

Pupil premium strategy statement for JULIAN'S PRIMARY 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 effect that last year's spending of pupil premium had within our school.**

School overview

Detail	Data
School name	Julian's Primary
Number of pupils in school	947 (as of 25/11/24)
Proportion (%) of pupil premium eligible pupils	18.4% (as of 25/11/24)
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Alison Moller
Pupil premium lead	Dan Baumber
Governor / Trustee lead	Louise Gu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£284,160
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable) (this is recovery premium)	£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	£ 284,160

Part A: Pupil premium strategy plan

Statement of intent

As a Centre of Excellence for Inclusion, our vision is to remove barriers to learning and participation. We promote positive relationships, active engagement, and wellbeing for all pupils, ensuring that all pupils can access the best possible teaching and adopt a positive and proactive approach to behaviour. This year, the school development plan has one overarching priority - 'To develop and implement a comprehensive, strategic and precise approach to inclusion which proactively addresses and reduces underachievement at all levels.'

Our ultimate objective is to ensure that no child is left behind socially or academically because of disadvantage. We understand that disadvantaged children need additional support and resources in place to thrive and achieve their potential.

We strive to remove the culture of low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. We also aim to focus on the underserved pupils in our school.

As of November 2024, our percentage of Pupil Premium eligible children has remained fairly steady at 18.4%, whilst the number of pupils speaking English as an Additional Language has remained constant at 40%, with many of our newly enrolled children falling into both the Pupil Premium and EAL categories.

We are aiming to narrow the attainment difference between the disadvantaged pupils and non-disadvantaged pupils and enable our pupils to work at and/or above age related expectations. We aim to equip our pupils with the skills to communicate effectively and be able to apply this to help with their social and emotional intelligence.

Our ongoing CPD aims to further develop the pedagogy of all staff and therefore the quality of teaching across the school. Our established methods of assessing pupils ensure we can pinpoint areas for development and strategies required to make further progress.

We strive to respond to pupils' social and emotional needs by providing pastoral support, mindfulness practice and equipping our pupils with strategies to self regulate their emotions which has a positive impact on their readiness for learning.

We recognise that due to the volume of children who are both disadvantaged and have additional complex needs, the support needs to be coordinated with both in-school thorough analysis, and assessment of needs provided by external agencies.

Challenges

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

Challenge number	Detail of challenge
1	High percentage of disadvantaged pupils also have Special Educational Needs (32% of PP children receive SEN support). High percentage of disadvantaged pupils with complex Special Educational Needs and EHC plans in place. High number of disadvantaged children also speak English as an Additional Language (55%), and this is a growing proportion.
2	High percentage of vulnerable children have emotional needs and behavioural difficulties.
3	Some vulnerable children were not able to access the same level of education and learning during the COVID periods as their counterparts, nor have the access to wider learning experiences.
4	A number of children in EYFS present low interactions and communication skills as well as having physical difficulties. As of November 2024 - continued number of new to English admissions has increased the number of students who are beginning communication skills in English across the school.
5	Vulnerable children's attendance is statistically lower compared to all pupils. This reduces their school hours and contributes to them falling behind.

6	Disadvantaged pupils' attainment is lower compared to non PP children at school and nationally (barriers in previous years).
7	The attainment of vulnerable EYFS / KS1 children in reading is an ongoing challenge.

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
<i>Reducing the attainment difference between PP and non PP children.</i>	Data will show a rise in the number of PP children making expected and /or above expected progress. - A clear overview of quality first teaching expectations / 'What makes great' for all students, including those who are disadvantaged - Thorough and regular assessment informing planning. - Differentiated planning meeting needs of children with SEND Support in class for vulnerable children with SEND as part of quality first teaching, e.g. VIPERS reading. - Introduction of more specific assessment for disadvantaged pupils who are making slow progress with focus on further steps and planning strategies (Birmingham SEND toolkit) - In school small group interventions to support learning. - On-going training and support available to all school staff. - Strategies will aim to lessen differences which have been amplified by some unequal access to education during lockdown periods. - Interventions in year 6 delivered by experienced members of SLT. - Oracy focus across the whole school develops confidence in speaking, which will link to reading and writing outcomes. - The 'Destination Reader' programme exposes children to high level vocabulary and gives the opportunity for discussion around texts and comprehension.

	- Use of Literacy Tree format in English, and 'teaching through a text' will immerse children in texts for longer periods and promote further enjoyment of reading, as well as increasing vocabulary and spelling strategies.
<i>The attainment and progress in reading in EYFS / KS1 increases.</i>	- Data will show disadvantaged children's attainment in line with non-disadvantaged children, with particular reference to RWI phonics. - Children's engagement with reading for pleasure leads to progress in reading, vocabulary and spelling. - Oracy initiative across the whole school will develop confidence in speaking, which will link to reading and writing outcomes.
<i>The impact of emotional needs and behavioural difficulties are lessened by school strategies</i>	- Fewer behaviour incidents recorded for these pupils on the school's tracking system. - Establishment of both 'Hub' and 'Base' rooms which provide targeted specialist academic and pastoral support for a targeted group of children. - Improved self-esteem, confidence and social skills impacting behaviour for learning. - (School counsellor works with children who may have issues affecting this). - Learning mentors work with vulnerable pupils around the principles of positive relationships. - Learning mentors to run peer mediator training for children in years 5 and 6. - Drama therapy and creative counsellor providing individualised therapy sessions will support with self-esteem and communication - Introduction of oracy strategies will support children to communicate their emotions. - Growth mindset and building learning power / resilience are inbuilt across the school.. - Zones of Regulation and strategies supporting behaviour management such as ASD friendly strategies, visual aids, support for communication, speech and language and playtime games (OPAL). - Wellbeing is a standing item on the school's SDP.
<i>Attendance rates of PP children match other pupils</i>	- Any difference in attendance between PP and non-PP children is reduced. - Working with WPA Educational Welfare Officer to ensure we are managing historical lower attendance - Communicating and working with other external groups e.g. social care, safeguarding teams, Parent Gym, to work with families. - Breakfast / early morning club is established, with specific targeted children invited to join in order to boost their attendance. - School counsellor works with children who may have anxieties around being in school.

	- Learning mentors work with vulnerable pupils to build self-esteem and confidence within school.
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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: £400 + £3,900 + (£236,779 + £7318.99) = **£248,397.99**

NELI/oracy project/(support staff + floating Early Years Educator)

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET and CPD including: Relationships, Literacy Tree, Curriculum based CPD, specific SEND support	At Julian's, we have - A high number of children with complex social, emotional and mental health needs. An ongoing impact of COVID19 lockdowns in year groups where children missed key elements of learning, or who were not able to build social and emotional skills before reaching school age. A growing number of children with behavioural difficulties. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf provides evidence around improving children's social and emotional skills.	1, 2, 3, 4, 6, 7

Support for children with EAL, Oracy Project, Assessment framework for children with SEND	A growing number of children with EAL who are new to English across all year groups. Evidence based on research conducted by EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Tailored work with Voice 21 to lift the level of oracy and language within the school. https://voice21.org/why-oracy-matters/ 'Racing to English' intervention support groups set up following initial assessments of children new or nearly new to learning English. The program allows 'focused language work and promotes group work and learner interaction. The activities are set at a beginner to intermediate level' https://www.discoveryeducationalsoftware.co.uk/racing_e.htm	
Teaching and learning focus on evidence based strategies to support Quality First Teaching	A high number of pupils with complex needs who are working well below Age Related Expectations (ARE) and do not make expected progress when assessed in reading and maths. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils	1, 2, 3, 4, 6, 7
Assessment which is robust and fit for purpose and informs further planning and access arrangements for vulnerable pupils	Education Endowment Fund research https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback highlights the impact of quality and precision feedback.	1, 2, 3, 4, 6, 7

Introduction of NELI (Nuffield Early Language Intervention) programme to support Speech, Language and communication needs in EYFS	‘Children who received the NELI programme made the equivalent of three additional months’ progress in language skills, on average, compared to children who did not receive NELI. This result has a very high security rating.’ EEF Neli Evaluation Report, May 2020. Impact of quality interactions between adults and children to support https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf.	4, 7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£64,675**

Speech and Language / Ed Psych services

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teaching</i>	Quality of teaching, with targeted planning regarding ‘catch up’ and vulnerable children, should allow for progress. Targets for key children to personalise learning. Wider school priorities of promoting strong oracy practice, and a focus on emotional well-being, will help students to regulate their emotions and communicate their thoughts. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf Refining curriculum planning and introducing frameworks such as visual cues, sentence banks and knowledge organisers help to build vocabulary, with specific impacts for EAL learners. https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/ highlights effective strategies regarding EAL.	1, 2, 3, 4, 6, 7

<i>Creation of Hub and Base units</i>	Creation of small groups who work together on a daily basis, with a high proportion of participants having either EHCPs or a need for specialist social and group interactions to be built. Personalised learning allows for a growth in confidence in academics and provides an opportunity for social and emotional self-regulation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 3, 4, 5, 6, 7
<i>In school interventions</i>	Intervention groups which take place in school are created through conversations between SENCOs and teaching staff, based on identified needs and academic data. These involve reading, writing and maths, and support the children towards making further progress. They include both small groups led by staff, with use of programs such as Literacy box, and student self-guided programs including <i>Nessy</i>. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4, 6, 7
<i>External Specialists - Educational Psychologist / Speech and Language Therapists</i>	Employment of specialist support agencies ensures that the school is more informed regarding specifics required to support our pupils, whilst making sure we are making use of the best available expertise. Agencies such as https://www.lovetocommunicate.co.uk/ provide specialist Speech and Language support, with the targeted aim of improving school expertise and practice.	

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

Budgeted cost: **£146,137**

Learning mentors £84,427 / Play therapist and creative counsellors = £45,710 / WPA £11,000 / hardship fund £5,000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
School morning club	The school breakfast / early morning club is established, with specific targeted children invited to join in order to boost their attendance. These key children learn and practise communication and social skills during this time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Julian's School's learning mentors are highly qualified and experienced in working with children with SEMH needs.	2, 5
School learning mentors	Learning mentors work with vulnerable pupils to build self-esteem and confidence within school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Julian's learning mentors are highly qualified and experienced in working with children with SEMH needs.	2, 5

Counselling	School counsellors work with children who may have anxieties around being in school. Strategies such as drama therapy and creative counselling help these children to feel more comfortable in school. https://www.bapt.info/play-therapy/info-parents/#:~:text=Play%20Therapy%20helps%20children%20in,cope%20better%20with%20their%20future. https://www.mindheartcreativetherapies.org/about https://www.londonchildrenspractice.com/	2, 5
External agencies supporting attendance	Working with WPA to ensure we are managing and following up on low attending children and families. Communication with other external groups e.g. social workers, early help, to work with families to ensure vulnerable children are attending school regularly. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	5
Behaviour and wellbeing strategies	Learning mentors are timetabled for specific interventions based around both behaviour and wellbeing, providing tailored and bespoke support when required. School counsellors actively support the wellbeing of key children across the school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	2, 5
External professionals supporting children with SEND and vulnerable children Educational Psychologist	Providing support and advice from external specialists is an integral part of excellent Inclusion Practice. https://www.bapt.info/play-therapy/info-parents/#:~:text=Play%20Therapy%20helps%20children%20in,cope%20better%20with%20their%20future	1, 2, 3, 4, 5, 6, 7

Speech and Language Therapist Occupational Therapist Creative Counsellor Drama Therapist	https://www.mabletherapy.com/blog/2017/05/24/measure-impact-speech-therapy https://www.mindheartcreativetherapies.org/about https://www.londonchildrenspractice.com/	
Mental Health programme 'Inner Wings' introduced to dovetail with PSHE curriculum and continue to mitigate the after effects of Covid 19 lockdowns.	Use of programmes such as 'Inner Wings' to build confidence across a number of areas in pupils, including finding their 'superpowers.' This also assists with mental health and anxiety, and continues to link with the idea of recovery after loss. https://www.ssatuk.co.uk/blog/a-recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic/ This touches upon 'loss,' which in some cases within our school community has been personal family loss, for example; for others, it may be a case of loss of relationships with teachers and peers.	2, 5

Total budgeted cost: £459,209.99

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 - 2024 academic year.

Data from the 2024 end of Key Stage 2 results shows that our overall combined data sits above the national average (66% RWM, 61% nationally). This indicates that many of the measures put in place to counteract the legacy negative impacts from the COVID19 pandemic, and also any previous academic issues, had positive effects. With regards to the Pupil Premium and disadvantaged cohort, the combined measure stood at 53%, an increase of 15% on the previous year, with individual results for reading, writing and maths being 69%, 63% and 72% respectively. A number of students met the expected standard in 2 of the 3 subjects; our writing data was the lowest of the three for both PP and non-PP students, and this had an impact on the overall combined data. This is an area which is being proactively addressed via the introduction of schemes such as Literacy Tree to support our writing outcomes.

64% of our EAL students (of whom a high number are also PP), achieved the expected standard in RWM, and these outcomes are influenced by the level of English acquisition which the students are at. End of KS2 outcomes for this cohort in particular were still influenced by the COVID legacy, and a number of mid-Key Stage admissions, including a relatively high number of children both new to English and with additional learning needs.

Our Pupil Premium outcomes for EYFS (GLD) and KS1 (phonics) present both successes and challenges, with outcomes again influenced by the transient nature of our pupil population, and growing needs, which often run alongside very low starting points upon entry to school. Phonics in particular is an area which is being proactively addressed by senior and middle leaders, to ensure an upturn in data.

These outcomes remind us of the need to continually reassess and evolve our practice in order to improve our outcomes for all children.

Overall, our school data has displayed both strengths and areas for development, and highlighted where we need to look to make further progress in terms of data. We are also aware that raw data does not present the whole picture around our students, with a range of academic and pastoral strategies in place across the school to support our disadvantaged pupils in order for them to consistently access the curriculum. We are mindful of the fact that different starting points can have a huge effect on outcomes, and are making sure we look at the progress which they make, knowing that this may not result in achieving the given expected standard, but celebrating what different successes are for different children.

As a school, we are fully aware of the range of impacts on our disadvantaged children's lives, not just the effects of COVID from recent years. This is why we have a range of interventions and scaffolds in place to support our students. Programmes such as NELI and NESSY aim to boost the language and attainment of our youngest children, with the hope that it will narrow the gap in attainment from the beginning of schooling. In-school interventions, delivered by trained staff, targeted at disadvantaged children and/or those with EAL, were carried out with the aim of addressing gaps in learning, particularly in English and maths, which had been exacerbated by the events of recent years. These saw some academic gains but crucially developed social skills around sharing and turn taking.

In order to further enhance the provision for a number of our particularly vulnerable children, the academic year 2024-25 has seen the creation of a 'Hub' and 'Base' for those pupils who are in most need of additional tailored pastoral and academic support. The impact of this will be measured in due course.

Significant work around oracy and language across the school has continued to be implemented, with some positive developments around vocabulary and confidence beginning to emerge. The school's SIA recently highlighted that she has rarely seen oracy as 'organically used and embedded' as at Julian's. Our EYFS children have continued to develop greater language and the ability to interact with others, which will be important social skills as they progress higher up the school. This is a crucial part of our approach, as we seek to mitigate the impact of the low starting points with which some of our children begin school. Our older children have also increased their ability to listen to and respond to others appropriately, whilst learning how to disagree politely. We have begun to see, and hope to further see, more positive impact in the children's interactions in the playground, as their social skills increase, and they are able to use language and words to discuss problems. Continual input and interventions from learning mentors support this further, as will further training on peer mediation which they are scheduled to deliver.

The school's learning mentors have worked, and will continue to work, with significant numbers of disadvantaged children, enabling their social and emotional abilities to grow, helping them to make positive choices in the playground and the classroom, which will have an impact on their ability to learn in class. Linked with this has been significant work from our inclusion team around the Zones of Regulation; our children are increasingly able to identify how they are feeling and use strategies to regulate themselves when required. Continued use of the PSHE programme 'Inner Wings' is aiming to raise children's self-esteem, confidence and worth, and supporting social skills and behaviours.

We have seen positive impacts from the employment of counsellors with school. With the caseloads of children working with both our creative counsellor and drama therapist, the number of behavioural incidents recorded on our school monitoring system has lowered, indicating that the children are beginning to be able to self-navigate tricky situations which have presented themselves. Those vulnerable children also have an outlet in order to express difficulties or feelings which they are facing, which can help to break down a barrier towards being ready to learn.

Julian's continued to address attendance issues through a number of initiatives. School learning mentors work daily with a number of disadvantaged students and their families in order to build strong relationships and increase esteem and confidence regarding learning. They also

ran a morning club which was targeted at reluctant attenders and helped them to feel settled at the beginning of the school day. Children's appointments with the school counsellor also help to build relationships and confidence which in turn can build their learning abilities. Regular work alongside a dedicated WPA also ensures families with historically low attendance are supported. Julian's overall attendance in 2023/24 was 95%, whilst for disadvantaged pupils, this figure stood at 93%. This is unchanged from previous years, highlighting that some challenges remain in order to achieve equal attendance figures.

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
Nessy dyslexia support	Nessy
Birmingham SEND assessment toolkit	Inclusive Learning North
Inner Wings	Inner Wings
Rising stars on track programme	Hodder Education
NELI (Nuffield Early Language Intervention)	Nuffield
Racing to English (EAL)	Gordon Ward
Creative Counselling	London Children's Practice
Drama Therapy	Mind Heart Creative Therapies
Speech and Language Therapy	Love to Communicate

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	