

# Horsell C of E Junior School Pupil Premium Strategy Statement 2022-2023

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. Please see 'Horsell C of E Junior School Pupil Premium Strategy Statement Impact report 2021-2022'.

## School overview

Detail	Data
School name	Horsell C of E Junior School
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	10.9%
Academic year/years that our current pupil premium strategy plan covers	2022- 2023
Date this statement was published	20 <sup>th</sup> December 2022
Date on which it will be reviewed	31 <sup>st</sup> December 2023
Statement authorised by	Celia Wand
Pupil premium lead	Laura Chamberlin
Governor / Trustee lead	Anne Smith Tor MacDonald

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,088 (2022- 2023)
Recovery premium funding allocation this academic year	£4,785 (2022- 2023)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,873

## Part A: Pupil premium strategy plan

### Statement of intent

At Horsell C of E Junior school, our ultimate objective is for our disadvantaged pupils to make as good progress as our non-disadvantaged pupils. Our current pupil premium strategy plan works towards this by addressing the challenges that we have identified as barriers to progress. The key principles are that disadvantaged pupils should have as high, if not higher, expectations of them in terms of what they are able to achieve, so that we create an ethos of inclusion and success. We are fully conscious that it is the school's responsibility to address the barriers to achievement that we have identified in our cohort.

#### **Pupil Premium Context for Horsell Junior School**

Horsell Junior School is a three-form entry junior school in an affluent village in Surrey with a lower than average number of disadvantaged children. 10.9% of children on role receive Pupil Premium funding including 2/38 who receive service premium funding.

### Challenges

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

Challenge number	Detail of challenge
1	Attainment for children eligible for pupil premium is significantly lower than their non-pupil premium peers.
2	Some pupils with pupil premium lack resilience, self-worth and self-regulation when dealing with conflict and challenge.
3	A significant number of children who are pupil premium, also face other barriers in their learning: SEND and EAL.
4	Not all children have had the opportunity to take part in the same experiences as their non-pupil premium peers. Engagement in extra-curricular activities is lower for some pupil premium children.
5	A large percentage of pupil premium children have attendance below national.

## 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.

Challenge	Intended outcome	Success criteria
1	Raise the attainment of pupil premium pupils from their starting points in all core areas.	Using the children's baseline data from September 2022, children will make at least good progress from their starting points (1 year of progress).
2	Pupil premium children will increase their sense of resilience, value and self-worth.	Fewer behaviour incidents recorded for these children, using the school's behaviour monitoring tool.  Pupil conferencing will demonstrate that pupils feel more confident within the classroom.
3	Staff to have an increased knowledge of how best to support children with SEND and implement this into their classroom.	Learning walks will demonstrate that a wider range of strategies being implemented to support pupil premium students with SEND.  Pupils with SEND will have appropriate provision to support them in making good progress from their starting points.
4	Children's cultural capital is enhanced as children are able to have an increased level of experiences.	Children will have the opportunity to experience a wider range of opportunities alongside their non-pupil premium peers.  Pupils are able to use their experiences to develop their physical health, mental health and development across the curriculum.
5	Pupil premium children's attendance will increase so that they are achieving at least 95% attendance across the year. Whilst whole school attendance data is above national average, there is some disparity between persistent absence and general absence rates of disadvantaged and non-disadvantaged pupils.	Attendance will significantly increase so that all pupils have at least 95% attendance.

## 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: £6,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact 2022 – 2023
Staff CPD on Quality First Teaching to improve and enhance the knowledge and skills of all teachers.	Supporting more able pupils: being taught by highly skilled and deeply knowledgeable teachers.  <a href="#">Research to understand successful approaches to support the most academically able.</a>	1, 3, 4	
TA CPD on Quality First Teaching to improve and enhance the knowledge and skills of all teaching assistants.	Teaching assistants receiving training around quality first practice will put them in the best position to support and supplement in-class teaching to allow their provision to provide the most effective impact.  <a href="#">EEF website</a>	1, 3	
Coaching of teachers  5 early career teachers to take part in an organised teaching programme (continued from last year: autumn term costings).	Targeted teachers to make progress in their delivery of the curriculum in the classroom against their specified areas of development. Coaching can be an effective tool in supporting teachers in a given area. Teacher's will then be able to deliver higher-quality lessons within the classroom.  <a href="#">The Key support: coaching in schools</a>	1, 2, 3	
Progress and attainment monitoring of disadvantaged pupils to ensure that more able pupil premium children are continually challenged and	It is important to rigorously track and monitor the progress of all disadvantaged children so that their gaps can be tracked and pupils are challenged in their learning.	1	

gaps are closed in pupils with difficulties.  PP lead and head to meet regularly to analyse pupil premium data and the progress of PP children.	<a href="#">Research to understand successful approaches to support the most academically able. (Page 32)</a>		
To improve the provision of Early Reading through training for all staff.	The <a href="#">DfE (2022)</a> states that 'all staff responsible for leading and teaching reading should take part in the professional development for the school's chosen phonics programme: the headteacher, other leaders, newly qualified teachers, ITT trainees and others.' With reading at the heart of the curriculum, it is key that all staff members understand how best to support pupils in early reading.  <a href="#">EEF website</a>	1, 3	
To ensure a structured reading curriculum through the implementation of the Jane Considine approach in all classes.  The approach explicitly teaches children the skills of reading through the visual use of lenses.	Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. This teaching is therefore considered to support all pupils in their learning.  <a href="#">EEF website</a>	1, 3	
Access for all staff to the National College online platform for all teaching staff and teaching assistants.	Opportunities to ensure that all staff can deliver high-quality teaching and impact positively on pupil outcomes.  To increase teacher motivation and confidence in the classroom, thus, in-turn can lead to a more effective teaching environment.  <a href="#">National College website</a>	1, 2, 3, 4	

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

**Budgeted cost:** £29,426

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
National Tutoring Programme: Year 6 writing intervention groups for targeted pupils.	Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind. Overall, the pattern is that small group tuition is effective and the smaller the group the better. EEF research shows that small group tuition has an average impact of 4 months additional progress over the year. Greater feedback from the leader, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. <a href="#">EEF website</a>	1, 3	
Targeted children will attend booster clubs to close gaps in core curriculum subjects.	Children will be identified and targeted following teacher assessments to identify gaps in children's learning. These children will then be invited to attend booster groups. Extended the school day for a small group of children is thought to provide +3 months of progress. <a href="#">EEF website:</a>	1, 3	
Phonics interventions to support the children in year 3 and 4 who are vulnerable readers or not making expected levels of attainment.	Phonics group interventions for targeted children in year 3 and 4. Children missed key phonics learning during lockdown. Targeted children (through assessment data) will receive small group phonics interventions. Extensive evidence from the EEF suggests that children could make 5 months progress. <a href="#">EEF website:</a>	1, 2, 3	
Targeted maths and reading interventions for key children to close the gap in their learning.	Interventions both in the classroom and as part of a small group have a suggested impact of 4 months for pupils. Where support in the classroom is given, the aim is for teaching assistants to supplement the teaching to provide the biggest impact. <a href="#">EEF website</a>	1, 3	

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

**Budgeted cost:** £ 20,947

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Targeted work with a Play Therapist.	Emotional support for children who require a targeted approach to supporting their emotional well-being or trauma. Play therapy is a structured, theoretically based approach to therapy that builds on the normal communicative and learning processes of children.  <a href="#">Play Therapy, United Kingdom</a>  <a href="#">Operation Diversity Academy</a>	2, 4, 5	
Social and emotional interventions for targeted children:  Zones of Regulation  Nurture group  Young carers group	Key staff working with the children to better understand how best to deliver targeted group interventions to support the children's mental health and emotional well-being so that they can succeed within their learning.  <a href="#">EEF website</a> and <a href="#">EEF website (supporting social and emotional learning)</a>	4, 5	
Funding to support trips including partial funding for residential trips.	Ensuring children all have equal access to school trips and additional activities as part of our extended curriculum. <a href="#">The Key</a> states that this may be facilitated through carefully planned trips. <a href="#">Ofsted</a> defines cultural capital as, "The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said." By supporting children and providing opportunity to access trips and additional opportunities is thought to enhance the children's opportunities and access to the curriculum.	2, 4	
Providing wider opportunities for extra curricular activities.	Evidence suggests that children who participate in extra-curricular activities could have increased educational aspirations, may have positive impact on	2, 5	

	<p>attendance and improved academic outcomes. This can be significantly increased for disadvantaged children.</p> <p><a href="#">Social Mobility Commission: An Unequal Playing Field.</a></p> <p>These activities are memorable and provide motivation – which can help to support buy in to other areas of the curriculum.</p> <p><a href="#">Research to understand successful approaches to support the most academically able.</a></p>		
<p>Regular attendance meetings with Education Welfare Officer, SENCO and Headteacher.</p> <p>Attendance meetings with key families.</p> <p>Regular monitoring of attendance.</p>	<p>The DfE <a href="#">government website</a> recognises attendance as an important area in school improvement. They recommend the use of Pupil Premium funding to support create, build and maintain systems and performance. Lead on PP to also lead on this area to ensure continuity.</p>	2, 5	
<p>A calm, safe space for children who are more vulnerable at lunchtimes.</p>	<p>Providing a nurturing approach can support children with social and emotional needs to succeed. Children who are more emotionally vulnerable have a space where they can spend time with a trusted adult in a calmer, quiet space.</p> <p><a href="#">Nurture UK website</a></p>	2, 5	

**Total budgeted cost: £ 56,873**





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

### **Pupil premium strategy outcomes**

See separate document discussing the impact from 2021 – 2022.