



# Pupil premium strategy statement

Whitstable and Seasalter Endowed Church of England (Aided) Junior School.

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	Whitstable and Seasalter Endowed Church of England (Aided) Junior School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2022-2025 (3 academic years)
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Ellen Taylor
Pupil premium lead	Janine Hewitt
Governor / Trustee lead	Carole Worwood Diane Clements (Chair)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,585
Recovery premium funding allocation this academic year	£3,431.67
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£59,016,67</b>

## Part A: Pupil premium strategy plan

### Statement of intent

# Our Vision and Values

Love \* Learning \* Laughter

'Let Your Light Shine'

Matthew 5: 14-16

As a school family, living and learning with a thirst for knowledge, we delight in everyone's achievements sharing joy and laughter along the way.

Within the love of God, we nurture aspirations, celebrate each other's individuality enabling all to flourish.

We let our lights shine in school, our community and the World beyond.

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Love, Learning and Laughter and everything we do is encompassed by our Christian

Values which bind us together in God's love; love of God, love of one another and love of life itself.

Our Christian Values are [Love, Joy, Goodness, Resilience and Trust](#)

Through our vision we value this plan will enable us to nurture all our disadvantaged children to achieve their potential and be ready for the next stage in their educational journey and life beyond their time at our school; raise their aspirations to strive to be the best they can be in all aspects of life.

Our Pupil Premium and Recovery Premium Plan aims to allow all our disadvantaged children access to our broad and balanced curriculum. Our plan aims to overcome the barriers and challenges our disadvantaged children face in their school and family lives. We aim to address the challenges of social and emotional health and raise self-esteem; building a resilience in our disadvantaged children to enable them to enjoy learning. We will equip them with new positive techniques and strategies to allow them to apply these at school and home.

Whole school approaches to relationships between our staff and children and their peers and how staff feedback to children; will allow our disadvantaged children to feel respected and included in all aspects of school life. Their enjoyment and enthusiasm of learning will grow and 'Love Learning and Laughter,' will live in all our children.

Our Pupil Premium and Recovery Premium Plan aims to bring the attendance of our disadvantaged children in line with their peers. Through our school FLO offering help, love and support to our school families and signposting to outside agencies when required. The FLO's monitoring of children's attendance and contacting parents to promote engagement.

Our Pupil Premium and Recovery Premium Plan aims to offer CPD to staff members who work with our disadvantaged children. This will break down social and emotional and mental health barriers and help build resilience and trust in our learners and develop staff members to become leaders in trauma and mental health; making all staff effective in nurturing our disadvantaged children.

Our Pupil Premium and Recovery Premium Plan aims to close the gap in attainment for our disadvantaged children in: reading, writing and maths. Through quality teaching; targeted interventions; pre and post teaching and phonics sessions, wellbeing support, we aim to provide all our disadvantaged children the access and opportunities to enjoy success and close the gaps in these subjects to bring our disadvantaged children's attainment in line with their peers.

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 are 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><b>SEMH:</b> Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p> <p>Well-being data for November 2022 identified that 52 pupils across the school are accessing the well-being team for light touch, interventions, social and emotional support, well-being programmes. 48% of these 52 children are our disadvantaged children.</p>																																																																						
2	<p><b>Speech and Language:</b> Assessments, observations and discussions indicate that children's speech and language difficulties is impacting on their social communication skills as well as their cognitive and academic development. 41% of our disadvantaged children have Speech, language and communication needs.</p>																																																																						
3	<p><b>Attendance:</b></p> <p><b>Years 2020/2021</b> All years 92.6% and for disadvantage 90.9%</p> <p><b>Years 2021/2022</b> All years average: 94.3% and for disadvantage 90.9%</p> <p>Our disadvantage groups are below school average and are a focus.</p>																																																																						
4	<p><b>Attainment:</b></p> <p>Raise attainment for all pupils:</p> <table border="1"> <thead> <tr> <th colspan="5">2021-22 Pupils achieved Expected or above</th> </tr> <tr> <th></th> <th>No of pupils</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>60</td> <td>88%</td> <td>73%</td> <td>78%</td> </tr> <tr> <td>Disadvantaged</td> <td>8</td> <td>38%</td> <td>25%</td> <td>38%</td> </tr> <tr> <td>Non-disadvantaged</td> <td>52</td> <td>96%</td> <td>81%</td> <td>83%</td> </tr> <tr> <td>Year 4</td> <td>48</td> <td>90%</td> <td>79%</td> <td>83%</td> </tr> <tr> <td>Disadvantaged</td> <td>10</td> <td>90%</td> <td>70%</td> <td>80%</td> </tr> <tr> <td>Non disadvantaged</td> <td>38</td> <td>89%</td> <td>82%</td> <td>84%</td> </tr> <tr> <td>Year 5</td> <td>48</td> <td>69%</td> <td>73%</td> <td>73%</td> </tr> <tr> <td>Disadvantaged</td> <td>14</td> <td>27%</td> <td>40%</td> <td>33%</td> </tr> <tr> <td>Non-disadvantaged</td> <td>34</td> <td>88%</td> <td>88%</td> <td>91%</td> </tr> <tr> <td>Year 6</td> <td>48</td> <td>88%</td> <td>83%</td> <td>79%</td> </tr> <tr> <td>Disadvantaged</td> <td>3</td> <td>100%</td> <td>100%</td> <td>67%</td> </tr> <tr> <td>Non-disadvantaged</td> <td>44</td> <td>86%</td> <td>89%</td> <td>80%</td> </tr> </tbody> </table>	2021-22 Pupils achieved Expected or above						No of pupils	Reading	Writing	Maths	Year 3	60	88%	73%	78%	Disadvantaged	8	38%	25%	38%	Non-disadvantaged	52	96%	81%	83%	Year 4	48	90%	79%	83%	Disadvantaged	10	90%	70%	80%	Non disadvantaged	38	89%	82%	84%	Year 5	48	69%	73%	73%	Disadvantaged	14	27%	40%	33%	Non-disadvantaged	34	88%	88%	91%	Year 6	48	88%	83%	79%	Disadvantaged	3	100%	100%	67%	Non-disadvantaged	44	86%	89%	80%
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5	<p><b>Curriculum:</b> To ensure that the curriculum provides opportunities for disadvantaged pupils to gain cultural capital through carefully selected</p>																																																																						

activities. Cultural capital for pupil premium children is limited. Children are therefore missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves.

## 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, increasing their resilience and readiness to learn,	<p>Sustained high levels of well-being from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil SEMH surveys, teacher observations and parent feedback.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Improved attendance and punctuality, particularly among disadvantaged pupils.</li> </ul>
To provide support for speech, language and communication difficulties for example, development language disorder (DLD), speech sounds, selective mutism and improve vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved use of vocabulary among disadvantaged children.</p> <p>Increased confidence in communication.</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> <li>• Engagement in lessons.</li> <li>• Book scrutinies.</li> <li>• Formative assessment.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being....</li> </ul>
To improve attainment in all subjects for all children, particularly our disadvantaged pupils at the end of Key Stage 2.	<p>KS2 reading/writing/ maths outcomes in 2025/26 show that more than 85% of disadvantaged pupils have met the Expected standard.</p>
For our curriculum to provide opportunities for disadvantaged pupils to gain cultural capital through carefully selected opportunities across the curriculum.	<p>Pupil conferencing evidences disadvantaged children's engagement in all areas of school activities.</p> <p>Clubs and activities are promoted and signposted for disadvantaged children and</p>

	attendance of disadvantaged children accessing these increased. Train in permaculture and Forest school which can be adapted to Beach school-using the beach which is very close by.
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## 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: £4,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NFER tests to use each summer in years 3-5 to gain nationally standardised levels for children.	Standardised tests can provide reliable insights into the specific strengths and weakness of each pupil to help ensure they received the correct additional support/intervention. <a href="https://www.educationendowmentfoundation.org.uk/assessment-and-feedback/eef">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 4
Focus on our Maths Curriculum. Twilight training for staff provided by Maths advisor and Maths Leader. Embed White Rose Maths, focus on manipulatives through the concrete, pictorial and abstract approach. Access resources for Mastery teaching.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611212/mathematics-guidance-key-stages-1-and-2-covers-years-1-to-6.pdf">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3/eef">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	4, 5
Develop the external learning environment following our recent expansion. Look at areas where children can learn outdoors.	Outdoor learning promotes high levels of oral language in a context different to school. It also promotes physical development and wellbeing. <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/611212/outdoor-learning-policies-england.pdf">Outdoor Learning Policies England   Learning through Landscapes (ltl.org.uk)</a>	1, 2, 4, 5

<p>CPD of staff in Permaculture and Forest/Beach school.</p> <p>Develop the playground room as a quiet, reflection, calm area at break times.</p> <p>Areas in the curriculum allowing for breadth and balance.</p> <p>Inspirational learning opportunities provided for all children irrespective of background or financial means (trips, music lessons, experiences, guest visitors/speakers, residential)</p>	<p><a href="#">Forest Schools: impact on young children in England and Wales - Forest Research</a></p> <p><a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Embed the quality of social and emotional learning.</p> <p>Whole school approach to relationships between staff and children; based on a restorative approach.</p> <p>Aiming to develop a positive school ethos, which also aims to support greater engagement in learning.</p> <p>Review of Relationships policy.</p>	<p>There is extensive evidence associating social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Whole school approach to writing.</p> <p>Internal writing moderations are held each term to focus assessment judgements.</p> <p>English leader INSET for staff provided</p>	<p><a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	

<p>guidelines to develop writing and age appropriate assessment judgements.</p> <p>An agreed writing assessment tool is used and is ongoing throughout the school year.</p>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17, 182

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment of a Speech and Language Therapist to support children and upskill teachers and support staff, 1 day a week.</p> <p>Encouraging children to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Supporting children in social situations so that they are confident in making conversations, making new relationships within peer groups and contributing in discussions in the classroom and beyond.</p>	<p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>EEF evidence shows that small group intervention adds +4 months of additional progress. These groups will be closely targeted to children’s needs and well informed by ongoing diagnostic assessment.</p> <p><a href="https://educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools/">Improving Social and Emotional Learning in Primary Schools   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools/">Special Educational Needs in Mainstream Schools   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2, 4, 5</p>

<p>Retention of HLTA to target support in English and Maths. Small group tutoring each week for high attainers. HLTA to administer. Maths focus in Year 6 and English focus in Year 3.</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Interventions small group/1:1 support informed by progress data and delivered by teachers/HLTA/TAs.</p>	<p>There is extensive evidence associating social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	

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

Budgeted cost: £38,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Family Liaison Officer and Counsellor.	The EEF Guidance reports advises schools to "critically review how they work with parents". Training and development within the FLO role will enable the school to develop a clear strategy about how they work with parents to improve the	1, 3, 5

	<p>outcomes of children. A single point of contact for parents, regarding their child's attendance, will ensure that interactions remain as positive as possible and any challenge to parents comes from a relationship based on mutual trust and respect.</p> <p>Research shows moderate impact of social and emotional intervention on pupils' academic outcomes (+4 months).</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	
<p>School counsellor (Here and Now counselling) to run 1:1 sessions for referred children for 2 days per week (10 children a week).</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	
<p>To provide financial support to identified families to ensure that all disadvantaged children can fully access the curriculum such as help towards uniform, school dinners, trips etc</p>	<p>"Teaching with Poverty in Mind" talks about the importance of experience to ensure that all children have a starting point for remembering more knowledge. This also provides children with events to talk about. We provide vital shared experiences for all children and this strategy will ensure that all disadvantaged children can access our core offer.</p>	
<p>Educational Psychologist - Educational Psychologist employed by school 3 days over the year completing assessments or training as needed</p>	<p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Supporting_mental_health_in_schools_and_colleges_-_GOV.UK_(www.gov.uk).pdf">Supporting mental health in schools and colleges - GOV.UK (www.gov.uk)</a></p>	
<p>Contingency fund for acute issues</p>	<p>Based on our experiences, we have identified a need to set a small amount of</p>	

	funding aside to respond quickly to needs that have not yet been identified.	
<p>Implement procedures in order to improve attendance.</p> <p>FLO to monitor daily and meet with HT weekly.</p>	<p>Follow guidance to:</p> <ul style="list-style-type: none"> <li>• Maintain high levels of school attendance</li> <li>• support that should be provided to families, including for pupils who are persistently or severely absent or at risk of becoming so</li> <li>• provide details of attendance legal interventions available to schools</li> <li>• provide details of what schools are required to record in the attendance and admission registers</li> </ul> <p><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	
<p>Light House Keepers Club (After school club) support with the offer of half price after school club care for disadvantaged families trying to meet the needs of their working and studying patterns.</p> <p>Free after school club offered to identified families to help with homelife and families in crisis.</p>	<ul style="list-style-type: none"> <li>• Good quality wraparound childcare has a positive impact on children's outcomes. Research by NatCen shows that participating in organised sports and joining after school clubs can help to improve primary school children's academic performance and social skills.</li> <li>• Among disadvantaged children, those who attended after school clubs fared better than their peers who did not take part in such groups. They achieved on average, a 2- point higher total score in their KS2 assessments in English, maths and science at the end of primary school.</li> <li>• Research also shows that children who participated in organised sports and physical activities at any time during primary school had better social, emotional and behavioural skills than those who did not take part. The findings took</li> </ul>	

	<p>into account background factors such as child gender, ethnicity, age and family structure, as well as parental income and occupational class:</p> <p><a href="#">Department for Education (publishing.service.gov.uk)</a></p> <p>The value of after school clubs for disadvantaged children:</p> <p><a href="#">Report template long (nuffieldfoundation.org)</a></p>	
Clubs, trips, music lessons and swimming which incur costs subsidised for those pupils eligible for PP.	Some pupil premium families are unable to access enrichment activities. The EEF, consider evidence-based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning ensure an effective spending model.	
The cost of uniform subsidised for those pupils eligible for Pupil Premium should they require support	EEF: Pupils from lower socio-economic households are less likely to be able to afford the cost of school uniforms. <a href="#">School uniform   EEF (educationendowmentfoundation.org.uk)</a>	

**Total budgeted cost: £60,898**

## 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 2022 to 2023 academic year.

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### 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
Literacy Assessment Toolkit	Edu key
Times Table Rockstars	Maths Circle Ltd
White Rose Maths Premium Resources Centre	Trinity MAT
Nessy	Nessy Learning

### Service pupil premium funding (optional)

Measure	Details

## Further information (optional)

Mental Health First Aid

Training

After School clubs

Strong ethos of 'Let Your Light Shine' and on Love, Learning and Laughter.

Leaders at all levels, understand the importance of ensuring progress for the most disadvantaged and vulnerable children in our care. This whole school, shared thinking has a powerful impact on the mind set of our disadvantaged children. After school clubs are a key element of our school provision. School clubs are organised to ensure that they are matched closely to the needs of our most vulnerable children. They focus on creating a sense of belonging, pride, self-esteem and confidence. Clubs enable us to learn about individual talents and encourage children to pursue wider interests that they may have.

Key staff are trained in Mental Health First Aid. This enables staff to respond to the needs of our most vulnerable children and support them to prepare for learning. This training has enabled the school to provide a consistent approach to supporting children's emotional and mental health.

When we considered the most effective way to use our pupil premium grant, Whitstable and Seasalter Endowed Church of England (Aided) Junior School has followed the guidance and research of the Educational Endowment Foundation, as advised by the DfE.

This recommends that schools adopt a tiered model, which focuses on:

- Whole-school approaches which support high quality teaching and learning, assessment and feedback and transition support
- Targeted approaches providing evidence-based intervention programmes where needed.
- Wider strategies tackling non-academic barriers to success in school, such as attendance, behaviour and social, emotional and mental health.

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#developing-and-delivering-an-effective-strategy>

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>