

Pupil premium strategy statement –

Old Catton Junior School and White Woman Lane Junior School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

Detail	Data
School Name	Old Catton Junior School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	21%
School Name	White Woman Lane Junior School
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	Academic Year 2022 – 2023 Review Academic Year 2023 – 2025 Strategy
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ashley Best-White Executive Headteacher
Pupil premium lead	Executive Deputy Line Manager
Governor / Trustee lead	Doreen Kelf

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168 265
Recovery premium funding allocation this academic year	£ 12 905
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£ 181 170
Old Catton Junior School and White Woman Lane Junior School are part of a federation, they have a joint budget.	
Old Catton Junior School PP funding:	£63 800
Recovery funding:	£4495
White Woman Lane Junior School PP funding:	£104 465
Recovery funding:	£8410

Part A: Pupil premium strategy plan

Statement of intent

Children in receipt of Pupil Premium should have equal access to a broad and balanced curriculum, in line with all pupils. We intend that they should make similar progress, from their starting points, to non-pupil premium children. Gaps will be closed through targeted, teacher led intervention.

Pupils will have good numeracy and reading skills through quality first teaching, accessing high quality literature and rich vocabulary. Staff will focus on the Power of Reading, inspiring a love of reading.

High quality teacher and TA intervention programmes will target disadvantaged pupils to close gaps. In addition, the extensive support provided by the pastoral team intends to remove barriers to learning as well supporting social and emotional well-being.

Challenges

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

Challenge number	Detail of challenge
1	Lack of access at home to high quality texts and rich vocabulary
2	Difficulty accessing the broader curriculum when reading is a challenge
3	Current cost of living crisis impacting family dynamics and the prioritising of education

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
Gaps between Pupil Premium children and others with similar starting points, will have closed	Data from testing 3 x yearly Teacher Assessment Successful monitoring and completion of intervention programmes
Improved richness and scope of vocabulary	Engagement in LTE (Let's Think in English) and PoR (Power of Reading)

	<p>Improved use of vocabulary when writing</p> <p>Improved use of vocabulary when speaking</p> <p>Improved comprehension of identified key subject specific vocabulary across the curriculum</p>
Identify and support families, as well as pupils, to ease the effects of the cost of living crisis however possible.	Pupils will arrive in school ready to learn; ie not hungry, appropriately dressed, and calm.

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

Budgeted cost: **£4 500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Power of Reading Books	<p>High quality texts are used to inspire children to read and be exposed to a rich vocabulary.</p> <p>Additional units are introduced to strengthen and broaden pupils' vocabulary and to widen the selection of books available in order to appeal to a greater number of pupils.</p> <p><i>The Power of Reading is CLPE's proven resource and training programme which uses quality children's literature and creative teaching approaches to support schools to develop a high quality literacy curriculum and foster a whole school love of reading and writing.</i></p>	1;2;3
Staff CPD (new staff including ECTs) in Let's Think in English	Pupils are encouraged to think independently using a teaching programme which develops higher-order skills needed for success in English. These include inference, deduction and analysis together with confidence and resilience when responding to unfamiliar texts.	1;2;3
Purchase of Books	In order to inspire children to read independently, class teachers have an allocated termly budget to improve classroom book corners.	1:2:3

Staff CPD- White Rose Maths. Reasoning & Problem Solving/Thinking through Variation	Pupils are encouraged to be confident in their reasoning and able to offer logical explanations for their reasoning. The variation of approach helps staff to encourage children to really understand and unpick number, particularly targeting pupils who have had limited exposure to early number development.	3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£135,662**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching staff, teaching assistants and apprentices	Additional staff will allow smaller teaching groups in English and mathematics; targeted interventions to be run to improve progress; sensory circuits and specific physical activity to improve concentration and engagement in lessons; support to enable children to access the whole curriculum regardless of barriers.	1:2:3

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

Budgeted cost: **£50 436**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work of practitioners within the pastoral team	The pastoral team offers a manager (who coordinates provision, assesses and evaluates need and impact) and practitioners who offer the following: 1:1 tailored support for pupils Nurture groups Parent led CBT Counselling – child and parent Play Therapy Family/parent Support Sensory Circuits	3

	<p>Outdoor Wellbeing</p> <p>Forest School</p> <p>Informal support</p> <p>Contribution to FSP</p> <p>Support to access external agencies eg CAMHS; Nelson's Journey</p> <p>Transition support</p> <p>Solution Focused Coaching</p> <p>This approach aims to support children to be the best they can be by creating a nurturing environment to create self-belief and belonging. Pastoral care is integral in ensuring we meet the needs of all children.</p> <p>Demands on the team have necessitated investment in infrastructure - designated spaces and equipment to accommodate pupils, particularly those with sensory needs.</p>	
Developing the cultural capital of pupils	Pupils are given the opportunity to experience dance; Young Voices; inspirational visits from authors and poets.	1;2;3
Provision of individual learning spaces	A 'Pod' is available for pupils who struggle in a busy learning environment. This provides a quiet space without distraction, enabling better concentration.	3

Total budgeted cost: £190,598

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

80% of children in receipt of Pupil Premium had some specific academic intervention during the academic year whilst the remaining 20% benefitted from the additional staffing in place. Interventions in reading, mathematics and phonics were run for pupils identified by class teachers through question level analysis or teacher assessment. These were targeted, monitored and assessed half termly. Interventions were for pupils well below the expected standard; just below the expected standard but capable of reaching it; pupils at the expected standard but capable of working at greater depth.

In years 3, 4 and 5 pupils in receipt of pupil premium make progress in line with other pupils with similar starting points. The attainment of pupils in receipt of pupil premium funding is lower than 'all' pupils but fluctuates widely according to cohort. There are examples where attainment at 'greater depth' is higher in pupils in receipt of PP than that of 'all' pupils.

At OCJS 18% of pupils in receipt of PP, achieved the expected standard in reading at the end of KS2 (National 60%) and 9% achieved greater depth (National 17%). 27% achieved the expected standard in writing (National 58%) and 27% in maths (National 59%); in maths 9% of PP funded pupils achieved greater depth (National 13%).

At WWL 46% of pupils in receipt of PP, achieved the expected standard in reading (National 60%) and 21% GD (National 17%). 54% achieved the expected standard in writing (National 58%) and 17% GD (National 7%). 58% achieved the expected standard in mathematics (National 59%) and 4% GD (National 13%). From their starting points, the progress of children in receipt of Pupil Premium was in line with that of all pupils and in some cases, accelerated.

The interventions that were put in place, both academic and pastoral, raised the self-esteem of pupils in receipt of Pupil Premium, improving their attendance to 93% (National 88.6%) and improving their personal development outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Bronze Challenge Award	CC1
Tutor Led Sessions	School Staff

Further Information

Our broad and balanced curriculum is supported by visitors and visits, all of which are heavily subsidised by the school; individual pupils are also supported to attend visits, including residential visits.

Physical education apprentices have been employed and they enhance after-school provision and engage pupils at lunchtimes, positively affecting behaviour.

Many children in receipt of PP access our sensory provision; this includes staffed sensory circuit sessions with specialist equipment and designated sensory rooms.

The schools are involved in community based projects which broaden pupils awareness of the world around them.