

Pear Tree Community Junior School 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	Pear Tree Community Junior School
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2 (also builds on last year)
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governors
Pupil premium lead	Forid Miah
Governor / Trustee lead	Jill Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269,000
Recovery premium funding allocation this academic year	£29,0000
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	£298,000

Part A: Pupil premium strategy plan

Statement of intent

Pear Tree Community Junior School's ultimate objectives are in line with the whole school development plan and can be summarised into the following:

- To improve outcomes in Reading through quality first teaching and targeted academic support.
- To develop strong communication and language skills by teaching evidence based Oracy strategies.
- To provide high quality targeted support and interventions, ensuring children are taught the right concepts at the right time to make accelerated progress.
- To adopt a range of wider strategies based on evidence, to improve attendance, behaviour and ensure pupils' personal development.

Our strategy is aligned to our vision, values and ethos, which are built on 'Trust, Care and Grow'. Disadvantaged pupils are entitled to and taught a rich curriculum, which is relevant to modern Britain, meets their needs and allows children to invest in their education. The most vulnerable pupils have access to quality first teaching every day, timely interventions, which are closely evaluated for their impact and delivered effectively. Our Inclusion and Wellbeing Team ensure that every child's needs are met, working closely with targeted pupils and their families. The community is supported to raise aspirations for all pupils through a range of engagement strategies.

Our school's strategy is rooted in an inclusive approach, where every child is cared for and given the support to grow and flourish. We have high expectations of all pupils and support them to make accelerated progress from their starting points.

The strategy is based on a tiered approach, making sure that the challenges disadvantaged pupils face are addressed and overcome. We have a whole school approach with staff having a strong understanding of the challenges that disadvantaged pupils face. A key principle underpinning the strategy is for our staff to have a strong insight into the issues around disadvantaged pupils and having ambition for all.

Challenges

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

Challenge number	Detail of challenge
1	<p>Many of our children live in houses where they are not surrounded by books, reading or immersed in the English language. 83% of our pupils are identified as speaking English as an additional Language (98th Percentile)</p> <p>20% (72 pupils) of our pupils are new to English or at the stage of early acquisition of English.</p> <p>Our children arrive with oracy skills that are below expected standards, with little or limited language skills and this makes accessing the curriculum difficult for them.</p>
2	<p>Prior attainment of our pupils is below national averages. Pupils who have missed school during restricted attendance due to Coronavirus have been impacted the most. The attainment for disadvantaged pupils has been affected more in comparison to their peers.</p>
3	<p>Attendance rates of many pupils is below expectations, this is a result of numerous factors including a lack of awareness around the impact of missing education, health factors and family circumstances.</p> <p>Mobility is high, for example: 43% (38 pupils) of Y6 joined after Y3 admission.</p> <p>24% (21 pupils) of our current Y6s joined in Year 5 or 6</p>
4	<p>The social and emotional development of some of our disadvantaged pupils is below expectations. Their levels of wellbeing and involvement are inconsistent. Their needs must be met before learning happens for these pupils.</p>
5	<p>The knowledge of the wider world is limited in many of our disadvantaged pupils. They have limited enrichment opportunities. Many of our parents have a language barrier, have a negative view of education and are not fully engaged in their child's learning or the life of the school. This is exacerbated, due to the fact that, our parents have had little or no educational experience themselves.</p>

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
At least good progress in Reading and Oracy	<p>All teaching will be graded as at least good.</p> <p>All teaching will be effective in the delivery of evidence based oracy teaching strategies</p> <p>All children who are new to English will make accelerated progress in the language proficiency scales.</p> <p>All SHINE interventions demonstrate pupils make at least good progress in Reading skills.</p> <p>Sounds Write assessment data indicates accelerated progress in the acquisition of phonics and reading fluency.</p>
Increased % of pupils attaining ARE in Reading.	<p>Pupil outcomes in Reading will reach 55% in every year group. And closer to National expectations by the end of KS2.</p> <p>The number of disadvantaged pupils who achieve ARE will increase</p>
Attendance for Disadvantaged pupils to be above 95%	<p>Attendance data reviewed daily to offer support to the most vulnerable.</p> <p>Attendance data reviewed weekly with interventions for targeted families.</p> <p>Class competitions renewed half-termly with incentives implemented every week.</p> <p>Monthly Governor attendance review with key actions and progress.</p>
Reduce number of incidents of inappropriate behaviour of Disadvantaged Children to ensure learning time is maximised. Reduction in fixed term exclusions.	<p>Reduction in the number of recorded behaviour incidents.</p> <p>No permanent exclusions.</p> <p>The number of fixed term exclusions will reduce by at least 50%</p> <p>The number of incidents of pupils being removed from class will be reduced by at least 50%</p>
Provide equal entitlement for all children to access a broad and balanced curriculum	<p>Opportunities for all disadvantaged to access enrichment activities</p> <p>Curriculum is not narrowed for any pupil and access to a full school curriculum is guaranteed.</p>

Pupil Development opportunities are accessed by the most vulnerable pupils.

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: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed QFT by providing CPD in Reading, Oracy and Phonics.	<p>The following evidence underpins our activity:</p> <p>NFER Research: Leaders of more successful schools emphasise the importance of ‘quality teaching first’. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.</p> <p>‘Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil.’ (Supporting the attainment of disadvantaged pupils – DfE)</p> <p>EEF’s Guidance - Improving Literacy in KS2. Key considerations from the reports included:</p> <ul style="list-style-type: none"> • language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment; • Purposeful speaking and listening activities support the development of pupils’ language capability and provides a foundation for thinking and communication. • Fluent reading supports comprehension because pupils’ cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. <p>School Evidence and monitoring from the previous year has highlighted that effective Shared Reading has shown to increase the progress rates and attainment levels of our pupils across the school.</p>	1 2
Implement the ‘Sounds Write’ Programme to improve reading and phonics .	<p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2

	<p>'There is every reason to think that those who complete the 'Sounds-Write' training, and subsequently put it into practice, will be in a strong position effectively to deliver teaching that will achieve the outcomes of the DfE core criteria.'</p> <p>(Report by DfE on Sounds-Write)</p>	
Empower pupils to use their voice and improve Oracy skills through effective speaking and listening skills.	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills – hence the need for developing oracy. Studies show that effective delivery of Oracy sessions has a high impact.</p> <p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2
Increase Leadership capacity to strengthen QFT by target setting and effective pupil progress meetings.	<p>NFER Research shows: Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/a-schools-guide-to-implementation/EEF-Implementation-Recommendations-Poster.pdf</p>	1,2
Deliver Instructional coaching to teaching staff through the use of 'Walkthrus'.	<p>Walkthrus are a selection of evidence informed teaching strategies based on a range of studies looking at improving the quality of teaching in key areas such as:</p> <ul style="list-style-type: none"> - Behaviour and Relationships - Explaining and modelling - Questioning and Feedback - Practice and Retrieval – Building secure long term memory and fluency. 	1 2

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

Budgeted cost: £103,000 + £15,000 (Recovery Premium) = £118,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implement a system of targeted interventions</i>	EEF Toolkit: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	1, 2,

<i>using the Shine resources from Rising Stars. (Training)</i>	Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	
<i>Interventions (Led by TA and additional teachers)</i>	TA's will be deployed by class teachers to deliver 'pre-teach' sessions as well as 'pick up' any misconceptions from lessons following assessment and feedback. The evidence below highlights the impact TAs can have when deployed effectively. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2
Additional Teaching Capacity (Over staffing & TAs)	Additional teaching capacity supports meeting the needs of our most vulnerable learners. https://www.gov.uk/guidance/supporting-pupils-wellbeing	4
<i>Implement a programme of tutoring</i>	The National Tutoring Programme outlines the key benefits of tutoring: https://nationaltutoring.org.uk/about/ EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2

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

Budgeted cost: £80,000 + £14,000 (Recovery Premium) = £94,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance – daily monitoring including home visits.</i>	https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014 Higher overall absence leads to lower attainment at KS2 and KS4 There's a clear link between poor attendance and lower academic achievement.	3

	<p>Pupils with persistent absence are less likely to stay in education.</p> <p>NFER research shows: more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school</p>	
<i>Attendance – Weekly / Half termly monitoring providing support and advice to persistent absentees</i>	<p>The document outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	3
<i>Behaviour</i>	<p>NFER Research shows: Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	4
<i>Wellbeing MarvellousMe Curriculum</i>	<p>Bespoke PSHE curriculum based on our school context is key in addressing the specific issues based on our cohort.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4, 5
<i>Individual Support and counselling</i>	<p>Leuven Scales utilised to identify most vulnerable pupils.</p> <p>Wellbeing compass provided by Evolve.</p> <p>Wellbeing team and Health mentors provide support for children with multiple needs including disadvantaged pupils with SEND.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	4
<i>Community Communication through regular newsletters, parents workshops, meetings and working with the New</i>	<p>EEF: Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. Schools can support parents to engage with their children’s learning in a wide range of ways, for example, by:</p> <ul style="list-style-type: none"> • providing regular feedback on children’s progress, • offering advice on improving the home learning environment <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p>	3,4

<i>Communities team.</i>		
<i>Breakfast Club</i>	<p>Department for Education Research Report Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017</p> <p>6.1 Hunger and eating habits All the case study school interviewees reported that breakfast clubs were having a real impact on reducing the numbers of children being hungry in the morning. They all believed many of their pupils would not be eating breakfast if the breakfast club was not available. Nearly all of the pupils interviewed said that eating breakfast in school stopped them feeling hungry in class</p>	3,4
<i>Targeted Enrichment Activities</i> <i>Trips/Residential</i>	<p>Subsidise trips and residential visit for all children. Disadvantaged children to have equal access to after school clubs and other curriculum enrichment</p> <p>Since 2009, Paul Hamlyn Foundation's Learning Away initiative has sought to define and evidence the impact of high-quality residential learning and to encourage schools across the UK to commit to providing these experiences for all students.</p> <p>In June 2015, York Consulting published its final independent evaluation of Learning Away residential, identifying their impacts as well as what it is about the overnight stay that can bring about such positive powerful outcomes for young people long after their return to school.</p> <p>Learning Away full report</p>	5

Total budgeted cost: £302,000 (costs rounded up)

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

The school's Pupil Premium strategy focussed on the key areas of Quality First Teaching, Targeted Support and wider strategies. The strategies used were known and understood by all staff. This

was evidenced by the weekly provision meetings that took place in each year group. These meetings ensured provision was focussed on the needs of all pupils, especially those who were eligible for Pupil Premium funding.

Continuing Professional Development for teaching staff focussed on these areas and ensured that Quality First Teaching was a key driver in the success of the strategy. Bespoke CPD was also provided to ensure that staff undertaking academic or wellbeing interventions were trained to ensure effective delivery.

Over the course of the year, a clear monitoring and evaluation plan was put into place, to ensure the effectiveness and impact of the strategy. This included:

A series of Pupil Premium Reviews, led by an experienced Pupil Premium Reviewer, to ensure that we used the budget effectively and had maximum impact on our pupils. The termly reviews were carried out alongside various tiers of the school; including senior leaders, middle leader Teachers and teaching assistants.

In addition, the school also benefited from external reviews by Challenge Partners that highlighted the strengths of our support to our disadvantaged pupils.

'It is evident that staff place the needs of vulnerable pupils, including EAL and disadvantaged pupils and those with SEND at the heart of their planning. The weekly pupil provision meetings inform forth coming lessons and interventions. Consequently, these pupils thrive in the provision and quickly make strong progress from their individual starting points. Recent assessment data shows that almost all pupils make at least expected progress in speaking and listening, reading and writing. Notably, approximately half of pupils new to English make above expected progress.'

Reviews, analysis and next steps were routinely shared with staff and governors.

Through the Autumn term clear progress was made and the quality of teaching, targeted support and developments in leadership, attendance and wellbeing provision had a direct impact on pupils' attainment, progress, behaviour, attitudes and wellbeing.

The enforced school closure during the Spring Term meant that we had to quickly amend our provision to meet the challenges of restricted attendance. Our strategy was adapted and we continued to provide for our community through our in school and Remote Learning offer. Our offer consisted of live lessons, providing additional resources and lessons virtually and ensuring the most vulnerable were in school. In addition, the following was put in place:

- Pupils were contacted on at least a weekly basis by phone call and/or home visit
- Pupils had access to learning resources, art and play equipment
- Pupils had access to work (paper based, blended and digital)
- Pupils were provided with Free School Meals or vouchers
- Pupils had in school provision where necessary and appropriate

During the school closure Vulnerable pupils were identified and targeted provision in school went 26 to 110. The number of pupils eligible for Pupil Premium funding rose from 20 to 74. This was due to targeting and supporting families.

229 students out of 345 = 66%	Total in school	No of pp children	% of children in school who are pp
Week 1	26	20	76.9%
Week 6	78	51	65.3%
Week 8	110	74	67.2%

As well as targeting pupils to attend school, pupils eligible for Pupil Premium funding were earmarked for devices, these were shared with over 154 pupils. 67% of pupils who received a device were eligible for pupil premium (50% of our PP pupils were given a device to use at home). Engagement was individual pupil basis and any pupils not accessing were flagged to senior leaders. Additional resources were deployed to ensure engagement.

Year group leads and teachers ensured that pupils eligible for Pupil Premium funding, and the most vulnerable had individual support where necessary including phone call, home visits, wellbeing and paper and physical resources

End of Year Data

Despite the challenges of the last year, due to our effective provision (in school and remotely) all pupils, from all groups, made at least good progress from their baseline. Moreover, all year groups by the end of the year performed in line or above their prior attainment data from Key Stage One.

Year Group	Subject	Number of pupils	% of pupils EXS or higher		Increase
			Baseline	Summer	
Year 3	Reading	59	13%	54%	41%
	Writing	59	9%	36%	27%
	Maths	59	6%	47%	41%
	Reading/Writing/Maths	59	6%	29%	23%
Year 4	Reading	54	28%	45%	17%
	Writing	54	2%	28%	26%
	Maths	54	16%	46%	30%
	Reading/Writing/Maths	54	2%	27%	25%
Year 5	Reading	59	11%	40%	29%
	Writing	59	6%	39%	33%
	Maths	59	17%	46%	29%
	Reading/Writing/Maths	58	6%	32%	26%
Year 6	Reading	61	15%	43%	28%
	Writing	61	2%	39%	37%
	Maths	61	17%	48%	31%
	Reading/Writing/Maths	61	2%	34%	32%

National Tutoring Programme

During the Spring Term, following the re-opening of schools, a tutor was secured who delivered a block of 15 weeks of tutoring to 34 pupils across Year 5 and 6. The focus of the sessions were around closing the gap and improving outcomes in Reading and Maths. The programme was delivered successfully, having a positive impact on outcomes for pupils, particularly those from a disadvantaged background.

Covid Catch Up Funding

This funding was utilised to employ another teacher who was deployed to support those most affected by periods of school closure. Over a period of a term and a half, 36 pupils received booster lessons with targeted support. This resulted in children making progress towards ARE and closing the gap, supporting them to re-connect with the curriculum on offer.

Attendance

Attendance, was a key priority of the Pupil Premium Strategy. As all schools, this was impacted on by the turbulence caused by the global pandemic. Despite this attendance rates were in line with national rates (we use FFT to bench mark).

Attendance	Authorised Absence	Unauthorised Absence
Whole Year		
90.96%	5.13%	3.91%

Attendance by group	
Group	% total
PP	90.3

Although there was a gap between for those eligible for Pupil Premium funding and all pupils, attendance from after March and the end of year, shows improvement for all group. Again these figures were bench marked using FFT and compared favourably to national and local data.

Attendance From March 8th				
	% total	% without Religious Observance	% Authorised Absence	% Unauthorised Absence
All	93.5	93.9	3.8	2.7

	% total	% Authorised Absence	% Unauthorised Absence
PP	93.3	4.0	2.7

Non pp	93.9	2.2	2.7
ROMA*	91.9	3.3	3.9

*Roma attendance in July due to many families returning to their home countries was 84.38%. This impacted significantly upon the group eligible for Pupil Premium funding.

Behaviour

Behaviour again improved significantly over the years. We saw a reduction in Fixed Term Exclusions to 3 across the year, from 11 the previous academic year. No permanent exclusions have been recorded over the last two academic years.

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
Evolve – Health Mentor	Evolve
Brighter Futures Mentor Programme	Brighter Futures
New Communities	Local Authority

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.