

Pupil premium strategy statement

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	William Austin Junior School
Number of pupils in school	574
Proportion (%) of pupil premium eligible pupils	125 (21.8%)
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jo Adams
Pupil premium lead	Azmat Ramzan
Governor / Trustee lead	Kamran Ahmed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,125
Recovery premium funding allocation this academic year	£18,125
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	£186,250

Part A: Pupil premium strategy plan

Statement of intent

At William Austin Junior School, our intention is that all our pupils make good progress and achieve high attainment across all areas of the curriculum. We will ensure that all our pupils receive a high-quality education that will enable them to become successful and socially responsible citizens of the future.

We recognise that disadvantaged pupils can face barriers which may impact on their learning. The focus of our pupil premium strategy is to support disadvantaged pupils, irrespective of their backgrounds or challenges they face, to achieve their very best.

Through high-quality teaching and structured interventions, our ultimate objective is to narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils within our school. We will engage with RADY (Raising Attainment for Disadvantaged Youngsters) to raise awareness, raise aspirations and raise expectations of disadvantaged pupils. They will be at the forefront of all we do, allowing them to have the experiences and opportunities they need to succeed.

We will provide teachers with high-quality CPD to ensure that all our pupils receive effective quality first teaching. Our one-to-one and small group interventions will be targeted for identified pupils based on gaps from assessments and observations.

All our pupils will be offered a wide range of high-quality extracurricular activities to increase wellbeing, behaviour and attendance. Enrichment opportunities will be planned to broaden the curriculum and raise aspirations of all pupils, including disadvantaged pupils. We will ensure that pupils with social, emotional and mental health needs, will have access to provision from appropriately trained staff.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data from KS1 indicates that reading, maths, and writing attainment for disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	On entry to Y3, between 7 - 17% of our disadvantaged pupils arrive below age-related expectations compared to 1 – 11% of other pupils for reading. (National Average for KS1 reading for 2019 is 75%)

	<p>On entry to Y3, between 4 - 12% of our disadvantaged pupils arrive below age-related expectations compared to 0 – 6% of other pupils for writing. (National Average for KS1 writing for 2019 is 70%)</p> <p>On entry to Y3, between 10 - 18% of our disadvantaged pupils arrive below age-related expectations compared to 0 – 6% of other pupils for maths. (National Average for KS1 maths for 2019 is 76%)</p>
3	Observations and assessments show that education for many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. This has led to gaps in their knowledge which has resulted in them falling further behind age-related expectations.
4	Observations and discussions show that many pupils in our school have a lack of enrichment opportunities outside of school. This has worsened as a result of the pandemic. This challenge particularly affects disadvantaged pupils and their attainment.
5	Mental health and wellbeing, due to the pandemic, have been impacted by school closures. 37 pupils, who are disadvantaged, currently require additional support with behaviour, social and emotional needs receiving one-to-one or small group interventions. These challenges affect their attainment.
6	Attendance data last year indicates that attendance among disadvantaged pupils was 1.6% lower than for non-disadvantaged pupils.

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
Close the attainment gap between disadvantaged pupils and their peers.	The attainment gap in 2024/25 between disadvantaged pupils and their peers has reduced significantly.
Improve reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils meet the expected standard.
Improve writing attainment among disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that disadvantaged pupils meet the expected standard.
Improve maths attainment among disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils meet the expected standard.
Increase cultural capital for pupils by providing greater enrichment opportunities that broaden the curriculum and raise aspirations for all pupils particularly our disadvantaged pupils.	<p>Sustained high attendance in 2024/25 for activities available through our Enrichment Programme and Challenge Programme established by:</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities and clubs, particularly among disadvantaged pupils • qualitative data from pupil voice, pupil surveys, parent surveys

Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 established by: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil surveys, parent surveys, teacher observations
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 established by: <ul style="list-style-type: none"> attendance figures showing that attendance for all pupils including our disadvantaged pupils is above 96%

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: £57,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide in-house CPD to support teachers to deliver high-quality teaching.	Great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher delivers high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged. EEF High-quality teaching	1,2,3,
Implement professional development which builds knowledge, motivates staff, develops teaching and embeds practice.	Supporting teaching is pivotal in improving children's outcomes. Research indicates that high quality teaching can narrow the disadvantage gap. Effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF Effective Professional Development	1,2,3
Lesson Study to support collaborative, professional learning where teachers develop practice in the classroom.	A report commissioned by the Teaching Schools Council titled Effective Primary Teaching Practice states that: "Effective schools and leaders create opportunities to observe, reflect on and develop practice between teachers which positively contributes to pupil outcomes." Teaching Schools Council - Effective Primary Teaching Practice	1,2,3
Coach and mentor trainees and ECTs,	Evidence indicates that CPD for ECTs can play a crucial role in helping to support and develop teachers.	1,2,3

giving support and developing them as teachers.	Supporting trainees as set out in the TES is crucial as they are like anyone new to the role. TES Supporting trainees: best practice for schools Early Career CPD	
Teach reading strategies for lessons across the curriculum to develop pupils' comprehension. Support pupils to develop fluent reading.	Evidence from EEF states reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. Evidence from EEF suggests fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. EEF Improving Literacy in KS2	1,2,3
Develop pupils' language by providing purposeful speaking and listening activities and extending their vocabulary through T4W. Teach writing composition strategies through modelling and supported practice.	Purposeful speaking and listening activities support pupils' language development. Purposeful activities include: <ul style="list-style-type: none"> • collaborative learning activities where pupils can share their thought processes; • reading books aloud and discussing them, including use of structured questioning; • and pupils articulating their ideas verbally before writing. Research indicates that effective writers use a number of strategies to support each area of the writing process (e.g.: T4W structure). Pupils should learn how, when, and why to use each strategy. EEF Improving Literacy in KS2	1,2,3
Enrich our maths teaching and curriculum planning in line with DfE and EEF guidance. Use manipulatives and representations to support pupils in maths.	In conjunction with the National Centre for Excellence, the DfE has produced non-statutory guidance for the teaching of Mathematics, drawing on evidence-based approaches to improve conceptual knowledge and understanding. DfE Maths Guidance for KS1 and KS2 Research suggests that manipulatives and representations should be used to reveal mathematical structures and enable pupils to understand and use mathematics independently. EEF Guidance Report Improving Mathematics in KS2	1,2,3
Embed retrieval activities to assess prior knowledge and build upon this to support	EEF researched how children process and retain information. Through retrieval practice, it is thought that testing for knowledge of previously learnt content, retrieval practice encourages pupils to strengthen their memory on key concepts or information.	1,2,3

knowledge retention.	Cognitive Science Approaches in the Classroom EEF	
Engage with RADY to raise awareness, raise aspirations and raise expectations of disadvantaged pupils.	RADY indicates that raising expectations will fill the gaps in knowledge, skills and understanding for disadvantaged pupils. They also state that raising aspirations for disadvantaged pupils will broaden their horizons. Raising awareness of disadvantaged pupils will ensure they get the experiences and opportunities they need to succeed. What is RADY?	1,2,3

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

Budgeted cost: £96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader to promote love of reading and improve reading attainment.	Research by the DfE suggests reading for pleasure leads to increased attainment. DfE Research Evidence on Reading for Pleasure	1,2,3
MyOn (on-line reading books) for access to reading from home including when school is closed.	Some children and young people reported that a lack of access to books (with schools and libraries closed), a lack of quiet space at home and a lack of school/peer support had negatively affected their ability to read and their motivation to read for enjoyment. National Literacy Trust Reading during Lockdown	3
Purchase and administer assessments for reading and maths. Use to identify strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions.	EEF states assessments should be used to track pupils' learning, provide teachers with up-to-date accurate information about what pupils do and do not know and inform planning and focus for targeted support. EEF Guidance Report Improving Mathematics in KS2 High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs. EEF Improving Literacy in KS2	1,2,3

Class teachers run interventions for identified pupils for RWM through twice weekly conferencing sessions.	High quality, structured interventions may be required for some pupils to make progress. Selection of the intervention should be guided by effective assessment of pupils' individual strengths and weaknesses. EEF Guidance Report Improving Mathematics in KS2 It is likely that a small number of pupils will require additional support. There is strong evidence demonstrating the benefit of structured interventions. EEF Improving Literacy in KS2	1,2,3
Improve pupil outcomes by providing targeted support for identified pupils (from Teaching Assistants in the classroom).	Evidence from EEF indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small Group Tuition	1,2,3
Engage with the National Tutoring Programme to provide school-led tutoring for disadvantaged and vulnerable pupils whose education has been most impacted by the pandemic.	Tutoring is one of the most effective tools for helping pupils recover lost education. Tutoring can have a positive impact on pupils' academic progress. School-Led Tutoring Guidance One to one tuition Small Group Tuition	3

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

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer a wide range of high-quality extracurricular activities to increase wellbeing, behaviour and attendance for all our pupils including disadvantaged pupils.	EEF suggest enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. EEF Life Skills and Enrichment	4

Provide enrichment opportunities that broaden the curriculum and raise aspirations of all pupils including disadvantaged pupils.		
Identify pupils' emotional, social and behavioural needs through BOXALL assessments. Run nurture and social groups for identified pupils to improve social skills, mental health and well-being.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills at all ages than their more affluent peers. EEF Social and Emotional Learning EEF Improving Social and Emotional Learning in Primary Schools	5
Monitor and analyse attendance data and put in early interventions to address absence and punctuality.	Evidence of good practice to improve attendance as set out by the DfE. DfE Improving School Attendance	6

Total budgeted cost: £186,250

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.

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.

Our internal assessments for 2020 to 2021, suggested the outcomes we aimed to achieve for our disadvantaged pupils were lower in key areas of the curriculum. The reasons for these outcomes point primarily to the impact of Covid-19, which disrupted all our subject areas to varying degrees. School closure affected our disadvantaged pupils, as it did in schools across the country. Our planned interventions to improve attainment and progress, were not delivered as we had intended. The impact was by maintaining a high-quality curriculum, including during periods of partial closures, with our remote learning.

A report by the EEF has found pupils from disadvantaged backgrounds have on average 0.5 months more learning loss in reading and 0.7 months more in mathematics compared to their non-disadvantaged peers. As detailed in this plan, we will have a strong focus on reading and maths to ensure our pupils have the best teaching and learning in order for them to achieve.

Over the last year, pupil behaviour, wellbeing and mental health were significantly impacted last year, particularly for disadvantaged pupils. This was mainly due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support and targeted interventions for all pupils, where required. We will be building on this approach as detailed in this plan.

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?	