# Pupil premium strategy statement – 2021/2024 (2022-2023)

This statement details our school’s use of pupil premium funding (and recovery premium funding for the 2022 to 2023 academic year) 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

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| Detail | Data |
| School name | Bordon Junior School |
| Number of pupils in school | 250 |
| Proportion (%) of pupil premium eligible pupils | 26% (66) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years – 2021-2024 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | C James |
| Pupil premium lead | B Edwards |
| Governor / Trustee lead | K Robinson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £90,796 |
| Recovery premium funding allocation this academic year | £4640 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £95,436 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Bordon Junior School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  Educational research is at the core of the strategies we implement for all our pupils. It is the driving force that allows us to explore and deliver a range of support geared towards improving the achievement of pupils from disadvantaged backgrounds. In the Education Endowment Foundation (EEF) guide, consistent, high quality teaching in every classroom is fundamental in ensuring that pupils from disadvantaged backgrounds reach their full potential. We are committed to expanding our knowledge through regular, professional reading, training and working with educational professionals within the academy trust and outside the setting. We share knowledge and research through weekly training and staff meetings and have used whole school training projects including Accelerated Reader.  Our research- based approach forms the foundation on how we allocate our funding to support teaching, targeted academic support and wider school strategies. Our approach is continually under review, based on diagnostic assessment and changing needs. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations and discussions with pupils indicate that many disadvantaged pupils have a lack of phonic understanding. This negatively impacts their development as readers. |
| 2 | Children have under-developed oral language skills and vocabulary gaps. This is more evident amongst disadvantaged pupils. |
| 3 | Internal assessments show that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 4 | Our attendance data indicts that attendance among disadvantaged pupils is 1.73% lower than for non –disadvantaged pupils.  Ensure individual pupils’ attendance meets or exceeds 95% |
| 5 | Our assessments, e.g. The Sterling Well-Being Questionnaire, observations and discussions with pupils show that the wellbeing of many disadvantaged pupils has been impacted by school closures to a greater extent than for other pupils eg. lack of enrichment opportunities during school closure. |

## 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.

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| Intended outcome | Success criteria |
| Improve reading attainment among disadvantaged pupils by the end of the year. Focus reading intervention on children identified as below ARE or working towards ARE.  Ensure higher attaining pupils make good progress by continuous AFL and monitoring of progress. | KS2 reading outcomes in 23/24 show that disadvantage pupils scores are in line with non-disadvantaged.  Evidence based interventions such as paired reading and Accelerated Reader are utilised across the school.  PP children given priority for reading intervention by qualified teachers. Coaching and support given to TAs who deliver reading interventions such as paired reading.  Pupil progress meetings hold teachers accountable for their PP children’s progress and show continued accelerated progress in reading. |
| Improved oral language skills and vocabulary among disadvantaged pupils.  Improvement in writing outcomes in pupils in all year groups.  Use resources effectively and increase targeted intervention through the use of Language Link. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence.  Language interventions ae being utilised across the school and pupils are showing improved use of higher-level vocabulary in their writing tasks.  End of year data reflects the improvement in pupils writing with the writing data showing a significant improvement in the disadvantaged cohort. |
| Improved maths attainment for disadvantaged pupils at the end of KS2.  Attainment gap between disadvantaged and non-disadvantaged pupils closed in the end of year 6 data.  Support for maths specialist teachers and support staff is given to improve overall outcomes. | KS2 maths outcomes in 2023/2024 show that disadvantaged pupils are in line with non-disadvantaged.  Maths interventions throughout the schol are being utilised and taught by highly qualified professionals.  Pupil progress meetings reflect the importance of maths and are used to come up with ideas for improvement.  Weekly arithmetic tests show steady improvement. |
| Improved attendance for disadvantaged pupils.  Family support advisor gives support to those disadvantaged families struggling to attend school. | Attendance data for disadvantaged pupils be in line with non-disadvantaged and reach 95% individually.  Improved attendance contributes to improved attainment in the disadvantaged cohort.  Support from enhanced inclusion team increases attendance figures. |

## 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: £25,000 – £38,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensure all teachers receive their allowance of CPD focussed on:  - supporting writing to get to greater depth  - supporting vocabulary building  - maths teaching  - wider curriculum  CPD delivered during staff meetings by subject leaders  Implementing a synthetic systematic phonics programme. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2,3 |
| Additional non-class based time for teaching staff.  Additional teaching staff providing in lesson support in target year groups. | Improving mathematics I Ks2/3 - EEF  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3> | 1,2,3 |
| Catch up sessions run before and after school with specialist teachers.  1:1 tutoring sessions provided with specialist tutor.  Volunteer reading programme in place for eligible children. | Improving mathematics in KS2/KS3 - EEF  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3> | 1,2,3 |

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

Budgeted cost: £25,000 – £30,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Enhanced inclusion team including increased leadership and direct support to staff and pupils. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 4,5 |
| Additional support from educational psychologists. | Educational psychologists support with emotional based school avoidance.  <https://www.hants.gov.uk/educationandlearning/educationalpsychology/documents> | 5 |
| Establish small group maths interventions for disadvantaged pupils falling behind age related expectations.  Provide catch-up sessions for mathematics – identified as an area of weakness.  Times tables intervention for all pupils | Improving maths in KS2/3 - EEF  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3> | 3 |
| Establish a wide range of structured interventions targeted at maths and English support for children eligible for PP. | Evidence suggests that a selection of high-quality, well-structured interventions can enhance pupil progress. Research by the EEF on TA interventions.  <https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions> | 1,2,3 |

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

Budgeted cost: £25,000-£30,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Extended curriculum opportunities for eligible pupils.   * Musical opportunities – clubs, competitions, visits, scholarships * Sporting opportunities – competitions, club funding, visits   A wider ranging programme of curricular activities aimed at developing key personal attributes to transfer into the classroom.  Activities to include: Music, sport, cookery and Forest School | While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour – EEF Pupil premium guidance. <https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf> | 4,5 |
| Subsidies for trips including residential which ensures maximum uptake. | Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category – EEF Pupil premium guidance. | 5 |
| Mentor programme in place for disadvantaged pupils.  Ambassador programme for year 6 eligible children transitioning to year 7 | The EEF guide to mentoring:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring> | 1,3,4,5 |
| Supporting the social and emotional development of pupils through the use of an ELSA | Emotional Literacy Support is an evidence-based strategy that breaks down barriers to learning by catering for specific social and/or emotional needs that the children may be experiencing. Our Emotional Literacy Support Assistant (ELSA) is a dedicated member of staff who supports the lunchtime sessions, helping children overcome any difficulties that they would have otherwise brought back into the classroom and therefore inhibiting their ability to learn. The ESLA then continues these sessions with specific children who have been identified as needing additional social and/or emotional support. The quality of this support is continually monitored through an educational psychology (EP) service every half term for a consistent and effective approach to supporting these children. | 5 |
| Presence of SLT at the school gate at the beginning and end of every day to support parental engagement | A strategy that supports parental engagement, allowing pupils/parents to share any information at the beginning of the school day so that pupils can come into school ready to learn and parents feel supported and receive the help that they may need (EEF). | 5 |
| Specific intervention to improve mental health and well-being for children in relation to their family circumstances. | Led by the school’s Family Support Advisor to improve their emotional well-being, in order for them to access the day-to-day curriculum without their situation impacting on them. | 5 |

**Total budgeted cost: £95,436**

# 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.

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| There were 71 pupils eligible for Pupil Premium funding during this academic year.   |  |  | | --- | --- | | **Aim** | **Outcome** | | Improve reading attainment among disadvantaged pupils by the end of the year. Focus reading intervention on children identified as below ARE or working towards ARE.  Ensure higher attaining pupils make good progress by continuous AFL and monitoring of progress. | Use of accelerated reader and targeted teaching has increased confidence and enthusiasm for reading. This has supported children in making good progress from their starting points. All but one child made at least expected progress from KS1 to End of KS2 in reading. Continued good progress is evident across the school.  Continuous AFL and monitoring of progress has been achieved through the use of the online system, AR. All staff have been trained in the correct and efficient use of the programme to ensure that they are using it effectively to monitor and adapt learning. | | Improved oral language skills and vocabulary among disadvantaged pupils. | Improved attainment seen in pupil’s writing scores and gap continuing to close between disadvantaged and non-disadvantaged pupils. | | Improved maths attainment for disadvantaged pupils at the end of KS2.  Attainment gap between disadvantaged and non-disadvantaged pupils closed in the end of year 6 data.  Support for maths specialist teachers and support staff is given to improve overall outcomes. | Evidence based interventions and targeted support through quality teaching have increased attainment in the disadvantaged cohort. Increased support for maths teachers by the maths lead and maths specialist, providing planning, assessment and teaching support. Pupil progress meetings have shown that teachers are using this support to guide their assessment and development of planning. Disadvantaged pupils' data is increasingly in line with non-disadvantaged.  The development of pre-unit assessments and pre-teaching has led to a clear improvement in understanding and use of language by the disadvantaged pupils leading to greater confidence and success in lessons. This is evident across the breadth of the curriculum. | | Improved attendance for disadvantaged pupils.  Family support advisor gives support to those disadvantaged families struggling to attend school | Family support advisor, admin staff and Pupil Premium lead have been working on pupil attendance. PP lead continues to ensure teachers and staff are aware of PP children and their challenges, offering support where they can.  Family support advisor continues to work with disadvantaged families to ensure better attendance. Increased support from the inclusion team has ensured that teachers are developing strategies to guide Pupil Premium SEN children more effectively. A high proportion of the Pupil Premium cohort was also SEN (Y3 44%, Y4 35%, Y5 20%, Y6 39%). | |

## 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*

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| Programme | Provider |
| Accelerated Reader  From recognizing students’ achievements to students discovering new interests, Accelerated Reader helps create a culture of reading through choice. | Renaissance Learning |
| My Maths | Oxford university press 2021 |
| Times tables Rockstars | Maths circle |
| Swimming lessons as half of allotted PE time for all year groups. | Everyone Active |
| Century – Artificial intelligence system for diagnostics and assessments to enable children to do more independent learning. | Century Online |