

Pupil premium strategy statement for Purbrook Junior School

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
Purbrook Junior School	
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	25% or 96 Disadvantaged pupils based on October 2021 Census) Or 27% (105 pupils) including service families from October 2021 Census.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 2022 2022 2023 2023 2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Craig Williams
Pupil premium lead	Donna Maxwell
Governor	Sue Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,700 Made up of: £108,945 Deprivation £2345 Post LAC £3410 Services
Recovery premium funding allocation this academic year	£11,890 (based on 82 children)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Purbrook Junior School we DREAM BIG!

Over time, we have developed and refined an approach to improving outcomes for all of our pupils, particularly those who are disadvantaged, called The Every Child Counts Strategy.

The aim of the Every Child Counts Approach is to consider the needs of the whole child to ensure that no child is left behind.

- We expect all children regardless of disadvantage or vulnerability, including those with Special Educational Needs, to make at least expected progress.
- We aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- Outcomes will at least match Hampshire and National Outcomes
- We aim for our disadvantaged and vulnerable pupils to meet and exceed nationally expected progress rates.
- We aim to support our pupil's health and wellbeing to enable them to access learning at an appropriate level and have a sense of belonging.

Implementation

Data from a variety of sources, qualitative and quantitative, is used for the identification and forensic analysis of all pupils' individual needs, including those who are disadvantaged. We recognise that not all pupils who receive Free School Meals or who qualify for the Pupil Premium Grant will be underachieving. We also recognise that not all pupils who are underachieving are registered or qualify for Free School Meals. We will use the Pupil Premium Grant to support any pupils or groups of pupils that we legitimately believe to be underachieving.

We use a stepped approach to address the needs of all pupils, including those who are disadvantaged (see 5 step approach). This starts with Quality First Teaching being the key driver and considers the varying needs of cohorts/classes/individuals. Where additional intervention is required, including those with EHCPs, this is planned, delivered and evaluated in order to judge impact and ensure progress. We use research based evidence from the Education Endowment toolkit to support our decision making.

We use the Pupil Premium Grant in the following ways

- Having a Teaching and Learning Lead Teacher
- Having an Identified Pupil Premium Lead
- Fully implementing The Every Child Counts Strategy
- Pupil Premium Lead Teachers provide small group support, 1:1 teaching and release time for teachers to pupil conference/feedback
- Professional development opportunities for staff to improve outcomes for pupils
- Allocation of Learning Support Assistant time in Year 3, 4, 5 and 6 in the afternoons to support pupils with specific interventions who may also have SEND needs too
- Specific focussed interventions to improve reading attainment delivered by Pupil Premium Leader and Inclusion Leader
- Part funding of ELSA to support pupils with their emotional needs – including Post Covid support
- Part funding of HSLW to work with pupils who have barriers to their learning – including Post Covid support
- Part funding of cluster Parent Support Adviser to support our families and their children within our school community – including Post Covid Support
- Financial support for families with school uniform, before/after school provision.
- Financial support for The Big Four Curriculum, extra-curricular clubs, visits and music tuition which enhance a child's social and mental wellbeing and build cultural capital for the child.
- Service Children Mess Club and other pastoral support and enrichment activities for Service families.

Challenges

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

Challenge number	Detail of challenge
1	When children join our school in Year 3, there is a need to narrow the gap in attainment in reading, writing and maths by the end of Key Stage 2.
2	Gaps in learning as a result of the disruption to learning and limited wider experiences some of our pupils. The Big Four/Cultural Capital
3	Attendance and punctuality. As a group, pupils who attract the pupil premium grant often attend less well and are late more regularly.
4	Wider complex family issues which impact on the child's readiness for learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in reading	Achieve at least national average progress scores in KS2 reading
Progress in writing	Achieve at least national average progress scores in KS2 writing
Progress in maths	Achieve at least national average progress scores in KS2 maths
Attendance and punctuality	Ensure attendance of disadvantaged pupils is above 96%. The in-school gap for attendance and punctuality will be diminished.

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: £ 47,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning mentor and coach	EEF Guide to Pupil Premium – tiered approach Key Principal 3. Teaching is identified as the top priority including CPD. We have identified an outstanding teacher who is able to provide mentoring and coaching to teaching staff in order to ensure that teaching remains at least good or better.	1,2
Every Child Counts Strategy	EEF Guide to Pupil Premium. A Tiered Approach (p5) The Every Child Counts Strategy enables a tiered approach to be realised. This starts with Quality First Teaching being the key driver and considers the varying needs of cohorts/classes/individuals. Where additional intervention is required, including those with EHCPs, this is planned, delivered and evaluated in order to judge impact and ensure progress.	1,2,3,4
Zones of Regulation	EEF Metacognition and self-regulation (+7). The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. The framework is designed to help move students toward more independent regulation while also honouring and respecting each student and their unique self. We have identified 3 classes for the initial introduction for the Zones of Regulation Framework with the view to a full roll out by July 2022.	1,2,4
Schools' Partnership Programme	EEF Guide to Pupil Premium – tiered approach. Teaching is the top priority including CPD. We have identified three subject areas: Science, Computing and Design technology – with a key focus question: <i>To what extent does the planned curriculum meet the needs of all learners?</i> The project will involve subject leaders working across a cluster with the outcomes to the key question being evaluated in the Summer Term.	1,2
The Art of Being Brilliant	Social and Emotional Learning (EEF+4) Metacognition and self-regulation (EEF+7) Whole school training for staff and pupils to take place in October 2021 with the aim of being a 'Brilliant School' by July 2022. The Art of Being Brilliant aims to improve mental health for all.	1,2,3,4

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

Budgeted cost: £ 54, 871

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every Child Counts Approach Implementation</p> <p>Small group tuition</p>	<p>Small group Tuition (EEF+4) Individualised Feedback (EEF+4)</p> <p>As a result of the Every Child Counts Strategy, pupils are identified who we believe would benefit from small group tuition from a qualified teacher. These sessions take place weekly and focus on elements of reading and maths. This could involve a pre teach of new vocabulary and new learning, reinforcing new learning or even using different approaches to ensure an aspect of learning has been proficiently learnt.</p>	<p>1,2</p>
<p>Every Child Counts Approach Implementation</p> <p>Small group tuition and individualised feedback</p>	<p>Feedback (EEF+6) Individualised Feedback (EEF+4)</p> <p>Year groups are given a regular allocation of time for Pupil Conferencing. The pupils will have been identified on the Every Child Counts Strategy. The time provides additional opportunities for teachers to provide individualised feedback and/or instruction feedback on one to one/small group basis.</p>	<p>1,2</p>
<p>Every Child Counts Approach Implementation</p> <p>Learning Support Assistant allocated based on level of need to deliver small group interventions in the afternoons</p>	<p>Teaching Assistant Interventions (EEF+4) Reading Comprehension strategies(EEF+6)</p> <p>As a result of the Every Child Counts Strategy, pupils are identified who we believe would benefit from additional support from a teaching assistant. On selected afternoons, Learning Support Assistants then deliver carefully selected programs based on the needs identified. The frequency is dependent upon the requirements of the specific programme.</p>	<p>1,2</p>
<p>Herts Reading Project</p>	<p>Oral language interventions (+6) Reading Comprehension Strategies (+6)</p> <p>Based on the Every Child Counts Strategy, pupils are identified who would benefit from this bespoke reading and oracy intervention. The Herts Reading Project is an 8 week intervention delivered by senior teachers who have been trained in this method. This is currently a Year 5 and 6 intervention with a view to it being implemented in all year groups by July 2022.</p>	<p>1,2</p>
<p>Third Space Learning</p>	<p>Small group Tuition (EEF+4) Individualised Feedback (EEF+4)</p> <p>The school will use some of its Recovery Premium Funding to provide 15 hours of one to one tuition in maths outside of the school day. The pupils selected will be those who are not on track for ARE or GD compared to their End of Key Stage One or Year 3 Entry/Baseline data (Current Year 3s and Year 4s).</p>	<p>1,2</p>

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

Budgeted cost: £30,678

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA (Part funding of)	<p>Social and emotional learning (EEF+4). Interventions that target social and emotional learning seek to improve pupil’s interaction with other’s and self-management of emotions, rather than focusing directly on the academic or cognitive aspects of learning.</p> <p>Based on the Every Child Counts Strategy, pupils are identified who would benefit from bespoke emotional support from our school ELSA.</p>	3,4
HSLW (Part funding of)	<p>Parental Engagement(+4)</p> <p>Based on the Every Child Counts Strategy, parental self-referral and/or Children’s Services requests, families are identified who may require additional support to improve the outcomes for their child. Our Home School Link Worker also supports families with improving their punctuality and attendance.</p>	2,3,4
Cluster Parent Support Adviser (Part funding of)	<p>Parental Engagement (+4) Based on the Every Child Counts Strategy, parental self-referral and/or Children’s Services requests, our Cluster Parent Support Adviser guides and advises parents to support their children from home. This might include support with challenging behaviour at home, routines at home, debt management and mental health and wellbeing. Our Parent Support Adviser also runs course such in order to support parents with their parenting.</p>	2,3,4
Well-being Teaching Assistant (Part funding of)	<p>Social and emotional learning (EEF+4). Interventions that target social and emotional learning seek to improve pupil’s interaction with other’s and self-management of emotions, rather than focusing directly on the academic or cognitive aspects of learning.</p> <p>Based on the Every Child Counts Strategy, pupils are identified who would benefit from bespoke emotional support from our school ELSA.</p>	2,3,4
Attendance monitoring – support for families to improve attendance and punctuality	<p>EEF Guide to Pupil Premium – Tiered Approach (p.5).</p> <p>Based on the Every Child Counts Strategy, pupils are identified whose attendance and punctuality needs to improve. The Attendance Team meets fortnightly to evaluate the impact of actions as a result of these meetings in order to eliminate weak attendance. As a group, pupils who attract the pupil premium grant often attend less well and are late more regularly.</p>	1,3,4
Financial support with wider experiences such as The Big Four Curriculum, before and after school clubs.	<p>Social and emotional wellbeing (EEF+4). Metacognition and self-regulation (EEF+7). Support with such experiences we know build confidence and cultural capital and we are committed to delivering the Big Four Curriculum to all of our pupils. The Big Four is a new concept introduced this academic year in</p>	2

	response to COVID 19. Our curriculum identifies four activities/experience children will experience at least once during their time at PJS such as visiting an art gallery, experiencing a residential for example. Additionally, we have seen a rise in the number of children now eligible for FSM which is an indicator of the financial impact of COVID 19 and reflects the additional financial strain some of our families are under.	
--	---	--

Total budgeted cost: £ 132,649

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.

Key Priorities from Strategy 2020 2021

Every Child Counts Strategy

The strategy was fully organised ready for implementation in September 2020. Actions identified and provision in place ready for the academic year ahead all in line with the intentions. Some year groups experienced bubble closures early on in the year due to confirmed cases within classes/year groups. This had some impact on the additional small group provision.

In December 2020, the country went in to a National lockdown. Teachers reverted back to online teaching, this time via Google Classroom. Teachers received extensive training on using this platform and became highly skilled very quickly. They provided live teaching, video clips to support learning and fully embraced the online support tools such as Oak Academy to ensure that children continued to receive their full curriculum. In addition to this, teachers continued to provide small group support to targeted pupils remotely and one to one conferencing time to enable pupils to access their learning. Pupil Premium Lead Teachers and LSAs also continued to deliver intervention groups remotely. The Pastoral Team supported children and their families in what was an extremely challenging time for many. The school provided laptops and offered parents/carers internet access so that their children could continue to engage with their learning. In addition to this, one to one training was provided to some of the parents of disadvantaged pupils who found computing a barrier.

Registers for engagement enabled the school to take action in identifying any disengagement and take action to improve the engagement of some of our pupils. Engagement Registers identified that despite everything that was in place, some of our PP pupils and their families found remote learning challenging. Some children were invited in to return to school prior to the full return of school.

Once the lockdown was lifted in March 2021, pupils returned to school. A post lock down survey was completed and followed up by a member of school staff where requested.

Impact:

ECC implemented across the school despite challenged posed through COVID 19 and lockdowns. Tailored whole class approached and personalisation identified. Provision monitored.

The recovery curriculum was in place and understood by all with a clear focus of catching up as quickly as possible in the core subjects. Regular reviews through the Every Child Counts Strategy took place. Catch up funding further supported this by enabling an outstanding teacher to work with small groups of pupils and unpick misconceptions and/or plug gaps in liaison with the class teacher.

Year 3

Year 3 Baseline/Entry data vs. End of Year 3 data suggests improved outcomes for Pupil Premium pupils, disadvantaged, /Ever6 FSM pupils. On average increase of 10% in writing and 10% in maths. These areas will continue to be a focus moving in to 2021 2022 as although there have been improvements, outcomes remain low. Despite attainment being higher in reading, the improvements were not replicated in the same way as maths and writing.

Year 4

Reading: Attainment in reading has remained consistent for disadvantaged and Ever 6 FSM pupils from Year 3 to Year 4. At GD the previous positive improvements have not been maintained and this is a similar picture for all pupils within this cohort.

Writing: Attainment in writing has remained consistent for disadvantaged and Ever FSM pupils from the end of Year3 to Year4. At GD the previous positive improvements have not been maintained and this is a similar picture for all pupils within this cohort.

Maths: Attainment for Disadvantaged pupils will need to remain a focus moving in to the next academic year. This broadly reflects the needs of the year group as a whole

Year 5

Reading: Attainment in reading has remained consistent for disadvantaged and Ever 6 FSM pupils from Year 4 to Year 5. At GD, there has been an increase of 8% for disadvantaged pupils and Ever 6 FSM pupils.

Writing: Attainment for disadvantaged pupils will need to become a focus moving in to the next academic year. This broadly reflects the needs of the year group as a whole.

Maths: Attainment for Disadvantaged pupils will need to remain a focus moving in to the next academic year as the attainment gap appears to be widening.

Year 6

The academic attainment of this cohort was always identified as being low at EKS1. We saw some real improvements for this cohort in terms of GD outcomes.

Reading: GD outcomes for disadvantaged and Ever 6 FSM exceeded EKS1 data in reading.

Writing: Outcomes matched EKS1 data at ARE and GD for disadvantaged, Ever 6FSM.

Maths: GD outcomes exceeded EKS1 outcomes for disadvantaged and Ever 6 FSM.

The pastoral support in place during the pandemic was exemplary. The pupils and their families identified as being in need of support as outlined in the ECC meetings, continued to receive support.

Professional Development – Teaching and Learning

Knowledge organisers have been created by all subject leaders and are in place across the school.

Tiered language is in place across the school with a focus on Tier 3 language acquisition.

Science of Learning INSET day took place and additional staff meetings were used to revisit key learning. Planning demonstrates teachers' knowledge and skill to use the strategies from the science of learning. Lesson observations demonstrate that the learning from the INSET and subsequent training is embedded in to practise.

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
Herts Reading Project	Hertfordshire County Council

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?	The majority of the provision was providing academic support to those identified and as outlined on the ECC agenda. In addition to this, pastoral support has been given during lockdowns and as a result of lockdowns. Some of our families were deployed in order to support the government managing the COVID 19 pandemic and therefore additional support was offered via the Pastoral Team.
What was the impact of that spending on service pupil premium eligible pupils?	Numbers of service children tend to be small in each year group. Year 3: Outcomes match Baseline/entry data in reading and exceed in writing and maths Year 4: Outcomes match baseline data in reading and writing. Year 5: Outcomes continue to match EKS 1 data in reading, writing and maths Year 6: Outcomes matched EKS1 outcomes in reading and writing.

Further information- linked to Service Premium

Service Families proposed spending for 2021 2022: £1415

The vast majority of this funding focuses on supporting our Service Families pastoral needs. This is particularly pertinent when supporting children and those left behind when a member of their family is deployed overseas. Such support might include:

- a member of the Pastoral Team regularly checking in with the child
- facilitating communication between the deployed adult and child
- providing a link between home and school during a period of change
- provision of before and after school care in order to support the wider needs of the child and family

We aim to give our Service Families a sense of belonging within our school community.

Service Family Tea parties provide Service Families to come together in an informal manner.

Mess Club enables our Service Children to create a sense of belonging within their school community too. Mess Club takes place half termly with the Pupil Premium Leader.

Participation at service Children event such as the Sports Day at HMS Temeraire provide children with a sense of belonging on a wider scale too.