

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	381 (based on October census)
Proportion (%) of pupil premium eligible pupils	29% (based on October census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 2023 2023 2024 2024 2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Craig Williams
Pupil premium lead	Emma O'Hare
Governor	Paul Netting

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,720 Made up of: £121,880 Deprivation £3840 Services £0 Post LAC
Recovery premium funding allocation this academic year	£12,670
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! This vision is underpinned by our three core values; Respect, Team, Achieve.

We truly believe that all children can achieve including those eligible for Pupil Premium funding. Through an 'Every Child Counts' approach, we identify barriers to learning for all children including those who are disadvantaged. This rigorous process supports our aim to narrow the gap between disadvantaged and non-disadvantaged pupils and their outcomes at the end of their Purbrook Junior School journey.

To best support all learners, we ensure they are subject to high quality inclusive teaching. Where a learning need has been identified a small group or 1 to 1 intervention may be required to ensure a child is able to achieve.

We also recognise that in order for our pupils to be ready to access learning they need to feel safe and happy. To achieve this, it could be simply providing breakfast on an occasional morning or consulting with an external agency for further support. Our relationships with our pupils and families are paramount to our success.

We use data from internal and external sources and both qualitative and quantitative information in order to inform our practice. We also recognise that not all pupils who are eligible for Pupil Premium funding will be underachieving. We also recognise that not all pupils who are underachieving will be eligible for Pupil Premium funding. We proudly use our Pupil Premium funding to support the learning of all children at Purbrook Junior School.

Challenges

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

Challenge number	Detail of challenge
1	Reading outcomes Internal and external data shows that pupils eligible for Pupil Premium funding attain less well in reading than children who are not eligible for Pupil Premium funding. Internal data suggests that there is a need to improve fluency and understanding of new vocabulary in context.
2	Writing outcomes Internal and external data shows that pupils eligible for Pupil Premium funding attain less well in writing than children who are not eligible for Pupil Premium funding. Internal data suggests that there is a need to improve use of a variety of punctuation and the ability to apply learnt spelling rules.
3	Maths outcomes Internal and external data shows that pupils eligible for Pupil Premium funding attain less well in maths than children who are not eligible for Pupil Premium funding. Internal data suggests that there is a need for children to better recall number facts and apply their knowledge to problem solving.
4	Attendance Internal monitoring indicates that children eligible for Pupil Premium funding attend school less often.
5	Pastoral support Some of the pupils at Purbrook Junior School and their families require additional pastoral support including social, emotional and mental health support in order to become ready to learn.

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
1. Children eligible for Pupil Premium funding will have improved their attainment in reading by the end of KS2	<ul style="list-style-type: none"> • Internal data will show improved reading and comprehension ages using S/FFT 'RAP' • Standardised scores will have improved • The % of pupils achieving ARE in reading by the end of KS2 is closer to that achieved by non-disadvantaged.
2. Children eligible for Pupil Premium funding will have improved their attainment in writing by the end of KS2	<ul style="list-style-type: none"> • Internal data will show improved engagement in the practise of spelling rules • Moderation opportunities will show an increased application of spellings and punctuation • Internal data will show an improvement in spelling ages • Standardised scores will have improved • The % of pupils achieving ARE in writing by the end of KS2 is closer to that achieved by non-disadvantaged.
3. Children eligible for Pupil Premium funding will have improved their attainment in maths by the end of KS2	<ul style="list-style-type: none"> • Internal and external data will show improved outcomes of the times table check year on year • Standardised scores will have improved • Internal monitoring will demonstrate teachers planning adaptations to include more problem-solving opportunities • The % of pupils achieving ARE in maths by the end of KS2 is closer to that achieved by non-disadvantaged.
4. Children eligible for Pupil Premium funding will have improved attendance.	<ul style="list-style-type: none"> • Attendance of Pupil Premium children match that of Non-Pupil Premium at 96% and above • The gap will have narrowed
5. Children eligible for Pupil Premium funding will show an improved readiness and attitude towards learning and believe in our school vision to 'Dream Big!'	<ul style="list-style-type: none"> • Pupils surveys will show an improvement in wellbeing scores and children • ELSA, Thrive, TALA sessions will note improvements in well-being and attitudes of the children • Teachers notice an improved attitude towards learning

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 54,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning mentors and coaches will ensure that teaching is consistently good to ensure high quality inclusive teaching.	Education Endowment Foundation (EEF) recommends high quality CPD to ensure that all teachers are highly skilled. We have identified two outstanding teachers who are able to provide mentoring and coaching to teaching staff in order to ensure that teaching remains at least good or better.	1,2,3
Termly pupil progress meetings ('Every Child Counts') will ensure that teachers address gaps in learning and adaptations or additional provisions are put in place.	EEF Tiered model of approaches recommends developing high quality teaching followed by targeted academic support. High Quality Inclusive Teaching is the key driver and these meetings allow for considering 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. Learning Plans are created for individual children using the INSIGHT assessment software. Teachers also bring forward areas of concern of a pastoral nature.	1,2,3,4,5
Staff CPD through attendance at the Havant and East Hants Big District Inclusion Project 2022-2023 at all levels of leadership and teaching.	EEF supports the use of continuous and sustained professional development on evidence-based classroom approaches. A project to embed High Quality Inclusive Teaching through CPD for leaders and staff at all levels. Training is provided across six sessions. Feedback will be provided to all staff to ensure implementation of the focus areas. This will enable all staff to make targeted improvements which should be embedded and sustained across the school.	1,2,3,5
ATAS Project – SENCO and Headteacher to attend targeted training to be delivered and shared during school-wide during INSET.	The programme links together knowledge and theory in trauma awareness with practical and evidence-based school improvement advice, so that schools can identify and plan for the next steps to securely embedding attachment and trauma aware practice across the whole school.	1,2,3,4,5
Zones Of Regulation to be used in correlation with The Art of Brilliant mindset and further training opportunities for staff.	Further staff training to be provided in order to see how Zones Of Regulation can be used to aid current practise and the brilliant schools initiative. 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.	5
Staff Training provided for core subject leader and then disseminated to all staff	Maths and English leaders have half termly training delivered by HIAS professionals to ensure our staff have professional development based on the best available evidence. These leaders deliver staff training based on this	1,2,3

	professional support to support the delivery of these core subjects within the classroom.	
--	---	--

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

Budgeted cost: £ 40,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions in place to close learning gaps as identified within pupil progress meetings ('Every child Counts)	Pupils are identified during these meetings to identify those children who require targeted academic support. These sessions take place weekly and focus on elements of reading and maths explicitly linked with normal lessons (EEF).	1,2,3
Learning Support Assistant allocated based on level of need to deliver small group interventions in the afternoons	EEf suggest that strategic deployment of LSAs is important to ensure priority pupils are supported. 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.	1,2,3
Herts Reading Project used to promote reading prosody to encourage fluency and understanding and therefore improve reading comprehension.	Intensive small group support can support pupil learning. 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 2023.	1,2
Children who are within the lowest 20% of readers/spellers will follow the 'Phonics Shed' DfE approved Phonics Programme	High Quality Inclusive Teaching of a full Systematic Synthetic Phonics for a target group of pupils who have been identified in rigorous assessment systems. Children undertaking this lesson have been identified as having a spelling age less than 7y0m. Children can access an online learning tool similar to that of their peers to encourage learning at home.	1,2

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

Budgeted cost: £58,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and new cohort of children introduced to The Art of Being Brilliant approach to mindset	Schools may consider whole-school approaches to social and emotional support suggest the EEF. Purbrook Junior School is a 'Brilliant School'. We will provide training for any new members of staff and new school entrants. We will also be able to access online materials to ensure The Art of Brilliant improves the mental health of all. The language will form part of the school's adapted behaviour policy. This mindset and approach to life will be shared with parents.	1,2,3,4,5
Children attend a set of structured sessions with the ELSA to provide social and emotional support to ensure a readiness to learn	'Social and emotional skills support effective learning and are linked to positive outcomes later in life.' EEF. Interventions that target social and emotional learning seek to improve pupil's interaction with other's and self-management of emotions which are linked to positive outcomes later in life. Based on the Every Child Counts Strategy, pupils are identified who would benefit from bespoke emotional support from our school ELSA. ELSA and HSLW will support our wider school community by hosting Well-being Workshops and contribute to the school newsletter.	5
Children and families are supported by our HSLW (Part funding of)	Levels of parental engagement are consistently associated with improved academic outcomes. 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. ELSA and HSLW will support our wider school community by hosting Well-being Workshops and contribute to the school newsletter.	4,5
Families of Purbrook Junior School can have support provided to them by the Cluster Parent Support Adviser (Part funding of)	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.	4,5
Some of our pupils require support from our Nurture Teaching Assistant providing weekly structured, but adaptable, sessions (Part funding of)	Emotional resilience Thrive based activities Tailored sometimes thrive practitioner	5
Weekly attendance meetings allow Purbrook Junior School to internally monitor the attendance of all children. Support can then be offered to our families to encourage better attendance.	Based on the Every Child Counts Strategy, pupils are identified whose attendance and punctuality needs to improve. The Attendance Team meets every three weeks to evaluate the impact of actions as a result of these meetings in order to eliminate weak attendance. As a group, pupils	1,2,3,4

	who attract the pupil premium grant often attend less well and are late more regularly.	
Extracurricular activities are an important part of education and we offer financial support to our families	Support with such experiences we know build confidence and cultural capital. 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/or the current energy crisis and reflects the additional financial strain some of our families are under.	5

Total budgeted cost: £ 154, 736

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 2021 to 2022 academic year.

Key Priorities from Strategy 2021 2022

Post Covid Curriculum

Children were able to cover the majority of the curriculum. Teachers adapted their practice to ensure key objectives were covered. Any child absent due to Covid were provided with online learning opportunities. Purbrook Junior School made use of 'Third Space Learning' tuition. This did not have the desired impact for all children. Enhanced transition with feeder infant school(s) ensured we understood the coverage and knowledge acquired as well as ascertaining the significant gaps. We then adapted the curriculum accordingly.

Every Child Counts Strategy

The strategy was fully organised ready for implementation in September 2022. Actions identified and provision in place ready for the academic year ahead all in line with the intentions. The Every Child Counts approach for this academic year was implemented in July with both current and new year leaders involved in the process. Through evaluation of this process, we have taken a more streamlined approach using online software to assess the children and create Learning Plans (Pupil Passports). These are shared with parents on a termly basis.

Zones of Regulation

This has been implemented across the school and children have a shared language within which to describe their feelings. This initial work will continue to ensure there is a real drive and impact in using shared language with the children.

The Art of Brilliant

Purbrook Junior School is a 'Brilliant School'. This was also recognised in our successful OFSTED report which reported that Purbrook Junior School is '*a happy school*'.

Academic Impact:

All subjects continue to be a focus as outcomes remain less than that of non-disadvantaged peers

Year 3

Year 3 Baseline/Entry data vs. End of Year 3 data suggests improved outcomes for Pupil Premium pupils, disadvantaged, /Ever6 FSM pupils.

Reading: 42% vs 67%

Writing: 42% vs 71%

Maths: 50% vs 63%

Year 4

Year 3 Summer 2 data vs. End of Year 4 data suggests improved outcomes for Pupil Premium pupils, disadvantaged, /Ever6 FSM pupils with the exception of maths.

Reading: 60% vs 63%

Writing: 44% vs 47%

Maths: 44% vs 41%

Year 5

Year 4 Summer 2 data vs. End of Year 5 data suggests improved outcomes for Pupil Premium pupils, disadvantaged, /Ever6 FSM pupils.

Reading: 52% vs 63%

Writing: 40% vs 51%

Maths: 44% vs 50%

Year 6

Year 5 Summer 2 data vs. End of KS2 data suggests improved outcomes for Pupil Premium pupils, disadvantaged, /Ever6 FSM pupils in writing, matched data in reading and a slight decline in maths.

Reading: 60% vs 60%

Writing: 52% vs 56%

Maths: 48% vs 41%

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?	We offered families additional communication during deployment. We provided families and services community to meet and converse with each other . Additional pastoral opportunities were provided for children in service families. The Mess Club met when able (due to COVID) to create Christmas cards and gifts for family members and the community.
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 writing and maths and exceed in reading. Year 4: Outcomes match year 3 summer 2 in maths and writing and exceeds in reading. Year 5: Outcomes continue to broadly match year 4 summer 2 data in reading, writing and maths Year 6: Outcomes matched EKS1 outcomes in reading and maths and exceeded in writing.

Further information- linked to Service Premium

Service Families proposed spending for 2022 2023: £3840

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.

Provide Service Families to come together in an informal manner.

Service Children will become part of 'Forces Friends' to create a sense of belonging within their school community too. 'Forces Friends' takes place half termly with the Services Leader.

Service children will also be given opportunities to experience wider curriculum activities within the collective, supportive group of 'Forces Friends'.