

## Pupil Premium Strategy Statement for Purbrook Junior School

This statement details our school's use of pupil 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
Purbrook Junior School	
Number of pupils in school	383 (based on October census)
Proportion (%) of pupils eligible for Pupil Premium funding	32% (based on October census)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022 2023 <b>2023 2024</b> 2024 2025
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
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	<b>£136,090</b> Made up of: £132,405 (FSM) £3685 (Services) £0 (Post LAC)
Recovery premium funding allocation this academic year	<b>£13,195</b>
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', authentically inclusive 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.

At Purbrook Junior School, we deliver universal (class based), targeted and individual support to enable learning success. We ensure all children are receiving high quality inclusive teaching through a broad and balanced curriculum. Where a learning need has been identified which requires targeted support, a small group or 1 to 1 intervention may be required to ensure more rapid progression.

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 the children's success. These relationships also endeavour to promote good attendance by all. Our pastoral support ensures children feel ready to learn and have a true belief that they can 'Dream Big!'.

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	<b>Reading outcomes</b> 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	<b>Writing outcomes</b> 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 better understand sentence structures to improve the use and variety of punctuation. Children do not always apply learnt spelling rules when writing sustained pieces.
3	<b>Maths outcomes</b> 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, apply their knowledge to problem solving and be able to retain mathematical facts.
4	<b>Attendance</b> Internal monitoring indicates that some children eligible for Pupil Premium funding attend school less often. Children who are absent more often will be supported and encouraged to make improvements.
5	<b>Pastoral support</b> Some pupils and their families require additional pastoral support at Purbrook Junior School in order to be ready to learn and before they can 'Dream Big!'. This includes engagement in the

	'Back To Basics' philosophy as well as social, emotional and mental health support. We endeavour to ensure 'the children of today reach adulthood able to take charge of their own brains, emotions and behaviour.' (Kit Messenger, 2023)
--	---

### 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"> <li>Internal data will show improved reading and comprehension ages using S/FFT 'RAP'</li> <li>Standardised scores will have improved</li> <li>The % of pupils achieving ARE in reading by the end of KS2 is closer to that achieved by non-disadvantaged.</li> </ul>
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"> <li>Internal data will show improved engagement in the practise of spelling rules</li> <li>Moderation opportunities will show an increased application of spellings and punctuation</li> <li>Internal data will show an improvement in spelling ages</li> <li>Standardised scores will have improved</li> <li>The % of pupils achieving ARE in writing by the end of KS2 is closer to that achieved by non-disadvantaged.</li> </ul>
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"> <li>Internal and external data will show improved outcomes of the times table check year on year</li> <li>Standardised scores will have improved</li> <li>Internal monitoring will demonstrate teachers planning adaptations to include more problem-solving opportunities</li> <li>The % of pupils achieving ARE in maths by the end of KS2 is closer to that achieved by non-disadvantaged.</li> </ul>
4. Children eligible for Pupil Premium funding will have improved attendance. Children who are absent more often will be supported to improve their overall attendance.	<ul style="list-style-type: none"> <li>Attendance of Pupil Premium children match that of Non-Pupil Premium at 96% and above</li> <li>The gap will have narrowed</li> <li>Children who have attendance of below 90% will have improved attendance through support.</li> </ul>
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"> <li>Pupil surveys will show an improvement in wellbeing scores and children will feel empowered to 'take charge' of their learning in the classroom.</li> <li>ELSA, Thrive and other pastoral sessions will note improvements in well-being and attitudes of the children in and out of the classroom</li> <li>Teachers notice an improved attitude towards learning.</li> <li>Children believe they can achieve well and do!</li> </ul>

**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: £66,197

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. They will work with year teams to produce effective High Quality Inclusive Teaching plans and ensure these are put into action.	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. Specific focus children will be chosen for reading, writing and maths to accelerate their progress.	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 2023-2024 at all levels of leadership and teaching. The focus this year is on Tackling Educational Disadvantage. SLT, Teaching and Learning leaders and HLTA to attend.	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. A 'Professional Learning Community' will be established by the staff attending. Feedback will be provided to all staff to ensure implementation of the focus areas. This will enable all staff to make targeted improvements to embed within sustained practice across the school.	1,2,3,5
Staff Training provided through HIAS Core Provision for English and Maths subject leaders 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 professional support to support the delivery of these core subjects within the classroom.	1,2,3
Subject Leader attendance at localised School Partnership Programme to support best practice within the school's curriculum. (RE, History and Geography)	Subject have 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 curriculum subjects within the classroom.	1,2,3,4,5

Pupil Premium Leader to attend termly networking meetings led by HIAS.	Pupil Premium Leader to attend termly networking meetings led by HIAS. Pupil Premium lead to share and learn about good practice which can be replicated and/or adjusted to meet the needs of our children at Purbrook Junior School. EEF supports	1,2,3,4,5
--	--	-----------

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

Budgeted cost: £ 29,080

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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
One to One conferencing time conducted with the children with their class teacher.	EEF recognise that 'one to one tuition is very effective in improving pupil outcomes'. Teachers will have identified children to receive one to one support both through 'ECC' pupil discussions and through regular assessment for learning. At Purbrook Junior School, we have seen particular success in writing outcomes due to this approach.	1,2,3,5
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
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
Number Sense – staff training.	EEF suggest that 'investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes'. Children in Year 3 and those requiring intervention will be identified within assessment for learning and supported within small target groups using 'Number Sense' intervention tools.	3

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

Budgeted cost: £55,527

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Staff training, new cohort of children introduced to The Art	'Schools may consider whole-school approaches to social and emotional support' suggest the EEF. Purbrook Junior School is a 'Brilliant School', 'An Outstandingly Happy School'. We will provide	1,2,3,4,5

of Being Brilliance approach to mindset	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 Brilliance 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.	
Whole school INSET to establish 'BEST SELF' strategies to enable children to have a toolkit.	In support of the philosophy of 'The Art of Brilliance', staff will work collaboratively to develop a series of strategies children can utilise in the classroom to deepen their growth/brilliant mindset – a toolkit. These strategies can also be employed during the de-escalation of dysregulation.	5
Attachment and Trauma Informed practice will continue to be embedded and supported by wider professional reading and professional development undertaken by staff.	Teachers and school staff will continue to receive CPD to further embed the principles of Attachment and Trauma Informed practice. Hampshire County Council recognise that 'An attachment aware school is one where the staff understand the neuroscience behind attachment and trauma that stops vulnerable children from accessing learning.'	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	Based on the Every Child Counts Strategy, parental self-referral and/or Children's Services	5

weekly structured, but adaptable, sessions (Part funding of)	requests, some children may need some support with our Nurture Teaching Assistant'.	
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 who attract the pupil premium grant often attend less well and are late more regularly.	1,2,3,4
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
Enhance the cultural capital and experiences of children at Purbrook Junior School so that they might learn about and name things that are, for many, outside their daily experience.	OFSTED suggest that children should be exposed to 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'	5

**Total budgeted cost: £150,804**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

See additional data

Intended outcome	Success criteria	
Children eligible for Pupil Premium funding will have improved their attainment in reading by the end of KS2	<ul style="list-style-type: none"> <li>Internal data will show improved reading and comprehension ages using S/FFT 'RAP'</li> <li>Standardised scores will have improved</li> <li>The % of pupils achieving ARE in reading by the end of KS2 is closer to that achieved by non-disadvantaged.</li> </ul>	<p>Children at Purbrook Junior School enjoy whole class reading lessons and the wide variety of texts that are shared. This has been observed through learning walks. The Hampshire Reading Toolkit has been embedded into daily practice by all staff and this has impacted on the children's comprehension. Alongside this universal provision, targeted group work and work with individuals have also made positive impacts on the children's understanding of texts. 80 % of children eligible for Pupil Premium funding have increased their comprehension ages. 39% of children have achieved and/or maintained a reading level of above 11 years, 3 months. 46 children eligible for funding are working above their chronological age. Children at Purbrook Junior School, as identified in internal data need to continue developing their word reading skills and stamina for reading.</p> <p><b><u>Reading NTS (Y3 – Y5):</u></b> 63% of children have made improvements of their standardised scores. 52% of children achieving a standardised score of 100+</p>
Children eligible for Pupil Premium funding will have improved their attainment in writing by the end of KS2	<ul style="list-style-type: none"> <li>Internal data will show improved engagement in the practise of spelling rules</li> <li>Moderation opportunities will show an increased application of spellings and punctuation</li> <li>Internal data will show an improvement in spelling ages</li> <li>Standardised scores will have improved</li> <li>The % of pupils achieving ARE in writing by the end of KS2 is closer to that achieved by non-disadvantaged.</li> </ul>	<p>Application of spellings remain a high priority at Purbrook Junior School. Included in our weekly celebration assembly is an acknowledgement of the class who engaged the most with home learning on Spelling Shed. During Year 6 moderation, it was evident the children had used spelling strategies to make corrections to their work. 30% of children who are eligible for pupil premium funding have improved their spelling scores. Currently, there are 15% of children who have achieved and/or maintained a spelling age of 10.8 and above. 46 children are working above their chronological age. English Leaders at Purbrook Junior School recognise, through learning walks and writing moderation that the children in our school need to develop their understanding of sentence structures in order to make better use of</p>



		punctuation. CPD for staff will focus on this during the academic year including the introduction of the Hampshire progression in writing document amended to work for our school to ensure teachers plan effectively.						
Children eligible for Pupil Premium funding will have improved their attainment in maths by the end of KS2	<ul style="list-style-type: none"> <li>Internal and external data will show improved outcomes of the times table check year on year</li> <li>Standardised scores will have improved</li> <li>Internal monitoring will demonstrate teachers planning adaptations to include more problem-solving opportunities</li> <li>The % of pupils achieving ARE in maths by the end of KS2 is closer to that achieved by non-disadvantaged.</li> </ul>	<p>It has been recognised that the implementation of the Hampshire Model for mathematics has proven to aid planning and delivery of the maths curriculum at Purbrook Junior School. It has allowed for greater coverage and application of mathematical skills. Children recognise problem solving approaches such as a 'The Polya Model'. Book looks demonstrate that children are exposed to problem solving opportunities. It has been recognised, within internal data, that children need to better retain mathematical facts now. Retrieval practice has proved successful although continues to part of our CPD in developing number skills. The same now needs to be applied for a range of mathematical facts such as how many millimetres are in 1 centimetre.</p> <p><b>Maths NTS (Y3 – Y5):</b>  56% of children have made improvements of their standardised scores.  48% of children achieving a standardised score of 100+</p>						
Children eligible for Pupil Premium funding will have improved attendance.	<ul style="list-style-type: none"> <li>Attendance of Pupil Premium children match that of Non-Pupil Premium at 96% and above</li> <li>The gap will have narrowed</li> </ul>	<table> <tr> <th>Attendance</th><th>Pupil Premium</th><th>Non-Pupil Premium</th></tr> <tr> <td>2022-2023</td><td>94.5%</td><td>95.1% (+0.6%)</td></tr> </table>	Attendance	Pupil Premium	Non-Pupil Premium	2022-2023	94.5%	95.1% (+0.6%)
Attendance	Pupil Premium	Non-Pupil Premium						
2022-2023	94.5%	95.1% (+0.6%)						
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"> <li>Pupils surveys will show an improvement in wellbeing scores and children</li> <li>ELSA, Thrive, TALA sessions will note improvements in well-being and attitudes of the children</li> <li>Teachers notice an improved attitude towards learning</li> </ul>	The numbers of children and their families receiving pastoral support continues to grow at Purbrook Junior School and we strive to support them the best we can. We continue to embed The Art of Brilliance philosophy. Teachers recognise when there is a need for pastoral support to enable better learning in the classroom and systems and structures support quick action.						

2022-2023 End of KS2 results					
	Pupil Premium	Local Authority	National	Non-Pupil Premium	The Difference
Reading	55%	57%	60%	79%	-24%
Writing	59%	54%	58%	88%	-29%
Maths	55%	55%	59%	81%	-26%
Combined	46%	40%	44%	71%	-25%

2022-2023 End of KS1 vs KS2	KS1	KS2	The Difference
Reading	63%	54%	-9%
Writing	52%	59%	+7%
Maths	63%	54%	-9%
Combined	42%	45%	+3%

### 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
The Art of Brilliance	Art of Brilliance Ltd

### 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?	Children took part in a Mess Club led by staff member with services link. They undertook craft activities. Families were invited to our Remembrance Day service and the children played a vital role in the sharing of stories and poetry.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Children felt safe at school. If family member was deployed, pastoral support proved to settle and keep the children motivated in school. Children from service families do well at Purbrook Junior School.</p> <p>The majority of children are working at 'Age Related Expectation' or at 'Greater Depth'. Children are identified if not making expected progress and interventions provided.</p> <p>End of KS2 outcomes: 1 child met 'Age Related Expectations'.</p>

**Further information- linked to Service Premium**

--