

# Princethorpe Junior School Pupil Premium Strategy 2024-2025

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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	Princethorpe Junior School
Number of pupils in school	238 (Yrs. 3 – 6)
Proportion (%) of pupil premium eligible pupils	75.2%
Academic year/years that our current pupil premium strategy plan covers	2024-2027 (Year 1 2024-2025)
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	E. Masterson
Pupil premium lead	G. Rothwell
Governor / Trustee lead	David Peters

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,240
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	£241,240

## Cohort Context

Characteristic	Number in the group	Percentage of group
Boys	113	47.4%
Girls	125	52.5%
SEND support	55	23.1%
EHC plan	6	2.5%
EAL	55	23.1%
LAC	5	2.1%

## Pupil Premium by year group

Characteristic	Number in the group	Percentage of group
Year 3	43	74%
Year 4	39	65%
Year 5	49	82%
Year 6	48	80%

## Part A: Pupil premium strategy plan

### Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) and recovery premium funding by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium, and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Closing the attainment gap due to lost learning and early diagnoses/ intervention during the Pandemic
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

### Challenges

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

Challenge number	Detail of challenge
1	High social mobility
2	Poor attendance
3	Attainment on entry into school significantly below national expectations
4	Poor literacy skills
5	Significant number of pupils with SEMH needs
6	Significant number of families living in poverty

### 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
Significantly improve outcomes in English, Maths and writing for disadvantaged pupils.	Gap will close in progress made between PP and non-PP Work towards national average progress scores in KS2 reading, writing and mathematics
Further improve quality first teaching	Leaders to support staff and provide training to develop consistently good teaching across the school Planning meets the need of all pupils Reducing class sizes in the teaching of mathematics in Year 6 and using an additional adult to support the Year 6 teaching team and interventions across the school.
Significantly raise attendance of pupil premium children and reduce the number of persistent absences	Attendance of pupil premium children increases and the gap between pupil premium and non-pupil premium narrows Extremely poor attendance will be challenged, and meetings arranged with the Pastoral Care Manager Pupils to attend school punctually to ensure no missed learning opportunities
Improved attitudes to learning	SEMH pupils to be targeted to enable them to be ready to learn Reduction of Stage 3 and 4 behaviour incidents recorded Pupil voice surveys will report that pupil premium children are happy and safe in school
Close the attainment gap between pupil premium pupils and their peers.	Pupils to have small group tutoring to allow them to make accelerated progress against their next steps of learning

## 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 £40,905
Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and mentoring provided to ensure quality first teaching for all pupils	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes.	3
CPD to improve phonics teaching and reading	All relevant staff (including new staff) to receive training to deliver the RWI scheme effectively and to include new phonic books to send home/share in class. Phonics +5 months EEF	3, 4
Ambitious targets are set for all pupils and progress is tracked throughout the year	Tracking pupil data throughout the year, at key points such as teacher judgements or following summative tests, allows timely interventions to be made	1, 2, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)	Budgeted cost £100,338
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Narrowing the attainment gap across Reading, Writing and Mathematics  Upper School Teaching Assistant to be based in Year 6 alongside Year 6 Teaching Assistant to teach smaller Maths group	EEF (+3) As the size of a class or teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class sizes in the teaching of mathematics in Year 6 and using an additional adult to teach a Year 6 mathematics group with focus on academically able pupils. Additional teacher to complete interventions within Year 6 to enable catchup is complete. Implement additional identified personal learning interventions.	3, 4
RWI interventions delivered	Establishing small group interventions for disadvantaged pupils falling behind age related expectations. RWI catch up delivered in Lower Key Stage 2 with phonic groups taught in Year 3 and reading comprehension strategies for other children (+6 months)	3, 4
Pupils with significant needs are support in small group interventions outside of the classroom	All children have the right to access education; small group interventions for pupils with specific needs allow children to work towards personalised targets, using appropriate resources and with specialist staff planning the next steps in their learning journey.	2, 3, 4, 5

<b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>		<b>Budgeted cost</b> £99,997
Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop wider curriculum and cultural experiences	Offer a wide range of arts and cultural activities aimed at widening curriculum experiences for disadvantaged students	6
Yoga, dance, football clubs targeted for pupil premium children  Mental wellbeing timetabled to provide children with coping strategies and mechanisms	EEF (+4) Social and Emotional Learning including specialised programmes which are targeted at students with particular social or emotional needs.	1, 5, 6
Develop a positive school ethos to behaviour management across the whole school which also aims to support greater engagement in learning	EEF toolkit – Behaviour interventions including whole school positive ethos approaches +4 months	3, 5
Attendance  Pastoral care manager to complete first day calls and support families to raise attendance/punctuality.	Data shows pupils with highest attendance make the most progress due to increased opportunities.	2

Targeting pupils that are pupil premium and using data to target support and interventions.		
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**Total budgeted cost: £241,240**

## 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 2023 to 2024 academic year.

### Assessment Data (PPvsAll Pupils)

MTC check (Year 4) – Pass mark of 20 out of 25				
Pupils eligible for pupil premium	All pupils	National average	Data from previous years	
			21.22	21.22
56%	54%		26%PP-31%AP	58%PP-31%AP

End of KS2- % achieving expected standard or above in reading, writing and maths				
Pupils eligible for pupil premium	All pupils	National average	Data from previous years	
			21.22	22.23
70%	72%	65%	27%PP-34%AP	58%PP-66%AP

Analysis:
<p><i>Highlights include</i></p> <ul style="list-style-type: none"> <li>The combined figure at the end of Key Stage 2 for PP children compared to the National average is 5% higher and this is also an increase of 12% on the 2023 data whereas there is a 6% increase in All Pupils therefore as a school we are decreasing the gap.</li> <li>The three year trend shown in the data is a reflection on the continued improvement of the school and shows a 43% rise in PP pupils achieving combined RWM since 2022</li> </ul> <p><i>At Princethorpe we endeavour to give our children wider experiences after school and over the last academic year all children have had the opportunity to attend the following:</i></p> <ul style="list-style-type: none"> <li>Playhouse Theatre x 4</li> <li>Art club x 2</li> <li>Science club</li> <li>Baking club</li> <li>Debate club</li> <li>Football club</li> <li>Music technology club</li> </ul> <p><i>Data can be seen in the termly Pupil Premium reports created for the trust.</i></p> <ul style="list-style-type: none"> <li>Attendance of PP pupils was 91.7%, whilst below our target measure, it was a 2% increase on the previous year.</li> </ul>

## Externally provided programmes

Programme	Provider
Accelerated Reader/ MyOn	Renaissance Learning
Flash Academy	Learning Labs
Dynamo Maths	JellyJames
WellComm	
Counselling and Creative Therapy	Poppy Fields Creative Therapy
Art Therapy	
Lego Therapy	
SEMH	Midland therapy
Assembly – attendance	Assembly Analytics

## Further Information

There is a collected responsibility for Pupil Premium pupils' progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.

Our priority this academic year is to provide focused individual and small group support using robust analysis of data to maximise the use of resources. Head of School, Senior Learning Mentor and Pastoral Care Manager will continue to offer individual support, to children and families, as needed.