

Horsell C of E Junior School Pupil Premium Strategy Review 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 and the effect that last year's spending of pupil premium had within our school.

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 th December 2022
Date on which it will be reviewed	31 st December 2023
Statement authorised by	Celia Wand
Pupil premium lead	Duncan Stevenson
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
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	£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 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 aimed for and the impact we have been able to measure across the school.

Challenge	Intended outcome	Impact
1	Raise the attainment of pupil premium pupils from their starting points in all core areas.	<p>Using the children's baseline data from September 2022, children will make at least good progress from their starting points (1 year of progress).</p> <p>See data table for impact demonstrating the difference between PP children and the whole school population (attainment).</p> <p>All PP children were included in tutoring in both spring and summer terms this year</p>
2	Pupil premium children will increase their sense of resilience, value and self-worth.	<p>Fewer behaviour incidents recorded for these children, using the school's behaviour monitoring tool.</p> <p>Pupil conferencing will demonstrate that pupils feel more confident within the classroom.</p> <p>The school monitors behaviour across the school using an online behaviour monitoring school. Pupils in receipt of pupil premium continue to have a higher than average incidence of behaviour challenges; this is due a variety of complex reasons.</p> <p>The school reviewed its use of a play therapist during the year and employed a school counsellor to refine its offer for very vulnerable children in response to this challenge.</p>
3	Staff to have an increased knowledge of how best to support children with SEND and implement this into their classroom.	<p>Learning walks will demonstrate that a wider range of strategies being implemented to support pupil premium students with SEND.</p> <p>Pupils with SEND will have appropriate provision to support them in making good progress from their starting points.</p> <p>Weekly learning walks, formal lesson observations and book looks have demonstrated an increased use of scaffolding, technology and strategies outlined in Surrey's 'Ordinarily Available Provision' guidance. The Jane Considine approach to teaching reading and writing, leads to increased teacher modelling, which benefits pupils who require their learning to be broken down into smaller steps.</p>

4	Children's cultural capital is enhanced as children are able to have an increased level of experiences.	<p>Children will have the opportunity to experience a wider range of opportunities alongside their non-pupil premium peers.</p> <p>Pupils are able to use their experiences to develop their physical health, mental health and development across the curriculum.</p> <p>Pupil premium funding was used to fund residential trips for disadvantaged pupils, including a residential to Hooke Court or Year 4 and an outdoor pursuits week in Year 6.</p> <p>It was also used to fund extra-curricular clubs and 1:1 music lessons.</p>
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.	<p>Attendance will significantly increase so that all pupils have at least 95% attendance.</p> <p>Please see table for attendance data for pupil premium pupils in comparison to non-pupil premium pupils.</p>

Children's attainment outcomes

Year 6 – End of Year Data SATS 2023			
	Maths	Writing	Reading
Pupil Premium	40%	70%	70%
Not pupil premium	86%	80%	86%
Difference	46%	10%	16%
Whole School Data	82%	79%	84%

Years 3 – 5 End of Year Data 2023			
	Maths	Writing	Reading
Pupil Premium*	70%	37%	67%
Not Pupil Premium	89%	69%	93%
Whole School Data	87%	66%	90%
Difference	-19%	-32%	-26%

* 37% of PP pupils in Years 3 – 5 have SEND, and 19% have an EHCP.

Pupil progress outcomes (Years 3 – 5)

Years 3 – 5 End of Year Progress Data 2023			
	Maths	Writing	Reading
Pupil Premium Expected progress	73%	95%	94%

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data, and our own internal summative and formative assessments.

Coming into September 2022, we had identified writing and reading as being of significant concern for our PP pupils. A new approach to teaching reading was launched across the school, and the approach to teaching writing, using the Jane Considine approach, was fully embedded across year 6. This approach has a greater emphasis on teacher modelling and scaffolding of specific writing skills. Pupil premium pupils in Years 4 and 6 were targeted with an additional writing intervention (using an external tutor) four times a week. Reading booster groups, run by staff, were run weekly throughout the school, alongside additional maths tuition out of school hours.

In 2023, whilst the attainment gap between pupil premium pupils and their peers in reading and writing is narrowing by Year 6, the SATS data demonstrates a significant gap between the attainment of pupil premium pupils in comparison to their peers in maths. This impacted on the number of pupil premium children achieving the expected standard in Reading, Writing and Maths, and has led to lower progress scores for this group of children. This will be a priority for 2023 – 2024.

Pupils in receipt of pupil premium funding had 94% attendance during 2022 – 2023, and whilst slightly lower than the school's average, and just below our school target of 95%, this was above national averages for this group. This demonstrates that there is no significant attendance issue impacting on this group. The school has robustly challenged pupils with persistent absence and has involved the inclusion service where necessary.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including behaviour and wellbeing. The data demonstrated that a small number of disadvantaged children have more frequent behavioural issues compared to their non-disadvantaged peers. They also have more emotional health & wellbeing issues and access our pastoral programme at a greater frequency than their peers. These pupils make up a large percentage of our pupils who access our more specialist pastoral support programmes (mentoring, counselling etc.)

Activity during 2022 - 2023

This details how we spent our pupil premium (and recovery premium funding) **during 2022 – 2023** 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
Staff CPD on Quality First Teaching to improve and	Supporting more able pupils: being taught by highly skilled and deeply knowledgeable teachers.	1, 3, 4

enhance the knowledge and skills of all teachers.	Research to understand successful approaches to support the most academically able.	
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. EEF website	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. The Key support: coaching in schools	1, 2, 3
Progress and attainment monitoring of disadvantaged pupils to ensure that more able pupil premium children are continually challenged and 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.	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. Research to understand successful approaches to support the most academically able. (Page 32)	Termly meetings with PP governor, and reporting to governors, has also taken place.
To improve the provision of Early Reading through training for all staff.	The DfE (2022) 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. EEF website	1, 3 This will continue into 2023 - 2024

<p>To ensure a structured reading curriculum through the implementation of the Jane Considine approach in all classes.</p> <p>The approach explicitly teaches children the skills of reading through the visual use of lenses.</p>	<p>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.</p> <p>EEF website</p>	1, 3
<p>Access for all staff to the National College online platform for all teaching staff and teaching assistants.</p>	<p>Opportunities to ensure that all staff can deliver high-quality teaching and impact positively on pupil outcomes.</p> <p>To increase teacher motivation and confidence in the classroom, thus, in-turn can lead to a more effective teaching environment.</p> <p>National College website</p>	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
<p>National Tutoring Programme: Year 6 writing intervention groups for targeted pupils.</p>	<p>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.</p> <p>EEF website</p>	<p>1, 3</p> <p>Whilst writing attainment was not as high as non-disadvantaged pupils, the comparison between 2022 and 2023 has shown significant progress in this area.</p>
<p>Targeted children will attend booster clubs to close gaps in core curriculum subjects.</p>	<p>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.</p> <p>Extended the school day for a small group of children is thought to provide +3 months of progress.</p> <p>EEF website:</p>	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. EEF website:	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. EEF website	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
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. Play Therapy, United Kingdom Operation Diversity Academy	2, 4, 5 Play therapist replaced by school counsellor half way through the year to provide more in-depth support for very vulnerable pupils. Data not yet robust enough to assess impact.
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. EEF website and EEF website (supporting social and emotional learning)	4, 5
Funding to support trips including partial	Ensuring children all have equal access to school trips and additional activities as part of our extended curriculum. The Key states that this	2, 4

funding for residential trips.	may be facilitated through carefully planned trips. Ofsted 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.	
Providing wider opportunities for extra curricular activities.	<p>Evidence suggests that children who participate in extra-curricular activities could have increased educational aspirations, may have positive impact on attendance and improved academic outcomes. This can be significantly increased for disadvantaged children.</p> <p>Social Mobility Commission: An Unequal Playing Field.</p> <p>These activities are memorable and provide motivation – which can help to support buy in to other areas of the curriculum.</p> <p>Research to understand successful approaches to support the most academically able.</p>	2, 5
<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>	The DfE government website 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.	2, 5
A calm, safe space for children who are more vulnerable at lunchtimes.	<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>Nurture UK website</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.