



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	South Walney Junior School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Zena Lines
Pupil premium lead	Zena Lines
Governor lead	Les Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,625
Recovery premium funding allocation this academic year	£4,459
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	£58,084



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching and a high quality curriculum is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our school uses the Pupil Premium funding to support our disadvantaged children with their academic success, pastoral support and wider well-being support. It will ensure that our pupils have access to residential visits/ trips so that they have the same experiences offered by our school as non-disadvantaged children. As part of our strategy plan, our families have access to Young Lives support and our children are given 'Time to Talk' during the school day to support their mental health.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that attainment in Reading, Writing & Mathematics among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics/ spelling/ basic reading than their peers. This negatively impacts their development as readers.
3	Our assessments show a need for further support for emotional and well-being support



4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Attendance of sub groups within the disadvantaged pupils show that attendance is having an impact upon learning

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
Children are making progress from their starting points	Assessments and observations indicate progress has been achieved among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths attainment among disadvantaged pupils.	KS2 reading, writing and maths outcomes in 2024/25 show that a good proportion of disadvantaged pupils meet the expected standard.
Children's and families become more resilient through support	Children feel supported with their emotions which has a positive impact on their learning.
Children achieve good attendance in school	Our school attendance data will show that our disadvantaged pupils have good attendance compared with our non-disadvantaged 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: **£12,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments in Reading & Maths. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests are used as a summative assessment of a child's attainment and measure of progress. They are used to inform future teaching & learning. EEF 'Using Your Pupil Premium Funding Effectively'	1, 2
An additional teacher has been employed to teach a third class in our targeted year group for Maths & English	An additional teacher means that the class size is reduced. EEF 'Using Your Pupil Premium Funding Effectively' Reducing class size (+2months)	1
Investment in good quality CPD opportunities for staff	EEF & High Quality Teaching Metacognition and self-regulation (+7months)	1,2

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

Budgeted cost: **£23,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions focusing on disadvantaged learners/ vulnerable learners who are below the expected level for their age group	EEF 'Using Your Pupil Premium Funding Effectively' Phonics (+5months)	1, 2



Additional TA support to deliver the Maths Clinic to help our disadvantaged pupils fill in gaps in their maths knowledge	EEF 'Using Your Pupil Premium Funding Effectively' Small group tuition (+4months)	1
Additional Teacher to support the teaching of reading to help our disadvantaged children in each year group	EEF 'Using Your Pupil Premium Funding Effectively' Small group tuition (+4months)	1,2
Homework support for disadvantaged learners in Y5/Y6	EEF 'Using Your Pupil Premium Funding Effectively' Homework (+5months)	1,2,3

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

Budgeted cost: **£24,588**

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Time to Talk' delivered by an experience TA (focus for support is our disadvantaged pupils)	EEF 'Using Your Pupil Premium Funding Effectively' Social and Emotional Learning (+4months)	3
Individual families working with Young Lives to support them at home	EEF 'Using Your Pupil Premium Funding Effectively' Social and Emotional Learning (+4months)	3,4,5
Disadvantaged children have free access to Wraparound Care	EEF 'Using Your Pupil Premium Funding Effectively'	3,4,5
Improving school attendance for vulnerable groups in school Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and	EEF 'Using Your Pupil Premium Funding Effectively' Behaviour interventions (+4months)	5



appointing attendance/support officers to improve attendance.		
Funding for wider access to sports clubs, after school or out of school activities so that our disadvantaged children can have the same opportunities/ access as our non-disadvantaged children	EEF 'Using Your Pupil Premium Funding Effectively'	3,4

Total budgeted cost: £60,938

Total budgeted cost: £58,084 (Total Pupil Premium and Recovery Premium funding) with the additional costs (and more) subsidised from school's delegated budget.



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.

Our internal assessments during 2020/21 show that our disadvantaged pupils were academically affected by the disruption caused by the pandemic. At the end of Key Stage 2, our disadvantaged pupils did not achieve as well as our non-disadvantaged pupils. However, our own data shows that this cohort has made progress with their attainment.

Throughout the COVID19 pandemic, we supported our children with digital equipment so that could access the high quality curriculum which was provided remotely. Our disadvantaged pupils had regular conversations with their class teacher and were supported with their work as a whole class or in small focus groups. This ensured that their return to school was as smooth as possible.

Our overall attendance in 2020/21 was similar to previous years, at 96%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used our pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the strategies detailed in this plan.

Externally provided programmes

Programme	Provider
SWJS works closely with Young Lives consultant and provides support to children & their families on a range of health matters:	Young Lives



Service pupil premium funding:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our children had similar access to the strategies outlined above as and when was appropriate to their needs.
What was the impact of that spending on service pupil premium eligible pupils?	Extra social and emotional support enabled our children to access their learning. Summative assessments supported teacher assessments which demonstrated progress in subject areas where extra support classes were provided.