

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	St Laurence Junior Academy
Number of pupils in school	(Sept 21) 206
Proportion (%) of pupil premium eligible pupils	(Sept 21) 52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	September 21
Date on which it will be reviewed	July 2022 (reviewed term 2 and 4)
Statement authorised by	
Pupil premium lead	Linda Sladden
Governor / Trustee lead	Sue Booker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,605
Recovery premium funding allocation this academic year	£ 16,385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4500
<b>Total budget for this academic year</b>	<b>£167,490</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Laurence in Thanet CE Junior Academy, we use of our Pupil Premium Grant funding to ensure that our Pupil Premium pupils receive the highest quality of education in order to fulfil their potential and flourish academically and socially.

Our context: St Laurence in Thanet CE Junior Academy is located in Ramsgate, Kent. We are a 2 form entry junior school.

Our ultimate objectives are to:

- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers.
- Ensure all Pupil Premium children can read and access all areas of the curriculum.
- Overcome academic and non-academic (e.g., attendance, behaviour and wellbeing) barriers to attainment.
- Meet the pastoral, social and emotional needs of the pupils and equip them with the skills needed to develop resilience and the ability to self-regulate.
- Engage Pupil Premium children in the wide variety of extra-curricular opportunities, activities, and roles/responsibilities on offer.
- Develop their love of learning and raise life-long aspirations.
- Develop their sense of belonging and understanding of their value and contribution they make.

Achieving our objectives: In order to achieve our objectives, we will:

- Ensure that all pupils receive quality first teaching each lesson by putting in place high quality CPD.
- Put in place a coaching programme for teachers early in their careers run by an experienced teacher/leader.
- Provide 1:1 or small group targeted support with a qualified teacher to address identified gaps.
- Provide research-based Teaching Assistant intervention groups.
- Put in place a range of pastoral and emotional support.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance and punctuality</i>
2	<i>Social Emotional and Mental Health ( including exclusions)</i>
3	<i>Gaps in learning</i>
4	<i>To diminish the difference between Pupil Premium and Non Pupil Premium attainment</i>
5	<i>Limited access to wider opportunities.</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
<i>Pupil Premium attendance, persistent absenteeism and lateness is at least in line with national</i>	<p>Use of mini bus to pick up targeted children.</p> <p>Attendance awards</p> <p>FLO to work with parents to encourage high levels of attendance, support any attendance barriers and respond quickly to any persistent attendance issues.</p> <p>Pastoral team to support the children with SEMH needs to enable them to be in school and ready for learning.</p>
<i>Exclusion reduced and SEMH is not impacting on children's readiness to learn</i>	<p>Exclusions will be reduced.</p> <p>Pastoral Team to deliver social and emotional groups or 1:1 support.</p> <p>Calm down boxes introduced in each classroom</p> <p>Zones of Regulation and Restorative approaches fully embedded within the school.</p> <p>Counselling</p> <p>Individual and class rewards (house points &amp; attendance awards).</p>
<i>Children will have reached the expected standard in phonics. This will transfer to reading and spelling accelerated progress</i>	<p>Training for Read Write Inc and purchasing of additional resources.</p>

	<p>Read Write Inc groups established and monitored.</p> <p>Number of children requiring phonics will diminish each term</p>
<p><i>Progress in Reading</i></p> <p><i>Teacher assessment July 21 EXS or higher</i></p> <p><i>PP 48%</i></p> <p><i>Not PP 70.%</i></p> <p><i>Knowledge gaps identified and addressed to improve progress and raise attainment</i></p>	<p>Reading outcomes are at least in line with national average for all pupils..</p> <p>PP pupils will make accelerated progress so that the in school difference between PP and non PP pupils is diminished</p> <p>Library is fully stocked with new books.</p>
<p><i>Progress in Writing</i></p> <p><i>Teacher assessment July 21 EXS or higher</i></p> <p><i>PP 44%</i></p> <p><i>Not PP 66.%</i></p> <p><i>Knowledge gaps identified and addressed to improve progress and raise attainment</i></p>	<p>Writing outcomes are at least in line with national average for all pupils..</p> <p>PP pupils will make accelerated progress so that the in school difference between PP and non PP pupils is diminished</p>
<p><i>Progress in Maths</i></p> <p><i>Teacher assessment July 21 EXS or higher</i></p> <p><i>PP 49%</i></p> <p><i>Not PP 75.%</i></p> <p><i>Knowledge gaps identified and addressed to improve progress and raise attainment</i></p>	<p>Maths outcomes are at least in line with national average for all pupils..</p> <p>PP pupils will make accelerated progress so that the in school difference between PP and non PP pupils is diminished</p>
<p><i>Curriculum Enrichment</i></p> <p>Ensuring that our curriculum meets the needs of our children who have limited life experiences</p>	<p>Children will have experience that will enrich their understanding of the topics taught.</p> <p>Pupil consultations and subject leader monitoring of themed days, visitors, workshops and visitors will show children's enjoyment and understanding of the topics taught.</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: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Pixl subscription £2900</u></b>  <i>Pixl provides a tracking system that helps to identify children needing further support. Resources are provided to support teachers and assessments enable gaps to be identified to inform future planning</i></p>	<p>Our experience has shown that using an assessment that enables teachers to identify gaps in learning informs future planning. This then ensures the correct support is in place for the areas of weakness</p>	3, 4
<p><b><u>RWI training £2000</u></b>  <i>Training for all staff so that there is consistency across the school</i></p>	<p>As we have had several changes of staff and it had been 10 years since our initial training, it was felt we needed to refresh our knowledge.</p>	3, 4,
<p><b><u>Oracy and speaking and listening £500</u></b></p>		
<p><b><u>Purchase additional reading books £500</u></b>  <i>Purchase books for the AR levels that have limited numbers of books</i></p>	<p>Our previous experience showed that where there were limited books in a level, children were moving on too quickly and not consolidating their skills at the right level</p>	3,4,
<p><b><u>CPD for teachers £600</u></b>  <i>Training to upskill teachers as needed</i></p>	<p>Teachers attending CPD sessions then providing time for them to feedback to rest of the staff allows training to be accessed by all staff members</p>	3, 4,

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

Budgeted cost: £79,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><u>TAs to deliver evidence based interventions £67,567</u></b> <i>Children who require additional support are receiving time limited support</i>	We have found that when interventions are delivered consistently and carefully monitored the pupils make accelerated progress	3, 4,
<b><u>In-school tutor to deliver targeted support to identified pupils £4000</u></b>	Use of in-school tutor to deliver bespoke content to identified pupils. Address and fill 'gaps' in prior learning which are holding back progress.	3,4
<b><u>Purchase of RWI Resources £400</u></b>	Resources to support the teaching of RWI as a SSP programme across the school to address gaps.	3,4
<b><u>Purchase of library books £4000</u></b>	Library identified as needing replenishing with books to place reading at the heart of the curriculum	3,4
<b><u>Purchase maths online resources £100</u></b>	Resources to support the teaching of reasoning and problem solving as a across the school to address gaps.	3,4
<b><u>School – led tutoring 25% top up contribution £3000</u></b>	School –led tutor funding – 25% of cost to top up provision.	3,4
<b><u>Purchase of intervention programme – Memory Magic £60</u></b>	Resources to support the teaching of memory skills.	3,4
<b><u>Purchase of PSHE Association whole school subscription £125</u></b>	Purchase of subscription to improve the quality of teaching and learning in PSHE – SEMH development.	2,3,4

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

Budgeted cost: £81,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Curriculum enrichment £5000</u></b>  <i>Themed days and resources to engage the children in their learning will be purchased</i></p>	<p>Our children often have limited life experiences and many have low aspirations for the future. Through using hooks into learning more children are engaged in learning.</p>	<p>5</p>
<p><b><u>Purchase Soundfield equipment. £3500</u></b>  <i>Replace and renew microphones, power packs and batteries for Soundfield system</i></p>	<p>We have found that children with processing difficulties are helped by the Soundfield system as it cuts out background noise and improves the clarity of the adults voice.</p>	<p>2,3,4</p>
<p><b><u>Non class based Pastoral Team FLO £25,171 TA £28159</u></b>  <i>FLO and pastoral TA to be available to support children SEMH needs through delivering interventions.  Working with parents and LA to address issues of attendance and lateness</i></p>	<p>Children are identified as struggling in class and will be supported by FLO &amp; TA as Mental Health First Aiders to deliver emotional support/interventions to these children.</p> <p>PP pupils have a high rate of persistent absence and lateness than non PP pupils and this has an impact on how the children settle in class and their ability to make progress.</p>	<p>1,2,3,4,</p>
<p><b><u>Mini bus £4500 (PTFA to pay remaining )</u></b>  <i>Used to pick up children identified as having poor attendance</i></p>	<p>Children identified as having either poor attendance will have improved attendance as a result of being picked up on the mini bus.</p> <p>Two children with emotional needs also picked up and attendance and well-being improved.</p>	<p>1,4</p>
<p><b><u>Magic Breakfast top up £1000</u></b>  <i>Bagels provided by Magic Breakfast have helped ensure all children have something to eat before the start of the school day.</i></p>	<p>Children are able to attend to their learning and do not become distracted due to becoming hungry before lunchtime.</p>	<p>1,2</p>
<p><b><u>Calm down boxes £500</u></b>  <i>Resources purchased so that each class has an assortment of fidget toys, calming activities</i></p>	<p>Using the Zones of Regulation children will be able to identify when they need to use resources to self-regulate.</p>	<p>2,4</p>

<i>etc to give to children as needed</i>		
<b><u>Rewards £1000</u></b> <i>Badges bought for achieving Dojo points</i>	Positive reinforcement supports children's attitudes to learning and self-esteem.	1,2
<b><u>Counselling £3000</u></b> <i>Counsellor in school for 1 day a week to work with identified children who have suffered significant trauma .</i>	Children will show improved scores on emotional scales Children will identify as Green On Zones of Regulation. Improvement in scores on My Feelings questionnaire. Boxall profile ( only for certain year groups)	2,4
<b><u>Forest School provision</u></b> <b><u>£2000</u></b> Weekly Forest School activity for Y4 pupils	Forest School at an established local Forest School addresses gaps in experiences and SEMH.	1,2,3,4,5
<b><u>Canoe Wild Experience</u></b> <b><u>£2310</u></b>	Watersports experience day for Y5 – provide experience.	1,2,3,4,5
<b><u>Workshops</u></b> <b><u>£4000</u></b> In-school workshops to develop wider curriculum	To engage children in an immersive curriculum experience – Poetry and Poppies, Science Roadshow, labyrinth and Sikhism. SMSC development.	1,3,4,5
<b><u>Trip top up</u></b> <b><u>£210</u></b> Top up funding for families	Provide tickets for children to experience theatre.	5
<b><u>Attendance and Punctuality monitoring</u></b> <b><u>£1000</u></b>	Purchase of rewards and time monitoring and addressing attendance and punctuality through working with parents. Reducing absence accelerates progress.	1

**Total budgeted cost: £ 167,102**

## 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.

Please see PP evaluated strategy for 2020-2021

**End of Term 6 Teacher assessment - % all pupils    % Pupil Premium pupils**

	Reading		Writing		Maths	
	EXP+	GD	EXP+	GD	EXP+	GD
Year 3	48%	0%	39%	0%	44%	0%
	79%	21%	68%	5%	74%	26%
Year 4	62%	0%	52%	3%	66%	10%
	67%	17%	72%	6%	78%	17%
Year 5	59%	18%	59%	9%	64%	9%
	77%	26%	74%	29%	83%	31%
Year 6	69%	24%	66%	7%	72%	21%
	90%	60%	100%	40%	90%	50%

### 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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## 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.*