

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	346 (as of 09.10.23)
Proportion (%) of pupil premium eligible pupils	15.9% (55 pupils) FSM: 52 pupils PLAC: 3 pupils SGO: 2 pupils Forces 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	9 th October 2023
Date on which it will be reviewed	January/ April/ July/ October each year
Statement authorised by	Gurdip Kaur
Pupil premium lead	Lisa Gibbs
Governor	Aker Arungah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85961
Recovery premium funding allocation this academic year	£8265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12165
TOTAL	£106391

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 (2022/23 onwards) Updated Oct '23	<p>Since school closures, internal and external data show a significant gap in attainment between disadvantaged children (DC) and non-DC in English (phonics, reading, writing, spelling & handwriting). 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, and that phonics is a core barrier to reading attainment for many DC. Summer 22/23 data shows the attainment gap to be reducing but still significant at 13% for reading and 17% for writing when analysing whole school DC data.</p> <p><i>(Sources: internal data, national data and FFT)</i></p>
2 (2022/23 onwards) Updated Oct '23	<p>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. Both internal and end KS2 data for summer 22-23 show the attainment gap to be reducing but still significant at 19% for whole school data and 15% in SATs data.</p> <p><i>(Sources: internal data, national data and FFT)</i></p>
3 (2022/23 onwards) Updated Oct '23	<p>As of September '22, 16 of the 57 (28%) of pupils eligible for the PPG also have SEND. As of September '23, 16 of the 55 (29%) of pupils eligible for the PPG also have SEND. We are continually taking in more pupils eligible for the PPG who also have SEND in Y3 than previously. This amplifies the needs of these pupils eligible for the PPG and makes raising attainment significantly challenging.</p> <p><i>(Sources: internal data)</i></p>
4 (2022/23 onwards)	<p>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.</p>
5 (2022/23 onwards) Updated Oct '23	<p>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. For 22/23, DC attendance at SEJ was 93.9% compared to 95.9% for our non-DC. A number of pupils have an issue with punctuality which means they may miss vital learning opportunities. A large number of targeted pupils left in July '23, but we still have 7 pupils in Y4-6 who require monitoring closely; we will do the same for any new Y3 pupils whose attendance becomes a concern</p> <p><i>(Sources: Insight/ SIMS data and FFT attendance reports)</i></p>
6 (2022/23 onwards)	<p>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.</p>

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Mentoring meetings, pastoral sessions and teacher observations witness pupils more regulated and armed 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)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: 2023-2024

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: £57,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching and mentoring/ coaching.</p> <p><i>Lead Practitioner non-class based mornings</i></p> <p><i>Maths specialist HLTA to teach targeted groups during maths lessons (Recovery Premium)</i></p>	<p><i>Pupil Premium Menu: EEF Evidence Brief</i></p> <p>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.</p> <p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers.</p>	1, 2, 3
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils - reading</p> <p><i>Sounds Write training package (Recovery Premium)</i></p> <p><i>Sounds Write books</i></p>	<p><i>Pupil Premium Menu: EEF Evidence Brief</i></p> <p>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.</p>	1, 3
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils - maths</p> <p><i>Gareth Metcalfe INSET</i></p>	<p><i>Pupil Premium Menu: EEF Evidence Brief</i></p> <p>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.</p>	2, 3
<p>Professional development on evidence-based approaches</p> <p><i>Metacognition PD for the lead practitioner/ DHT</i></p>	<p><i>Pupil Premium Menu: EEF Evidence Brief</i></p> <p>Supporting continuous and sustained professional development on evidence-based classroom approaches is important to develop the practice of teachers</p>	1, 2, 3

Recruitment and retention of teaching staff <i>Individualised training and support such as EAL or supervision</i>	<i>Pupil Premium Menu: EEF Evidence Brief</i> 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
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition <i>Afterschool English tuition delivered by teachers</i> <i>Small group maths tuition in Y6 in the afternoons to deliver PiXL</i> <i>(50% costs covered by School Led Tutoring Grant in 23/24)</i> <i>Tutee refreshments</i>	<i>Pupil Premium Menu: EEF Evidence Brief</i> 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 <i>PiXL package</i> <i>Number Sense</i> <i>RWI online subscription</i>	<i>Pupil Premium Menu: EEF Evidence Brief</i> 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
Teaching assistant (TA) deployment and interventions <i>Small group boosters in Y3 in afternoons</i> <i>1:1 reading intervention TA afternoons</i>	<i>Pupil Premium Menu: EEF Evidence Brief</i> 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 <i>5 laptops for 5 pupils with SEND</i>	<i>Pupil Premium Menu: EEF Evidence Brief</i> 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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs <i>Pastoral support worker</i>	<i>Pupil Premium Menu: EEF Evidence Brief</i> Social and emotional skills support effective learning and are linked to positive outcomes later in life.	4, 5
Supporting pupils' social, emotional and behavioural needs <i>Play therapy</i>	<i>Pupil Premium Menu: EEF Evidence Brief</i> 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 <i>SEJ Passport experiences subsidy</i>	<i>EEF Teaching and Learning Toolkit</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation <i>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."</i>	4, 5, 6
Extra-curricular Activities <i>Support with costs of trips and clubs</i>	<i>Pupil Premium Menu: EEF Evidence Brief</i> 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 <i>Provide enriching resources for pupils to take home to instigate more quality family time</i>	<i>Pupil Premium Menu: EEF Evidence Brief</i> 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

<i>Revision guides for home to help parents support pupils with home learning</i>		
<i>Uniform subsidy</i>		
Contingency fund for acute and arising issues (including counselling)	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: £106391

Part B: Review of outcomes in the previous academic year (2022-2023)

Pupil premium strategy outcomes

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

Challenge number	Detail of challenge								
1	Reading attainment gap for DC								
<p><i>Impact:</i></p> <ul style="list-style-type: none"> End of KS2 data for 2023 showed a gap remains between DC and Non-DC in reading; however, our results for DC were 8% above the national figure. 68% of our pupils achieved EXS+ compared to 60% nationally. When the leavers of July 2023, who were in receipt of the PPG, completed baseline assessments in Y3, 13% achieved EXS+ on the KS1 papers. Compared to the 68% attainment published in July 2023 for the KS2 papers, this shows an increase of 55% while in our care. There remains a gap between DC and Non-DC reading data at the end of KS2: <table border="1" data-bbox="264 992 796 1167"> <thead> <tr> <th></th> <th>EXS+</th> </tr> </thead> <tbody> <tr> <td>DC</td> <td>68%</td> </tr> <tr> <td>Non-DC</td> <td>83%</td> </tr> <tr> <td>NA for DC</td> <td>60%</td> </tr> </tbody> </table> Internal data overall shows good growth over the course of 2022-2023 with autumn tests showing 41% attainment compared to 57% in the summer tests. 			EXS+	DC	68%	Non-DC	83%	NA for DC	60%
	EXS+								
DC	68%								
Non-DC	83%								
NA for DC	60%								
2	Maths attainment gap for DC								
<p><i>Impact:</i></p> <ul style="list-style-type: none"> End of KS2 data from July 2023 shows significant improvements in maths for DC with them achieving 74% at EXS+. This was significantly above the national average of 59%. Our non-DC pupils outperformed DC by 15% - an excellent gap reduction compared to the 41% gap last academic year. There remains a gap between DC and Non-DC maths data at the end of KS2: <table border="1" data-bbox="264 1559 796 1733"> <thead> <tr> <th></th> <th>EXS+</th> </tr> </thead> <tbody> <tr> <td>DC</td> <td>74%</td> </tr> <tr> <td>Non-DC</td> <td>89%</td> </tr> <tr> <td>NA for DC</td> <td>59%</td> </tr> </tbody> </table> Internal data overall shows good growth over the course of 2022-2023 with autumn tests showing 15% attainment compared to 36% in the summer tests. 			EXS+	DC	74%	Non-DC	89%	NA for DC	59%
	EXS+								
DC	74%								
Non-DC	89%								
NA for DC	59%								
3	Increasing numbers of PP also have SEND								
<p><i>Impact:</i></p> <ul style="list-style-type: none"> Improved growth mindset as pupils are proud of their achievements in writing when using Clicker. Increased independence and less reliance on an adult: it has taken away the literacy barriers. This has brought about improved confidence and self-esteem. 									

- Increased participation in topic lessons as the learning grids allow them to access the lesson at a level they are able to e.g. simpler text/supported activity.
- Improved attitude to learning as pupils enjoy writing when they are using Clicker.
- The spell checker and word predictor have supported spelling – improved confidence when writing down ideas.
- Pupils able to hold a sentence using the voice recorder.
- Children have more readily engaged with longer pieces of writing as they can more easily record their ideas and show what they know.
- Children stay focussed for longer when they are writing using Clicker

4	Social and emotional needs
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Impact:

- Targeted pastoral support has been able to be delivered every afternoon through programmes such as Protective Behaviours.
- Pupils who are LAC, PLAC and SGO have had access to a weekly 1:1 pastoral support session.
- Counselling sessions have been possible for pupils with specific needs that needed specialist provision.
- Pupils have relationships with ‘consistent’ adults which provides them with trusted adults who they can disclose information to and seek emotional support from.
- Relationships are stronger with parents/ carers; they are confident and comfortable to approach school to seek advice and support.
- Dysregulated behaviour is minimised; pupils have developed a bank of strategies to use when their emotions are not regulated.

5	Pockets of persistence absence
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Impact:

- Attendance at SEJ for DC for 2022-2023 was 93.9% and for non-DC was 95.9%
- National average for attendance for 2022-2023 for those eligible for FSM was 89%
- SEJ attendance for DC was significantly higher than the national figure but slightly lower than our own data for non-DC

6	Ambition and aspiration
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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.
- All pupils can confidently share their aspirations for their future beyond SEJ and talk ambitiously about jobs for the future as well as life plans.
- Pupils are driven to complete their SEJ Passports and have completed the challenges for their year group which have increased cultural capital.
- Following the gifting of enrichment resources to encourage family time, such as Flip Out vouchers, pupils talk about how much they enjoyed it and what they would like to experience next with their families.

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
White Rose Maths	White Rose Education
PiXL	PiXL
Number Sense Maths	Number Sense Maths
Read Write Inc.	Ruth Miskin

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 and mentoring programme.
What was the impact of that spending on service pupil premium eligible pupils?	Improved academic outcomes in reading, GPS and maths. Improved learning behaviours and mindset.