

Pupil premium strategy statement – 2021/ 2024

This statement details our school's use of pupil premium funding (and recovery premium funding for the 2021 to 2022 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

Detail	Data
School name	Bordon Junior School
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	29% (65pp 7spp)
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	C James
Pupil premium lead	B Edwards
Governor / Trustee lead	K Barnfather

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,180
Recovery premium funding allocation this academic year	£9280
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	£98,460

Part A: Pupil premium strategy plan

Statement of intent

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.

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 indicates that attendance among disadvantaged pupils is 1.71% 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.
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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
Improve reading attainment among disadvantaged pupils	KS2 reading outcomes in 23/24 show that disadvantage pupils scores are in line with non-disadvantaged.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence.
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2023/2024 show that disadvantaged pupils are in line with non-disadvantaged.
Improved attendance for disadvantaged pupils	Attendance data for disadvantaged pupils be in line with non-disadvantaged and reach 95% individually.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all teachers receive their allowance of CPD focussed on:</p> <ul style="list-style-type: none"> - supporting writing to get to greater depth - supporting vocabulary building - maths teaching - wider curriculum <p>CPD delivered during staff meetings by subject leaders</p> <p>Implementing a synthetic systematic phonics programme.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3</p>
<p>Additional non-class based time for teaching staff.</p> <p>Additional teaching staff providing in lesson support in target year groups.</p>	<p>Improving mathematics Ks2/3 - EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1,2,3</p>
<p>Catch up sessions run before and after school with specialist teachers.</p> <p>1:1 tutoring sessions provided with specialist tutor.</p> <p>Volunteer reading programme in place for eligible children.</p>	<p>Improving mathematics in KS2/KS3 - EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1,2,3</p>

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

Budgeted cost: £25,000 – £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced inclusion team including increased leadership and direct support to staff and pupils.	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4,5
Additional support from educational psychologists.	<p>Educational psychologists support with emotional based school avoidance.</p> <p>https://www.hants.gov.uk/educationandlearning/educationalpsychology/documents</p>	5
<p>Establish small group maths interventions for disadvantaged pupils falling behind age related expectations.</p> <p>Provide catch-up sessions for mathematics – identified as an area of weakness.</p>	<p>Improving maths in KS2/3 - EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	3
Establish a wide range of structured interventions targeted at maths and English support for children eligible for PP.	<p>Evidence suggests that a selection of high-quality, well-structured interventions can enhance pupil progress. Research by the EEF on TA interventions.</p> <p>https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions</p>	1,2,3

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

Budgeted cost: £25,000-£30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extended curriculum opportunities for eligible pupils.</p> <ul style="list-style-type: none"> - 'SASA' rocket scientists - Musical opportunities – clubs, competitions, visits, scholarships - Sporting opportunities – competitions, club funding, visits <p>A wider ranging programme of curricular activities aimed at developing key personal attributes to transfer into the classroom.</p> <p>Activities to include: Music, sport, cookery and Forest School</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>4,5</p>
<p>Subsidies for trips including residential which ensures maximum uptake.</p>	<p>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.</p>	<p>5</p>
<p>Mentor programme in place for disadvantaged pupils.</p> <p>Ambassador programme for year 6 eligible children transitioning to year 7</p>	<p>The EEF guide to mentoring:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1,3,4,5</p>
<p>Supporting the social and emotional development of pupils through the use of an ELSA</p>	<p>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</p>	<p>5</p>

	<p>(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.</p>	
<p>Presence of SLT at the school gate at the beginning and end of every day to support parental engagement</p>	<p>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).</p>	5
<p>Specific intervention to improve mental health and well-being for children in relation to their family circumstances.</p>	<p>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.</p>	5

Total budgeted cost: £98,000

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 2020 to 2021 academic year.

The impact that our pupil premium activity has had on pupils during 2019-2020 can be found on our previous strategy plan and the impact statement published on the school website. Families eligible for the pupil premium funding remain a high-profile group to ensure that their wellbeing is monitored closely.

Pupil premium money is split into three areas of need according to the priorities for the individual. These are teaching support, academic support and wider approaches. Many children are reached through more than one of these areas and pupils who are not eligible for pupil premium also benefit from the support put in place. There were 72 pupils eligible for Pupil Premium funding during this academic year.

Increased support from the inclusion team has ensured that teachers are developing strategies to guide Pupil Premium SEN children more effectively. 25% of the Pupil Premium cohort was SEN. Continued improvement of teaching has led to improved knowledge of pupil premium, disadvantaged pupils and more awareness of needs and barriers to learning. Pupil progress meetings for all year groups ensure that teachers are putting the right amount of focus on this group of children.

A 'Mentoring Programme' focused on the disadvantaged group has given time to teachers and support staff to work with children 1:1 on a weekly basis. The 23 pupils who received mentoring from their designated teacher reported that it 'made them feel more confident in their learning and helped them see common mistakes they were making'. It's also given children a sense of ownership and accountability over their learning.

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
Accelerated Reader From recognizing students' achievements to students discovering new interests,	Renaissance Learning

Accelerated Reader helps create a culture of reading through choice.	
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