship Policy (drawing on the work of Paul Dix, "When the Adult Changes, Everything Changes" and Tom Bennet, DfE behaviour consultant) is also proving an important component to our nurturing school environment, supporting the high needs of some of our most vulnerable pupils.

Externally Provided Programmes

Programme	Provider
One-to-one therapeutic counselling, through play-based activities.	Snowford Grange Psychotherapy and Counselling Service.

Service Pupil Premium Funding

The school received £310 Service Pupil Premium for the academic year 2023 -24.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The funding was used as a contribution towards the cost of additional teaching assistant hours in the classroom.
What was the impact of that spending on service pupil premium eligible pupils?	The service child benefited from additional guidance and support with their learning during the course of the academic year. This supported the child in achieving the expected standard in Maths and move closer to achieving the expected standard in reading and writing.