

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	Katherine Semar Junior School
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	14.8% (National 20.8%)
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	September 2022
Statement authorised by	Julie Puxley, Headteacher
Pupil premium lead	Rob Aiken, Deputy Headteacher
Governor / Trustee lead	Nick Osbourne, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,660
Recovery premium funding allocation this academic year	£2,465
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	£53,125

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by our vulnerable pupils, such as those whose families have suffered domestic abuse and those who have social and emotional difficulties. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our pupils will receive small group tutoring from our teaching staff.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from entry to Y3 through to the end of Y6 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading fluency and comprehension than their peers. This negatively impacts their progress in reading.</p>
3	<p>Our summative and formative assessments in writing and maths; observations and discussions about pupils with teaching staff (pupil progress meetings) indicate that the education of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in maths and writing.</p>
4	<p>Our assessments (including SHEU surveys and pupil wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of enrichment opportunities during school closure, limited uptake of extra-curricular activities and the challenges our families have faced at home. These challenges particularly affect disadvantaged pupils, including their ability to regulate their emotions and their resilience to stressors.</p> <p>Children identified for requiring support have increased during the pandemic. 30 pupils currently receive additional support with social and emotional needs (5 receiving therapeutic support out of school, 4 receiving play therapy in school, 18 receiving learning mentoring in school and 3 receiving support from 'the listening project'). 11 of these children are in receipt of Pupil Premium funding.</p> <p>Our disadvantaged pupils are less likely to engage in clubs or take up an instrument than non-disadvantaged pupils. Our discussions with pupils and families and data showing uptake of sports clubs in school and out of school in Autumn 2021 shows that 20% of pupils are not taking part in any sports clubs. 37% of these pupils are disadvantaged and 56% of our disadvantaged pupils do not take part in any sports clubs.</p>
5	<p>Our attendance data over the last three academic years (2018-2019, 2019-2020, 2020-2021) indicates that attendance among disadvantaged pupils has been between 1.9% - 4.5% lower than for non-disadvantaged pupils. Whilst attendance for disadvantaged pupils was good in 2020/21</p>

	<p>(96%) this was achieved through rigorous monitoring systems and the support we established for our disadvantaged families.</p> <p>In the period between September 2021 and November 2021 the percentage gap for pupils that have been persistently absent (under 90% attendance) is 28% more for disadvantaged pupil compared to non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
--	--

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evidenced when triangulated with sources of evidence including books scrutinies, pupil subject interviews, engagement in lessons, ongoing formative assessments.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard (above National data for all children in 2019 – 73%) and more than 30% of disadvantaged pupils are working at greater depth (above National data for all children in 2019 – 27%).
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard (above National data for all children in 2019 – 79%) and more than 30% of disadvantaged pupils are working at greater depth (above National data for all children in 2019 – 27%).
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard (above National data for all children in 2019 – 79%) and more than 30% of disadvantaged pupils are working at greater depth (above National data for all children in 2019 – 20%).

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly for our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being 96% or more and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 1.5% . • the percentage of all pupils who are persistently absent (attendance lower than 90%) to show an improving trend over the next three years and for the gap in persistent absenteeism to close between disadvantaged pupils and their peers.

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: **£28,155**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop and embed a vocabulary spine within our curriculum for each subject with a progression of vocabulary from Year 3 to Year 6 and an academic word list for each year group to secure stronger teaching of vocabulary for all pupils.</p>	<p>The EEF guidance, which is based on a range of the best available evidence, recommends explicitly teaching new words, providing repeated exposure to new words and providing opportunities for pupils.</p> <p>Improving Literacy in KS2 – Education Endowment Foundation – recommendation 1 - EEF</p>	<p>1, 2, 3</p>
<p>Purchase and embed elements of the CUSP (Curriculum with Unity Schools Partnership) curriculum into our INSPIRE curriculum to enhance the teaching of vocabulary for all pupils.</p>	<p>The CUSP curriculum is underpinned by evidence, research and cognitive science. Modules are deliberately sequenced for robust progression. There is an emphasis on oracy and vocabulary acquisition, retention and use to break down learning barriers and accelerate progress.</p> <p>CUSP curriculum information – www.unity-curriculum.co.uk</p>	<p>1</p>
<p>Deliver high quality CPD for teachers on metacognition to develop self-reflection and collaborative learning in our pupils. Embed approaches based on metacognition within the curriculum.</p>	<p>There is strong evidence indicating that explicitly teaching strategies to help pupils plan, monitor and evaluate specific aspects of their learning makes them more likely to manage their own learning and overcome challenges themselves in the future, having a high impact on their progress particularly in mathematics and science. Some evidence also suggests that disadvantaged pupils are less likely</p>	<p>3, 4</p>

	<p>to use metacognitive and self-regulatory strategies.</p> <p>Metacognition and self-regulation – Toolkit Strand – Education Endowment Foundation - EEF</p> <p>Metacognition and self-regulated learning guidance report – Education Endowment Foundation - EEF</p>	
<p>Train five members of teaching staff as instructional coaches and fund release time.</p> <p>Train staff to use IRIS technology in order to watch back and reflect upon their practice.</p> <p>Develop and embed an approach, where coaches support teachers to reflect upon and develop specific areas of their practice.</p>	<p>In a pilot study the vast majority of teachers believe the use of IRIS Connect improved their practice and the study found that there was moderate evidence of changes in practice. The evidence suggested that technology interventions appeared to be most effective when they support changes in the nature of teaching and learning.</p> <p>IRIS Connect: Developing classroom dialogue and feedback through collective video reflection – Education Endowment Foundation - EEF</p>	1, 2, 3

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

Budgeted cost: **£14,875**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trained teachers or teaching assistants to deliver 'reading fluency' interventions based on the Herts for Learning 'KS2 Fluency Project' to targeted groups in Y3-5 to build confidence in reading out loud, fluency, pace resulting in</p>	<p>Evidence suggests that supporting children to develop fluent reading capabilities supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. There is evidence demonstrating that The Herts for Learning KS2 Reading Fluency Project supports progress in pupils' reading comprehension age over an eight week intervention.</p>	2, 3

<p>improved comprehension.</p>	<p>Improving Reading Fluency (Michael Cole) – Institute for Effective Education</p> <p>KS2 Reading Fluency Project – Herts for Learning</p> <p>Improving Literacy in KS2 – Education Endowment Foundation – recommendation 2 - EEF</p>	
<p>Engaging with the National Tutoring Programme to provide school-led tutoring, delivered by teaching staff to small groups of pupils. For pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are higher attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p> <p>Small group tuition - Toolkit Strand - Education Endowment Foundation - EEF</p>	<p>3, 4</p>
<p>To deploy teaching assistants to run targeted structured small group interventions and in some cases one to one support in reading, writing and maths, following rigorous analysis of difficulties diagnosed through assessments.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Improving Literacy in KS2 – Education Endowment Foundation – recommendation 7 - EEF</p>	<p>2, 3</p>

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

Budgeted cost: **£10,095**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular training on monitoring and improving attendance and developing our approach towards identifying and working with families where attendance is an issue. This will be based upon the principles of good practise set out in the DFE's Improving School Attendance advice.</p> <p>Family engagement and welfare officer employed (September 2021) to build relationships with families and support them, including issues such as the impact of financial, housing and relationship insecurity on family life, learning and attendance.</p>	<p>The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Addressing Educational Disadvantage in Schools and Colleges The Essex Way (edited by Mark Rowland) – Unity Research School and Essex County Council - 'Relationships' chapter.</p>	4, 5
<p>Maintain and develop ACE, our school-led breakfast club, after school club and school holiday provision, providing families with a low cost option for childcare and enabling flexibility for working parents.</p>	<p>The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Two members of staff to be trained to as Trauma Perceptive Practice (TPP) trainers and to lead the school and train staff towards</p>	<p>TPP is an evidence-based Essex Local Authority approach towards supporting behaviour and understanding emotional wellbeing that, in time, will benefit individuals and families. Benefits will include increased capability and productivity, improved</p>	2, 3, 4, 5

<p>becoming a TPP school.</p>	<p>pupil outcomes, reduced absence, reduced demand on services, improved relationships and greater satisfaction and happiness.</p> <p>TPP information – Claire Kershaw – Director of Education – Essex County Council</p> <p>Addressing Educational Disadvantage in Schools and Colleges The Essex Way (edited by Mark Rowland) – Unity Research School and Essex County Council</p>	
<p>One of our Deputy Head Teachers to receive training as our school ‘disadvantaged champion’ and to establish and embed our school’s strategy towards addressing disadvantage and raising outcomes for our disadvantaged pupils.</p>	<p>Essex’s approach towards addressing disadvantage has been established through working with a group of 14 pilot primary, secondary and special school, plus a range of stakeholders and is underpinned by research.</p> <p>Addressing Educational Disadvantage in Schools and Colleges The Essex Way (edited by Mark Rowland) – Unity Research School and Essex County Council</p>	<p>1, 2, 3, 4, 5</p>
<p>Trained ‘learning mentors’ to meet on a weekly basis to provided targeted support to identified children who need support related to social, emotional and mental health and self-regulation.</p>	<p>Evidence suggests that children from disadvantaged pupils have, on average, weaker SEL skills at all ages than non-disadvantaged pupils. Lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning - Toolkit Strand - Education Endowment Foundation -EEF</p>	<p>3, 4</p>
<p>To improve the uptake of extra-curricular activities in school for our disadvantaged</p>	<p>Evidence shows that there is a small positive impact of physical activity on academic attainment and that it is</p>	<p>4</p>

<p>pupils through maintaining and developing our offer of clubs, sports opportunities and peripatetic music teachers. To support and encourage disadvantaged pupils to participate.</p>	<p>crucial for the other benefits and opportunities it provides.</p> <p>Physical activity - Toolkit Strand - Education Endowment Foundation - EEF</p>	
<p>To ensure that all pupils are able to access a broad and rich experiences including trips, residential in Year 4 and 6, visits, experiences and adventurous forest school all mapped throughout our INSPIRE curriculum. To support and encourage disadvantaged pupils to participate.</p>	<p>Studies have shown that Outdoor Adventure Learning has positive impacts. It provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participating in these challenging physical and emotional activities, outdoor adventure learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Outdoor adventure learning - Toolkit Strand - Education Endowment Foundation -EEF</p>	<p>4</p>
<p>STUDENT CONFERENCES</p>		

Total budgeted cost: £53,125

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 suggested that the performance of disadvantaged pupils at the end of KS2 improved in reading (66.7% expected+) and writing (66.7% expected+) from 2019/20 and was in line with 2019/20 in maths (66.7% expected+). Our disadvantaged pupils performed in line with the 2019 national data for disadvantaged pupils in 2020/21 in writing and maths and slightly exceeded it in reading. In prior years that were unaffected by school closure our disadvantaged pupils have performed in line with or above the 2019 national data for all children in reading, writing and maths. This demonstrates that school closures had a marked impact on our disadvantaged pupils and our current plan focuses on raising outcomes for our disadvantaged pupils that are above the national data for all children. Typically, the gap between disadvantaged pupils and non-disadvantaged pupils is below national in reading, writing and maths and this was the case in 2020/21 despite school closures. This was an improvement following our data in 2019/20 where this was not the case owing to the challenges Covid19 presented. We were able to deliver high quality intervention remotely during school closures in 2020/21 and addressed gaps in learning upon the children's return to school.

The percentage of disadvantaged pupils assessed as working at greater depth was higher than the 2019 National data for disadvantaged pupils in reading and writing, which has been the case for the last three years. However, the number of disadvantaged pupils assessed as working at greater depth in maths was below national last year when it has been above national for the previous two years. We were unable to provide the usual level of intervention that we put in place for higher attainers due to school closures and in our current plan we will focus on activities that support disadvantaged pupils to achieve good progress in maths.

Book studies and pupil interviews demonstrated that our disadvantaged pupils are using a wider range of Tier 2 and Tier 3 vocabulary in their speech and written work, which follows on from high quality training in this area and developments in the teaching of vocabulary. However, there is still a vocabulary gap between disadvantaged pupils and non-disadvantaged pupils and we will continue to build upon the teaching of vocabulary as outlined through the activities detailed in this plan.

As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils and they were not able to benefit from our pupil premium funded

improvements to teaching, targeted intervention and wider strategies to the degree we had intended. We were able to mitigate the impact of school closures by providing targeted interventions and support to small groups of pupils remotely and through our resolution to maintain a high-quality curriculum through a mixture of live lessons and online learning. We also monitored attendance to live lessons and the submission of work via our online learning platform and acted swiftly to support and engage families. Strategies included the provision of 1:1 or small group TA support, the provision of technology and audio or typed feedback and weekly or more frequent welfare calls where required.

Despite school closures attendance was good in 2020-21 (97.8%) and in line with 2018-19 (97.5%) before the impact of Covid19. It was also improved from the first year that was affected by school closures, 2019-20 (93.1%). The gap in attendance between disadvantaged pupils and non-disadvantaged pupils was lower than the previous two years in 2020-21 (-1.8%) despite the impact of Covid19. The attendance of disadvantaged pupils in 2020-21 was improved from previous years and met our target of 96%. Attendance continues to be a focus as our improved attendance, under the challenges that Covid19 presents, has been achieved through the developing monitoring systems we have in place and the support we establish for our disadvantaged families, which has recently been built upon through the recruitment of a Welfare and Attendance Officer this September, who works closely with our families.

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
N/A	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- utilising our ELE (Evidence Lead in Education) to ensure that the most current educational research underpins the activity that we have in place to support our disadvantaged pupils.
- utilising the funding from the school-led tutoring grant alongside pupil premium and recovery premium funding to fund our teacher led school tutoring (as identified as an activity in the 'targeted academic support' section of our current plan).
- rigorous monitoring, which places a focus on disadvantaged pupils including termly pupil progress meetings with class teachers, the deputy head teacher (with responsibility for assessment) and head teacher; termly maths and english monitoring days; regular external subject reviews by our SIP; subject work scrutinies and pupil interviews.
- the senior leadership team carrying out 'student conferences' with every pupil. This involves discussing the pupil's learning and progress on an individual level, celebrating their strengths and successes with them and supporting them to focus on their targets and how they can achieve these.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated our approach towards writing the current plan. We utilised the training that our 'Disadvantaged Champion' had received from Essex County Council, which was underpinned by the research carried out by Marc Rowland (Addressing Educational Disadvantage in Schools and Colleges The Essex Way – Unity Research School and Essex County Council).

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.