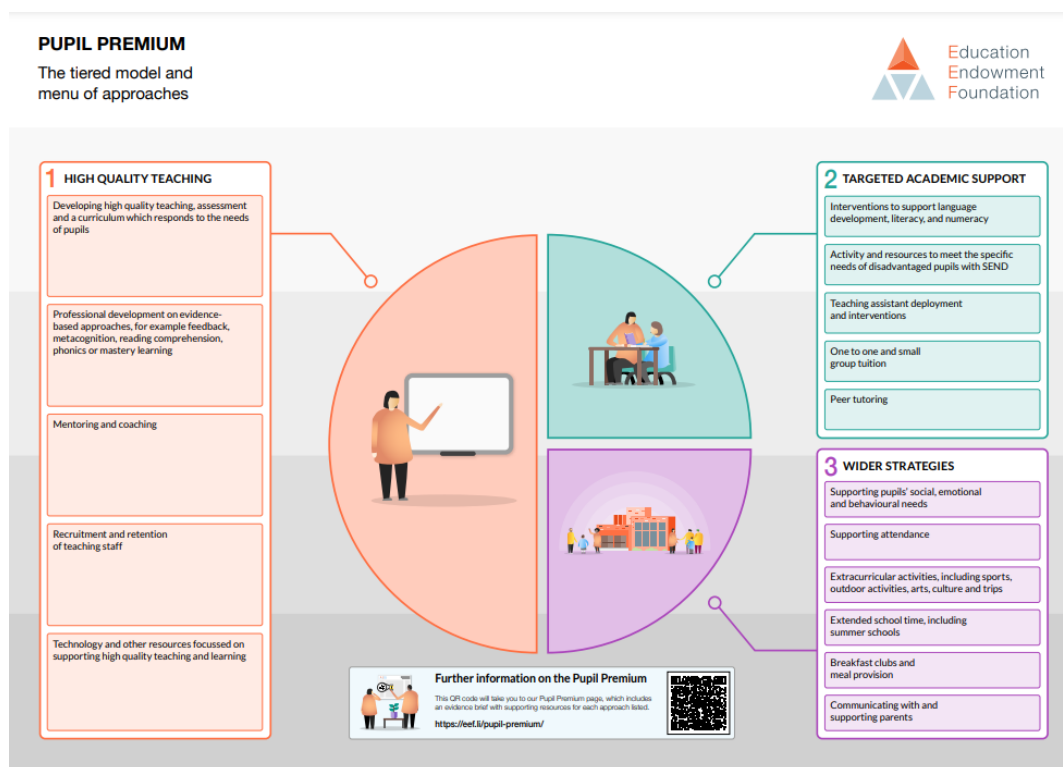


# Pupil Premium at JCSC

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	
Number of Students eligible for PP funding.	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-4 2022- 25
Date this statement was published	January 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Neil Rodgers
Pupil premium lead	Jacqui Johnson
Governor / Trustee lead	Rebecca Griffin

### 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.
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. Feedback is 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	Students make expected progress from KS1 to KS2, tracked and monitored via PIRA, PUMA and GAPS testing  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)
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.	Reading and numeracy ages in line with age related expectations: <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.</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
Children attend school every day	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)
The curriculum offers opportunities for children to extend cultural capital, allowing every child to reach their full potential in the next stage of learning	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
All children are given the opportunity to develop their skills through the wider curriculum offer.	All children will participate in one extra-curricular activity per week. All children are given access to a sporting and a creative activity each year.

## 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/ 2003-4 to focus upon responsive teaching- particularly assessment, 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 5 and 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: SPaG.com and other appropriate resources	Homework should: <ul style="list-style-type: none"> <li>• Focus on core knowledge taught</li> </ul>	1

	<ul style="list-style-type: none"> <li>• Be an opportunity for retrieval practice for content taught</li> <li>• Be an opportunity for extended practice of content taught</li> </ul>	
To embed reading into the curriculum by linking appropriate texts with topics of study in year 5 and 6. Use of the Schools Library Service to access books that compliment the curriculum.	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.		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 (2022-3) and start to roll out targeted interventions 2003-4.	EEF Maths Mastery research	2
<p>Welcome to year 5 and 6 events with parents to support parents to understand the expectations of UKS2.</p> <p>Further supporting my child with literacy and numeracy sessions to be delivered across the year.</p>	EEF Guidance Report: Working With Parents to Support Children's Learning	1, 2, 4
<p>Year 6 basic skill boosters during February half term and Easter holidays (focus on SAT skills-lunch provided).</p> <p>Working with the Amble Youth project to develop and exciting offer (2002-3)</p>	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 testing has identified needs within lessons and further support from LSPs and others will be applied as required.	1,2



	Reading intervention to address deficits within basic skills.	
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

Activity	Evidence that supports this approach	Challenge 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.  20034-4 all LSPs and specific PSOs trained to deliver ELSA sessions.  <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

Home school liaison officer appointed to ensure targeted support for the most vulnerable students and their families.		
Staff to deliver a range of lunchtime and after school activities for children to participate in.	DfE- Against the Odds Report 2021	6
<p>Children to be funded- partially or fully- to attend one sporting and one creative activity each year (external to school)- (2022-3)</p> <ul style="list-style-type: none"> <li>• Belfast (5)</li> <li>• Residential (6)</li> <li>• Pantomime (7)</li> </ul> <p>2023-4 Pantomime Kingswood residential (6)</p>	DfE- Against the Odds Report 2021	6
Children to have access to bikeability so they can travel beyond the immediate area safely.	DfE- Against the Odds Report 2021	6

**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.

## Review academic year 2022-3

Outcome		
1	Teaching and learning is of high quality in all lessons with the needs of individual students fully met	<p>Modelling and scaffolding remains an important aspect of the development of effective teaching and learning at JCSC. To support the work staff engaged in last year visualisers have been purchased to support modelling in the classroom. These are used to effectively support teaching and learning.</p> <p>4 members of staff have completed their NPQ Leading Teacher Development. These staff members are all subjects leads or members of the SLT. The qualification has supported staff to further enhance the quality of the subject specific CPD they deliver to their teams.</p> <p>One of the year 5 teachers have completed Read, Write Inc training. This has supported the teaching of basic phonics to the bottom 20% of learners in year 5.</p> <p>2 year 5 teachers have visited a local middle school to look at the delivery of the year 6 curriculum, specifically writing. 1 year 6 teacher has visited a school in Hartlepool. One year 6 teacher, has attended local authority writing training; this has supported the year 6 team to more effectively understand the writing requirements of SATs.</p>
2	Tracking and monitoring system at KS2 allows senior leaders, teachers, parents and students to understand their starting points, target grades and progress made	<p>Using pupil premium funding SPaG.com has been purchased to support the teaching of spelling, punctuation and grammar in year 5 and 6. This allows teachers to set personalised tests to address gaps in knowledge. Students are positive about the programme.</p> <p>There has been an improvement in the percentage of students achieving ARE in SPaG in year 5 and 6.</p>
3	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><b>Literacy:</b></p> <p>Out of 188 students in year 5 and 6 149 have borrowed at least one book this year (79%)</p> <ul style="list-style-type: none"> <li>1093 books were borrowed, 440 were borrowed by PP students. 78% of our PP students in 5 and 6 have borrowed at least one book this year. In most classes across 5 and 6 PP students are amongst the most frequent visitors. This is in addition to books in</li> </ul>

		<p>classrooms which students also have access to and borrow but are not recorded on the central library system.</p> <p>Year 5</p> <ul style="list-style-type: none"> <li>· 342 books borrowed.</li> <li>· 121 books borrowed by PP students.</li> <li>· 74 students (81%) of year 5 students have borrowed at least one book this year.</li> <li>· 76% of our PP students have borrowed at least one book this year.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>· 751 books borrowed.</li> <li>· 319 books borrowed by PP students.</li> <li>· 75 students (77%) of year 6 students have borrowed at least one book this year.</li> <li>· 80% of our PP students have borrowed at least one book this year.</li> </ul> <p>All year 5 students and some year 6 students attended an author workshop.</p> <p>Although not in line with national averages, there has been an increase in the percentage of students achieving age related expectations in reading, spelling, punctuation and grammar (SPaG) and maths. The percentage of students achieving age related expectation in writing fell in 2023, changes to the curriculum structure 2023-4 will address this.</p> <p>Using PP funding, school have subscribed to the schools library service. Books are now in school and are used to support the delivery of the topics taught in year 5 and 6. These are well received and are having a positive impact on the delivery of literacy across the curriculum.</p> <p>Emotional regulation: 3 Thrive practioners have attended and additional 3 courses to further develop their skills and expertise. % of students who attended ELSA and Thrive sessions were disadvantaged students.</p> <p>Numeracy: All LSPs and HLTAs have completed numeracy training with the maths hub. The training has upskilled the SEND team numeracy skills, specifically training in delivering more complex mathematical concepts. This has improved the quality of support available for more able and older mathematicians.</p>
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4	Families are empowered to support their child at home and to have the confidence to work with the school community	<p>All year 5 and 6 pupils' parents have been given the opportunity to attend an "expectations" evening where an overview of the curriculum and tips to support children were shared.</p> <p>In the Autumn term year 6 parents were invited to a study skills evening where subject teachers shared tips to support children to revise.</p> <p>100% of parents were positive and felt that the sessions would help them support their child more effectively.</p>
5	Children attend school every day	<p>Attendance to spring 2023;</p> <p>Overall Attendance 90.5% PP 87.5 PA-28.2 PP 41.4</p> <p>5 -94% PP PA 17% 6-93.5% PP PA 18.4%</p> <p>Summer term: Home school liaison officer has been appointed to support and improvement in the attendance of disadvantaged students.</p>
6	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>100% of Year 5 and 6 students have been given the opportunity to participate in a residential visit. 35% of students who attended the Belfast visit were PP and 29% of the students who attended Dukeswood house residential visits.</p> <p>In addition, year 5 and 6 students have accessed a range of enrichment activities such as:</p> <ul style="list-style-type: none"> <li>• University workshop (Autumn term)</li> <li>• Author visit (Spring term)</li> <li>• Pantomime visit (Autumn term)</li> </ul> <p>There have been a range of charity/ enrichment days such as comic relief, coronation.</p> <p>All year 5 and 6 students have has the opportunity to attend an after school disco in the Autumn, Spring and summer term. Tickets has been subsidised by the PP budget.</p>
7	All children are given the opportunity to develop their skills through the wider curriculum offer.	<p>Overall, 13.4% of PP students access an extra-curricular activity this academic year.</p> <p>Of the 36 students who access an extra-curricular activity 8 students access transport that is provided.</p>

		<p>17.14% of year 6 PP students attend lunchtime football club.</p> <p>All year 5 and 6 students have been given the opportunity to participate in Bikeability sessions (Level 1 or 2). Bicycles were provided for students who did not have one. In year 5 19% of students who participated in Bikeability sessions were identified as PP, in year 6 26%.</p> <p>Year 5 and 6 students have accessed additional enrichment sessions such as author events, university visits.</p> <p>.</p>
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