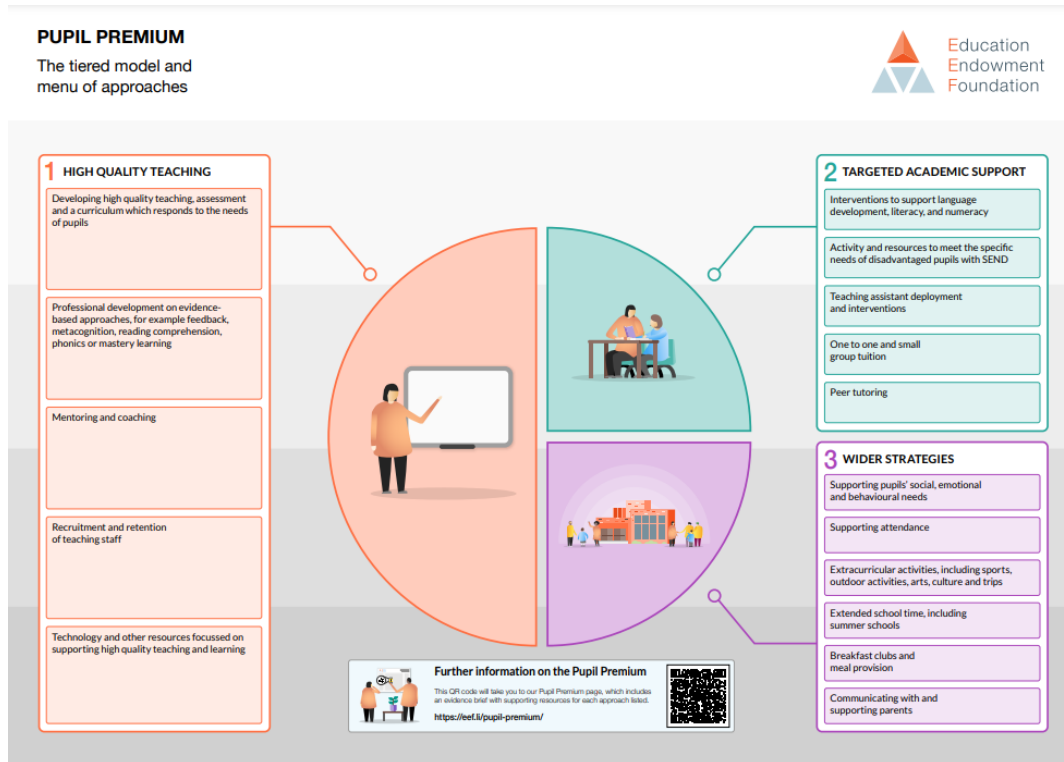


# Pupil Premium at JCSC

At JCSC we follow the EEF recommendations for spending of our Pupil Premium funding.



We have high expectations of all of our children, our children who are in receipt of pupil premium funding are no exception. All children will be given access to the same curriculum offer, this is not watered down to meet need but scaffolded so that all children have the opportunity to achieve the highest standards. We focus on impact, what works, rather than a label.





## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	JCSC
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-3 2022- 25
Date this statement was published	January 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Neil Rodgers
Pupil premium lead	Jacqui Johnson
Governor / Trustee lead	Arthur McLaughlin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 94,180
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 94,180

# Part A: Pupil premium strategy plan

## Statement of intent

We want all children, regardless of their background, to reach their full potential to allow them to successfully move to the next stage of their learning. We strive to do this by:

Ensuring that teaching and learning allows all children to make rapid progress in the classroom;

Giving all young people the basic skills, numeracy, literacy and oracy, to equip them for the next stage of learning, education or training;

Providing a safe and nurturing learning environment where children attend regularly and families engage positively with the school;

Providing a broad, balanced and exciting curriculum that meets the needs of all young people both in and outside of the school environment.

We have high expectations of all of our children and are committed to supporting them to achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Teachers have high expectations of all children. Teachers provide opportunities for all children to achieve the highest standard using responsive teaching and effective assessment.
2	To ensure tracking and monitoring of progress at KS2 is robust and allows teachers and leaders to identify possible barriers to learning and address them.
3	Develop basic skills across KS2 through the school's numeracy and literacy strategy.
4	Improve parental and student engagement with catch-up, support events and pastoral support in school
5	Improve school attendance to exceed national average

6	To improve further improve access to a wide range of experiences and opportunities including increasing aspiration through an engaging curriculum.
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## 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
Teaching and learning is of high quality in all lessons with the needs of individual students fully met	Teaching is effective. It is responsive to the needs of students and scaffolded so children achieve the highest standards. F Assessment and feedback is robust, structured and targeted to help children improve.
Tracking and monitoring system at KS2 allows senior leaders, teachers, parents and students to understand their starting points, target grades and progress made	<p>Students make expected progress from KS1 to KS2, tracked and monitored via PIRA, PUMA and GAPS testing.</p> <p>Teachers to develop an approach to target interventions within the classroom through a focus group approach to addressing deficit areas quickly and effectively. (focus of KS2 subjects specific CPD).</p> <p>Formative and summative assessments are targeted towards identifying misconceptions and gaps so they can be addressed through the curriculum.</p>
All children have the basic skills to be able to access the curriculum and be successful in the next stage of their education, and in the community.	<p>Reading and numeracy ages in line with age related expectations:</p> <ul style="list-style-type: none"> <li>• All children are actively involved in the maths in the context curriculum</li> <li>• All children have access to exciting, engaging and age-appropriate reading material.</li> <li>• Bottom 20% of readers and those who find maths challenging to access targeted interventions to address barriers to learning (RWInc and Success@number)</li> </ul>
Families are empowered to support their child at home and to have the confidence to work with the school community	Parental engagement at events such as parents evenings increases; hard to reach families engage with a range of events in school aimed at improving their child's academic performance and wellbeing

<p>Children attend school every day</p>	<p>Attendance improves beyond national average and meets the school target of 97%  PA decreases to well below current level.  Aspirational target 15%  PA children have a support programme around them and their family to improve their attendance through the Family Liaison Officer(to be appointed)</p>
<p>The curriculum offers opportunities for children to extend cultural capital, allowing every child to reach their full potential in the next stage of learning</p>	<p>Students are equipped for the demands of the secondary curriculum with a broad range of knowledge and skills taught by specialist teams in Year 6 and through nurturing and caring transition in Year 5 using a traditional primary model</p>
<p>All children are given the opportunity to develop their skills through the wider curriculum offer.</p>	<p>All children will participate in one extra-curricular activity  All children are given access to a sporting and a creative activity each year.</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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD 2022-3 to focus upon responsive teaching- particularly feedback, modelling and scaffolding.	EEF 5 a day for SEND children	1, 3
To introduce a “focus group” each lesson to support teachers to target their teaching to address deficit areas.	Use new data system and PIRA and PUMA assessments to identify, target and address deficits.  Coaching to support use of this model.	1,2
Train all year 6 staff regarding the writing expectations of KS2 so that expectations are consistent across the key stage.	Huh, Primary Curriculum  Simpilcitus- Emma Turner	1,3
Opportunities for ECT teachers and new to year 6 to visit primary/ middle schools within the area	EEF CPD	1, 2, 6
Assessment essentials training for second in directorates	EEF Guidance Report: Teacher Feedback to Improve Pupil Learning	1



Homework to be targeted and effective through the use of:	Homework should: <ul style="list-style-type: none"> <li>• Focus on core knowledge taught</li> <li>• Be an opportunity for retrieval practice for content taught</li> <li>• Be an opportunity for extended practice of content taught</li> </ul>	1
To embed reading into the curriculum by linking appropriate texts with topics of study in year 5 and 6.	EEF KS2 Reading Closing the vocabulary/ reading gap Huh, Primary Curriculum	2
To develop an effective approach to promoting the well-being of staff and the wider school community therefore increasing staff retention.	<a href="https://www.annafreud.org/media/8459/school-staff-wellbeing-report-final.pdf">https://www.annafreud.org/media/8459/school-staff-wellbeing-report-final.pdf</a>	1

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to complete 'Teaching Assistants Subject Knowledge for Teaching for Mastery' maths programme	EEF Maths Mastery research	2
Welcome to year 5 and 6 events with parents to support parents to understand	EEF Guidance Report: Working With Parents to Support Children's Learning	1, 2, 4

the expectations of UKS2.  Further supporting my child with literacy and numeracy sessions to be delivered across the year.		
Year 6 basic skill boosters during February half term and Easter holidays (focus on SAT skills-lunch provided). Working with the Amble Youth project to develop and exciting offer	EEF Guidance Report: Working With Parents to Support Children's Learning	4,6
Transport costs to ensure students can attend additional study activities	EEF toolkit: small group tuition +4 months	1
Targeted intervention for Year 5 students to allow for catch-up from first schools.	Early PIRA and PUMA testing has identified needs within lessons and further support from LSPs and others will be applied as required	1,2
Transition events such as transition day, vulnerable transition week and outreach support for disadvantage learners in year 4.	EEF- Parental engagement guidance	6

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

Budgeted cost: £ 22,180

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge</b>
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		number(s) addressed
Parental engagement events- parents assembly on a half termly basis in year 5 Reading records to be provided for all year 5 and 6 students	EEF Guidance Report: Working With Parents to Support Children's Learning EEF- Improving literacy at KS2	3, 4, 6
Deliver of interventions support vulnerable children to develop their emotional resilience-	ELSA trained member of staff Thrive, ELSA and Lego therapy to be delivered to vulnerable year 5 and 6 children 3 days per week.  <a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a>	4, 6
PSO time and support to develop and deliver personalised attendance action plans for PA children.	EEF parental engagement report  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a>	5
Staff to deliver a range of lunchtime and after school activities for children to participate in. Mini bus to be used to facilitate attendance.	DfE- Against the Odds Report 2021	6
Children to be funded- partially or fully- to attend one sporting and one creative activity each year (external to school)- <ul style="list-style-type: none"> <li>• Belfast (5)</li> <li>• Residential (6)</li> <li>• Pantomime (7)</li> </ul>	DfE- Against the Odds Report 2021	6
Children to have access to bikeability so they can travel beyond the	DfE- Against the Odds Report 2021	6

immediate area safely.		
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**Total budgeted cost: £ 94,180**

## 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 2021 to 2022 academic year.

Quality of teaching and learning remains high following an extensive review of the primary curriculum and extensive training of school staff through Ambition modules.

The new tracking system for KS2 subjects is firmly embedded allowing teachers to rapidly identify gaps in knowledge and understanding and use timely interventions with pupil premium children.

Progress has been made to improve reading interventions in school with a nurture group created for students in most need moving from Years 6 to 7.

Parental engagement has improved greatly following the removal of Covid restrictions. The parental forum meets regularly online and a range of parental curriculum meetings, parents evenings and other welcome events are planned for the autumn term and beyond. This includes “how to” activities that will empower parents to help their children with their work.

Attendance improved over the last year but is still slightly below national average.

### 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
No programmes	