

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 <u>(based on October census)</u>
Proportion (%) of pupil premium eligible pupils	29% (based on October census) 35% 25% or 11296 Disadvantaged pupils (based on October 2021 Census) Or 3827% (12005 pupils) including service families (based from on October 2022 Census)s.
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 October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Craig Williams
Pupil premium lead	Emma O'Hare
Governor	<u>Paul Netting</u>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,720 <u>£17,156</u> Made up of: £16,340 21,880 Deprivation £3840 Services £0 Post LAC
Recovery premium funding allocation this academic year	£12,670 <u>NA</u>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

<p>At Purbrook Junior School we DREAM BIG! <u>This vision is underpinned by our three core values; Respect, Team, Achieve.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p>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:</p> <ul style="list-style-type: none">• 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. <p>Implementation</p> <p>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 are at risk of underachieving.</p> <p>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</p> <ul style="list-style-type: none">• Having a Teaching and Learning Lead Teacher• Having an Identified Pupil Premium Lead• Fully implementing an 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	<p>Formatted: Font: 10 pt</p> <p>Formatted: Font: 10 pt</p> <p>Formatted: Font: 10 pt</p> <p>Formatted: Font: 10 pt</p> <p>Formatted: Font: 10 pt</p> <p>Formatted: Font: 8 pt</p>
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- 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.

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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. 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	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. Gaps in learning as a result of the disruption to learning and limited wider experiences for some of our pupils. The Big Four/Cultural Capital
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. Attendance and punctuality. As a group, pupils who attract the pupil premium grant often attend less well and are late more regularly.
4	Attendance Internal monitoring indicates that children eligible for Pupil Premium funding attend school less often. Wider complex family issues which impact on the child's readiness for learning.
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.

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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. Children will Progress in reading	<ul style="list-style-type: none"> • Internal data will show improved reading and comprehension ages using Sxx/FFT 'RAP' Achieve at least national average progress scores in KS2 reading • Standardised scores will have improved

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	<ul style="list-style-type: none"> The % of pupils achieving ARE in reading by the end of KS2 is closer to that achieved by non-disadvantaged.
2. 2)Children eligible for Pupil Premium funding will have improved their attainment in writing by the end of KS2)Progress in writing	<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.Achieve at least national average progress scores in KS2 writing
3. 3)Children eligible for Pupil Premium funding will have improved their attainment in maths by the end of KS2)Progress in maths	<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.Achieve at least national average progress scores in KS2 maths
4. 4)Children eligible for Pupil Premium funding will have improved attendance.Attendance and punctuality	<ul style="list-style-type: none"> Attendance of Pupil Premium children match that of Non-Pupil Premium at 96% and above. Ensure attendance of disadvantaged pupils is above 96%. The in-school gap for attendance and punctuality will be diminished. The gap will have narrowed by 2%.
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

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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: £ 54,96847,100

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.	<u>Education Endowment Foundation (EEF) recommends high quality CPD to ensure that all teachers are highly skilled. EEF Guide to Pupil Premium—tiered approach Key Principal 3. Teaching is identified as the top priority including CPD.</u> We have identified <u>two</u> an outstanding teachers who <u>are</u> is able to provide mentoring and coaching to teaching staff in order to ensure that teaching remains at least good or better.	1,2,3
<u>Termly pupil progress meetings ('Every Child Counts') will ensure that teachers address gaps in learning and adaptations or additional provisions are put in place.</u> Every-Child-Counts-Strategy	<u>EEF- Tiered model of approaches recommends developing high quality teaching followed by targeted academic support. 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 High Quality Inclusive Teaching is being the key driver and <u>these meetings allow for considering</u> 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. <u>Learning Plans are created for individual children using the INSIGHT assessment software.</u> Teachers also bring forward areas of concern of a <u>pastoral nature.</u></u>	1,2,3,4,5
<u>Staff CPD through attendance at the Havant and East Hants Big District Inclusion Project 2022-2023 at all levels of leadership and teaching.</u> <u>Zones of Regulation</u>	<u>EEF Guide to Pupil Premium- A Tiered Approach (p5) 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.</u> <u>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 for all staff to ensure implementation of the focus areas. This will to enable all staff to make targeted improvements which should be embedded and sustained across the school. 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</u>	<u>1,2,3,5</u> 41,2,4

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	Framework with the view to a full roll out by July 2022.	
Schools' Partnership Programme	EEF Guide to Pupil Premium — tiered approach. Teaching is the top priority including CPD. We have identified three subject areas: <u>History, Geography and RE</u> . Science, Computing and Design technology — with a <u>subject specific</u> key focus question: <u>'To what extent does the planned curriculum meet the needs of all learners?'</u> The work will also prioritise high quality inclusive teaching. 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) <u>Purbrook Junior School is a 'Brilliant School'. 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.</u> 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
<u>Pupil Premium and Services Lead</u>	<u>Leading whole school CPD and approaches. Overseeing the Every Child Counts Strategy and ensuring its implementation across the school.</u>	<u>1,2,4</u>
<u>ATAS Project – SENCO and Headteacher to attend targeted training to be delivered and shared during school-wide during INSET.</u>	<u>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.</u>	<u>1,2,3,4,5</u>
<u>Zones Of Regulation to be used in correlation with The Art of Brilliant mindset and further training opportunities for staff.</u>	<u>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. ▲</u>	<u>51,2,4</u>
<u>Staff Training provided for core subject leader and then disseminated to all staff</u>	<u>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 professional support to support the delivery of these core subjects within the classroom.</u>	<u>1,2,3</u>

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Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £ 40,23554,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every Child Counts Approach Implementation</p> <p>Small-group tuition</p> <p><u>Small group interventions in place to close learning gaps as identified within pupil progress meetings ('Every child Counts)</u></p>	<p>Small-group Tuition (EEF+4)</p> <p>Individualised Feedback and tuition (EEF+4)</p> <p>As a result of the Every Child Counts Strategy, pPupils are identified <u>during these meetings to identify those children who require targeted academic support, who we believe would benefit from small group tuition from a qualified teacher.</u> These sessions take place weekly and focus on elements of reading and maths <u>explicitly linked with normal lessons (EEF).</u> 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>	1,2,3
<p>Every Child Counts Approach Implementation</p> <p>Small-group tuition and individualised feedback</p>	<p>Feedback (EEF+6)</p> <p>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>	1,2
<p>Every Child Counts Approach Implementation</p> <p>LLearning Support Assistant allocated based on level of need to deliver small group interventions in the afternoons</p>	<p><u>EEf suggest that strategic deployment of LSAs is important to ensure priority pupils are supported.</u></p> <p>Teaching Assistant Interventions (EEF+4)</p> <p>Reading Comprehension strategies (EEF+6)</p> <p>As a result of the Every Child Counts Strategy, pPupils 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>	1,2,3
<p>Herts Reading Project <u>used to promote reading prosody to encourage fluency and understanding and therefore improve reading comprehension.</u></p>	<p><u>Intensive small group support can support pupil learning. Oral language interventions (+6)</u></p> <p>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 20232.</p>	1,2
<p>Children who are within the <u>lowest 20% of readers/spellers will follow the 'Phonics Shed' DfE approved Phonics Programme Systematic Synthetic Phonics</u>Third Space Learning Phonics Shed</p>	<p><u>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. Small group Tuition (EEF+4) Individualised Feedback (EEF+4)</u>The school will use some of its Recovery Premium</p>	1,2

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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).

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

Budgeted cost: £58,83330,678

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
ELSA (Part funding of) Children attend a set of structured sessions with the ELSA to provide social and emotional support to ensure a readiness to learn	<p>'Social and emotional skills support effective learning and are linked to positive outcomes later in life.' EEF.</p> <p>Social and emotional learning (EEF+4).</p> <p>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. 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. ELSA and HSLW will support our wider school community by hosting Well-being Workshops and contribute to the school newsletter.</p>	53,4
Children and families are supported by our HSLW (Part funding of)	<p>Levels of parental engagement are consistently associated with improved academic outcomes. 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</p>	2,3,4,5

	supports families with improving their punctuality and attendance. <u>ELSA and HSLW will support our wider school community by hosting Well-being Workshops and contribute to the school newsletter. ELSA and HSLW will support our wider school community by hosting Well-being Workshops.</u>	
<u>Families of Purbrook Junior School can have support provided to them by the Cluster Parent Support Adviser</u> (Part funding of)	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.	<u>4,52,3,4</u>
<u>Some of our pupils require support from our NurtureWell-being Teaching Assistant providing weekly structured, but adaptable, sessions</u> (Part funding of)	<u>Emotional resilience</u> 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. <u>Thrive based activities</u> <u>Tailored sometimes thrive practitioner</u> Based on the Every Child Counts Strategy, pupils are identified who would benefit from bespoke emotional support from our school ELSA.	<u>52,3,4</u>
<u>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. Attendance monitoring—support for families to improve attendance and punctuality</u>	<u>EEF Guide to Pupil Premium—Tiered Approach (p.5):</u> Based on the Every Child Counts Strategy, pupils are identified whose attendance and punctuality needs to improve. The Attendance Team meets <u>every three weeks fortnightly</u> 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.	<u>1,2,3,41,3,4</u>
<u>Financial support with wider experiences Extracurricular activities are an important part of education and we offer financial support to our families such as The Big Four Curriculum, before and after school clubs.</u>	Social and emotional wellbeing (EEF+4). Metacognition and self-regulation (EEF+7). Support with such experiences we know build confidence and cultural capital. <u>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 response to COVID 19. Our curriculum identifies four activities/experience children will experience at least once during their time at Purbrook Junior School such as visiting an art gallery or, experiencing a residential for example.</u> 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 <u>and/or the current energy crisis</u> and reflects the additional financial strain some of our families are under.	<u>52</u>

Total budgeted cost: £ 154,73632,649

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 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. -and therefore we will not be using the provision in the academic year 2022-23. 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.

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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. 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. will continue to be used and embedded within year groups and within ELSA/Nurture sessions.

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. 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:

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

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~~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.~~

~~Reading: 4239% vs 675%~~

~~Writing: 4239% vs 710%~~

~~Maths: 5048% vs 631%~~

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

~~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 6 FSM.~~

~~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.~~

~~Year 4~~

~~Year 3 Summer 2 4 Baseline/Entry 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 5 Baseline/Entry data Summer 2 data vs. End of Year 5 3 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 Baseline/Entry data vs. End of KS2 Year 3 data suggests improved outcomes for Pupil Premium pupils, disadvantaged, /Ever6 FSM pupils in writing, matched data in reading and a slight decline in maths.~~

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Reading: 60% vs 60%

Writing: 52% vs 56%

Maths: 48% vs 41%

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.

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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
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?	<u>We offered families additional communication during deployment. We provided families and services community to meet and converse with each other. 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. 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.-</u>
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 <u>b</u> Baseline/entry data in <u>writing</u> <u>reading and maths</u> and exceed- in <u>reading</u> <u>writing</u> <u>and maths</u> Year 4: Outcomes match <u>year 3 summer 2 baseline data in maths and writing and exceeds in reading</u> <u>reading and writing</u> . Year 5: Outcomes continue to <u>broadly match year 4 summer 2h-EKS 4</u> data in reading, writing and maths Year 6: Outcomes matched EKS1 outcomes in reading and <u>maths and exceeded in</u> writing.

Further information- linked to Service Premium

Service Families proposed spending for 2024-25: £38401445

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

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

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