Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
School name	South End Junior School
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	16.2% FSM: 49 pupils Ever 6: 5 pupils PLAC: 3 pupils Service child: 1 pupil
Academic year/years that our current pupil premium strategy plan covers	**2022 - 2023** 2023 - 2024 2024 - 2025
Date this statement was published	14th October 2022
Date on which it will be reviewed	January/ April/ July each year
Statement authorised by	Gurdip Kaur
Pupil premium lead	Gurdip Kaur & Lisa Gibbs
Governor	Aker Arungah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (inc. PP+ and service children)	£85849
Recovery premium funding allocation this academic year	£7685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3973
TOTAL	**£97507**

Part A: Pupil premium strategy plan

Statement of intent

Whole school intent:
Our broad and balanced curriculum, combined with enriching experiences, enables pupils to graduate as rounded and grounded citizens and be ready for their next adventure.

A progressive and interwoven curriculum is designed to embed the knowledge, skills, understanding and mindset required to be successful in tomorrow's world.

Pupil Premium intent:
Our vision is to develop all pupils to be rounded and grounded citizens who aspire to achieve their full potential regardless of their starting point or context. We aim to do this by providing a nurturing, happy, safe and supportive yet challenging learning environment in which everyone is equal and personal achievements are celebrated. We aim to ensure that every child has access to and engages in a high-quality education that enables them to reach their potential, departing from our school prepared to be successful in tomorrow's world.

Our key priority is to ensure that the children access excellent teaching: evidence demonstrates that this is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Therefore, training, developing everyday practice, working with specialists, mentoring and coaching and caring for staff wellbeing so we do not lose these skills are key strands of our Pupil Premium Strategy. The focus is on developing all of our staff in order to positively impact on all our pupils while closing the gaps for our disadvantaged children. All strategies outlined in our Pupil Premium Strategy are evidence-based and informed by our understanding of what our children need to be able to achieve the best possible outcomes.

Targeted academic support for children identified as not making the expected progress also forms a key part of our strategy with the aim that gaps in children's learning can be accurately identified, targeted and closed. This support, delivered by the people most suited for the particular intervention, is offered both within the school day and using small group tuition after school.

The final key priority within our strategy is to address the wider issues that impact on children's learning and create a potential barrier. We know that social and emotional skills support effective learning and are linked to positive outcomes later in life. Consequently, our provision and support for children's SEMH is a crucial part of our school offer. We aim to build strong connections with pupils and their families, strengthening parental engagement so that children's education and wellbeing are prioritised, and they thrive. We feel strongly that no pupil should be left behind because of their socio-economic narrative and so invest wisely in enriching cultural capital experiences that both support and supplement our broad and balanced curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Since school closures, internal and external data show a significant gap in attainment between disadvantaged children (DC) and non-DC in reading. Although reading attainment is slightly higher than writing and maths, it is still below expectation and has the lowest VA. We recognise that limited reading skills can be a barrier to accessing a full curriculum. *(Sources: internal data and FFT Early Result Service 22)*
2	Since school closures, internal and external data show a significant gap in attainment between disadvantaged children and non-DC in maths. End KS2 data for 2022 shows good VA but it is over a point less than non-DC. *(Sources: internal data and FFT Early Result Service 22)*
3	16 of the 57 (28%) of pupils eligible for the PPG also have SEND. We are taking in more pupils eligible for the PPG who also SEND in Y3 than previously. This amplifies the needs of these pupils eligible for the PPG and makes raising attainment very challenging.
4	Many of our DC have social and emotional needs that cannot be catered for solely through our core PSHE curriculum. Regular additional support needs to be provided to nurture the wellbeing of such pupils. This often involves support for parents too and/ or the need to improve relationships and engagement.
5	FFT attendance tracking shows that attendance is lower and persistent absence higher for some DC. School attendance figures for DC are higher than national figures but lower than non-DC in our school. A number of pupils have an issue with punctuality which means they may miss vital learning opportunities.
6	A large proportion of DC have low ambition and aspiration. Mindset is a contributing factor for many. This is observed by teachers and teaching assistants and further confirmed through regular mentoring meetings with PP lead staff.

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
Improved quality of teaching which is consistently good or excellent	• Monitoring of teaching and learning shows improvements for teachers who have required additional support and coaching. • Monitoring consistently shows good teaching that leads to all pupils progressing in lessons and over time.
Improved reading attainment and progress for pupils eligible for the PPG	• KS2 reading outcomes show improvements year on year and by 2024/25 the percentage of DC achieving the expected standard is in line with the national average. • The gap between DC and non-DC attainment is not significant and within 5%.
Improved maths attainment and progress for pupils eligible for the PPG	• KS2 maths outcomes show improvements year on year and by 2024/25 the percentage of DC achieving the expected standard is in line with the national average. • The gap between DC and non-DC attainment is not significant and within 5%.
Pupils with SEND can access the full curriculum and make good progress for their personal profile and needs	• Monitoring shows that DC with SEND are provided with the necessary scaffolds, resources and support to access all lessons and achieve. • Intervention assessments show progress. • Standardised tests show relative improvements in scores. • End KS2 results show expected VA.
Pupils SEMH is more stable and regulated	• Mentoring meetings, pastoral sessions and teacher observations witness pupils being more regulated and equipped with the skills needed to help themselves when they are in times of crisis. • During unstructured times, less incidents are reported, and less pastoral support is required. • Relationships with parents are strong and open conversations can be held that break down barriers to working in partnership.
Improve and sustain improved attendance and punctuality for identified pupils (cohort of leavers for July 2025)	• Absence figure remains better than the NA. • Persistent absence is addressed, and no DC has an absence percentage of more than 10%. • DC punctuality is significantly improved with lateness being rare as opposed to regular.
Improved self-esteem and confidence which bring about ambition to be the best version of themselves and achieve more	• Mentoring meetings, pastoral sessions and teacher observations witness increased confidence and self esteem • Pupils have great pride in their achievements • Pupils can identify areas to target to improve to achieve better • Pupils participate in a greater number of responsibilities and opportunities • Pupils hold ambitious goals for their futures and now how they can achieve them

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: £58,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching and mentoring/ coaching. *Lead Practitioner non-class based mornings* *Maths specialist HLTA to teach target groups during maths lessons*	*Pupil Premium Menu: EEF Evidence Brief* Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise. A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers.	1, 2, 3
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils - reading *AR package*	*Pupil Premium Menu: EEF Evidence Brief* Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.	1, 3
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils - maths *White Rose JIGSAW training package*	*Pupil Premium Menu: EEF Evidence Brief* Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.	2, 3
Professional development on evidence-based approaches *Metacognition PD for the lead practitioner*	*Pupil Premium Menu: EEF Evidence Brief* Supporting continuous and sustained professional development on evidence-based classroom approaches is important to develop the practice of teachers	1, 2, 3

Recruitment and retention of teaching staff *Katherine Murby-Peplow PD (teacher and senior leader PD)*	*Pupil Premium Menu: EEF Evidence Brief* Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders.	1-6

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

Budgeted cost: £15867

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition *Afterschool English tuition delivered by teachers (60% costs covered by School Led Tutoring Grant in 22/23 for teacher-led groups)* *Small group tuition in Y3 (60% costs covered by School Led Tutoring Grant in 22/23)* *Afterschool tuition delivered by non-teacher* *Small group maths tuition in Y6 in the afternoons to deliver PiXL (60% costs covered by School Led Tutoring Grant in 22/23)* *Refreshments*	*Pupil Premium Menu: EEF Evidence Brief* Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.	1, 2
Interventions to support language development, literacy, and numeracy *PiXL package Numbersense* *RWI online subscription*	*Pupil Premium Menu: EEF Evidence Brief* Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	1, 2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant (TA) deployment and interventions *1:1 intensive reading intervention x2 TAs afternoons*	*Pupil Premium Menu: EEF Evidence Brief* Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions	1, 3
Activity and resources to meet the specific needs of disadvantaged pupils with SEND *5 laptops and Clicker subscription for 3 years for 5 pupils with SEND*	*Pupil Premium Menu: EEF Evidence Brief* Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology Recommended by EP.	1, 3

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

Budgeted cost: £23540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs *Pastoral support worker*	*Pupil Premium Menu: EEF Evidence Brief* Social and emotional skills support effective learning and are linked to positive outcomes later in life.	4, 5
Improve aspiration and ambition by increasing our cultural capital *SEJ Passport experiences subsidy*	*EEF Teaching and Learning Toolkit* *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation* *Ofsted School Inspection Update January 2019: "It is 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."*	4, 5, 6
Extra-curricular Activities *Support with costs of trips and clubs and activities to provide enrichment to cultural capital*	*Pupil Premium Menu: EEF Evidence Brief* Extra-curricular activities are an important part of education in its own right. These approaches may increase engagement in learning and increase cultural capital.	4, 5, 6

Communicating with and supporting parents *Provide enriching resources for pupils to take home to instigate more quality family time* *Revision guides for home to help parents support pupils with home learning* *Uniform subsidy*	*Pupil Premium Menu: EEF Evidence Brief* Levels of parental engagement are consistently associated with improved academic outcomes. There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.	4, 5, 6
Contingency fund for acute issues	Based on our experiences, we have identified a need to set funding aside to respond quickly to needs that have not yet been identified e.g. therapy to cater for SEMH needs or Ed. Psych. visits	All

Total budgeted cost: £97507

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.

Challenge number	Detail of challenge
1	**Reading attainment gap and slower progress for DC**

- End of KS2 data for 2022 showed significant gaps remain for DC in reading but this data is skewed due to 10 of the 19 pupils also having SEND including 3 with an EHCP.
- This is the reading data for all 19 pupils including the 10 with SEND.

	EXS+
DC	10/19 (53%)
Non-DC	57/70 (81%)
NA for DC	62%

- This is the reading data for the 9 pupils who are PP and not SEND.

	EXS+
DC	8/9 (89%)
Non-DC	57/70 (81%)
NA for DC	62%

- The FFT Early Result Service 22 signals that the VA for DC is better than non-DC
- Reading attainment is the joint highest out of the core subjects but at 53% is below NA for DC so remains a challenge.

Challenge number	Detail of challenge
2	**Maths progress & attainment gap for disadvantaged pupils**

Impact:

- End of KS2 data for 2022 showed significant gaps remain for DC in maths but this data is skewed due to 10 of the 19 pupils also having SEND including 3 with an EHCP. However, school EXS+ is almost in line with NA.
- This is the maths data for all 19 pupils including the 10 with SEND.

	EXS+
DC	10/19 (53%)
Non-DC	66/70 (94%)
NA for DC	56%

- This is the maths data for the 9 pupils who are PP and not SEND.

	EXS+
DC	8/9 (89%)
Non-DC	66/70 (94%)
NA for DC	56%

- The FFT Early Result Service 22 signals that the VA for DC is positive but a point below non-DC

3	Writing attainment gap for disadvantaged pupils

Impact:

- End of KS2 data for 2022 showed significant gaps remain for DC in writing but this data is skewed due to 10 of the 19 pupils also having SEND including 3 with an EHCP.
- This is the writing data for all 19 pupils <u>including the 10 with SEND</u>.

	EXS+
DC	10/19 (53%)
Non-DC	66/70 (94%)
NA for DC	56%

- This is the writing data for the 9 pupils who are <u>PP and not SEND</u>.

	EXS+
DC	8/9 (89%)
Non-DC	66/70 (94%)
NA for DC	56%

- The FFT Early Result Service 22 signals that the VA for writing for DC is positive and greater than VA for non-DC. Furthermore, there is real growth in the grammar element with VA for GPS being significantly positive and above non-DC

4	Low attainment in reading for disadvantaged pupils who also have a Special Educational Need or Disability.

Impact:

- 4 of the 10 pupils significantly exceeded their FFT50 target for reading. This included one pupil who was on an EHCP and in care
- The FFT Early Result Service 22 signals that the VA for reading for SEND is positive and greater than VA for not SEND
- This challenge remains and needs continued focus as the number of pupils eligible for the PPG who also have SEND is increasing.

5	Low self-esteem and aspiration for disadvantaged pupils across the school

Impact:

- DC are taking up more opportunities for responsibility and representing the school including JLT, House Captaincy, ambassadors, VIP tasks and sporting events
- Discussions in mentoring meetings and pastoral sessions are finding more positivity and improving self-confidence. All pupils can identify pieces of learning that they are proud of.

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
Read Write Inc.	Ruth Miskin
PiXL	PiXL

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?	Tuition and interventions to support academic progress.
What was the impact of that spending on service pupil premium eligible pupils?	Improved academic outcomes.