

# 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	Maidenbower Junior
Number of pupils in school	577
Proportion (%) of pupil premium eligible pupils	13.69%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 year plan (2021 - 2024)
Date this statement was published	November 2023
Date on which it will be reviewed	February 2024 September 2024
Statement authorised by	Simon Pike
Pupil Premium lead	Kerry Negus
Governors	James Beer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,765
Recovery premium funding allocation this academic year	£14,822
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	<b>£120,587</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The pupil premium is an allocation of funding, in addition to main school funding and is intended to address underlying inequalities between pupils eligible for free school meals (FSM) and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel.

In the 2023 to 2024 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals at any point in the last six years: £1,455 for pupils up to Year 6.

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 all disadvantaged pupils to achieve that goal, to aim high, including progress of those pupils who are already high attainers. Our aim is for our disadvantaged pupils to achieve as well as non-disadvantaged pupils. We want our disadvantaged pupils to be motivated and inspired to achieve and have high aspirations and to enjoy every opportunity that all our pupils are offered so that they have an enriching time that they enjoy and remember.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Building strong, positive relationships between staff and pupils and staff and parents is also key for our disadvantaged pupils to ensure they feel valued and can make progress. The key principle is the expectation that all children should be able to succeed.

We are committed to ensuring that Pupil Premium funding is integral to wider school plans and is used to:

- Improve teaching quality to benefit all pupils.
- Narrow or close the gap between the achievement of disadvantaged pupils and their peers.
- Raise pupil attainment through the provision of a variety of educational support programmes, including modifying support to ensure individuals can access the curriculum.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Address underlying inequalities between disadvantaged pupils and their peers with regard to pupil well-being, academic development and enrichment activities.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Internal assessments and teacher assessment indicate attainment (Reading, Writing and Maths) is lower with our disadvantaged pupils than that of our non-disadvantaged pupils.</u></p> <p>A gap still exists between these two groups.</p>
2	<p><u>Assessments, observations and discussions with pupils indicate a lower starting point in speech and language development.</u></p> <p>Language and oracy skills are underdeveloped amongst our disadvantaged pupils who have shown more limited receptive and expressive language skills and issues around focus and attention. Most recent cohorts have been impacted by the pandemic. They have had fewer opportunities to socialise and are not always as ready to learn. Lack of English skills, poor oral language and vocabulary gaps are more prevalent among disadvantaged pupils than their peers.</p>
3	<p><u>Assessments, observations and discussions with pupils and families have identified complex needs for many of our disadvantaged pupils.</u></p> <p>Disadvantaged pupils can also have significant special educational needs relating to learning and/or social and emotional deficits. There has been an increase in the number of requests for pastoral support across the whole school. Currently 36% of disadvantaged pupils are also on the SEND register and 15% of disadvantaged pupils have English as an additional language.</p>
4	<p><u>Attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.</u></p> <p>Low attendance (frequent absence or late arrival) impacts on pupils' ability to access their learning and make progress alongside their peers.</p>
5	<p><u>Club and residential trip registers reflect that the take up of wider school opportunities is lower for disadvantaged pupils than for non-disadvantaged pupils.</u></p> <p>Economic hardship impacts upon families' ability to offer a range of enriching opportunities and experiences. Disadvantaged pupils can miss out on wider opportunities which can lead to less varied experiences.</p>
6	<p><u>Assessments and observations have identified that disadvantaged pupils are over dependent on adult support in class.</u></p> <p>Disadvantaged pupils can become over reliant on adult support which results in dependency rather than independence.</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
<p>Raised attainment and progress evident in reading, writing and maths so that scores are more in line with non-disadvantaged pupils. All disadvantaged pupils meet their progress targets.</p>	<p>All non-SEN disadvantaged pupils are meeting their progress targets as identified on FFT estimates. Accelerated progress and raised attainment in reading, writing and maths across the school through teacher assessments, NTS reading and maths tests, year 6 past papers.</p>
<p>Further improve the quality of teaching in reading with a strong focus on phonics, reading fluency and vocabulary development across the curriculum.</p>	<p>Pupils will make accelerated progress in reading, measured through FFT target estimates, NTS termly reading tests, teacher assessments, Little Wandle Letters &amp; Sounds, Better Reading and Accelerated reader data.</p> <p>Pupils are able to use vocabulary, both subject and topic specific accurately which demonstrates greater connections across their work and improved speaking and writing choices.</p>
<p>Complex needs are swiftly identified with rapid interventions and referral processes in place.</p>	<p>Inclusion manager/SLT and staff will undertake progress meetings, identify needs and curriculum/social/pastoral support required. Outside agencies are appropriately accessed.</p> <p>Increased engagement by identified parents in their children's learning is evident. All parents attend arranged meetings. Positive relationships are a priority between teacher and pupil and teacher and parent. These will be formed and maintained.</p>
<p>Rigorous approach to tackling low attendance.</p>	<p>Attendance of disadvantaged pupils improve and are comparable to the national average. Measured by termly attendance percentages and attendance officer reports.</p>
<p>Increased uptake of opportunities offered by the school outside the classroom.</p>	<p>Disadvantaged pupils access wider school opportunities if they want to, such as after school clubs and residential trips.</p> <p>Measurement of opportunity and take up in sports and beyond, which include trips and extra-curricular activities, that show disadvantaged pupils have been targeted for specific opportunities to encourage take up.</p>
<p>Staff will have improved understanding of needs of disadvantaged pupils and will have adapted teaching to better support them.</p>	<p>CPD undertaken through staff meetings and pupil progress meetings. Staff are aware and able to explore barriers to learning and develop strategies for inclusive practice and a curriculum that meets their individual needs. Increasing independence of pupils evident through subject and whole school monitoring.</p>

## 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: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of maths teaching with a focus on the use of appropriate manipulatives to support learning, AfL and the use of discussions, with specific focus on vocabulary and inclusion of STEM sentences.	The DfE non-statutory guidance has been produced in conjunction with the National Centre of Excellence in the Teaching of mathematics, drawing on evidence-based approaches.  DfE Guidance on mathematics Teaching Improving Mathematics in KS2 - EEF	1,2,6
Professional development on the school's reading approach to phonics and guided reading. VIPERS further embedded, along with accelerated reading programme. Little Wandle Letters and Sounds rolled out through Rapid Catch Up programme – training provided.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.  Phonics – EEF Reading Comprehension Strategies – EEF	1,2,6
Teaching of writing is closely monitored with specialist teacher supporting moderations of writing.	Planning allows for all children to make progress. A member of SLT (who is a qualified writing moderator) is working with year groups to improve planning and teaching of writing. This includes providing opportunities for choice with an aim to improve motivation in writing. Writing progression is closely monitored so that all children receive comprehensive feedback and next steps with a particular focus on disadvantaged children.	1,2,4,6
Explicitly teach words in lessons to support	Strong evidence base suggests oral language interventions are inexpensive	1,2,6

pupil's exposure of a wider vocabulary so that they have heard, can understand and can use. Target disadvantaged pupils through the use of working walls.	to implement with high impacts on reading. Oral language interventions – EEF There is evidence to show that children, particularly disadvantaged children, have a significant language deficit when they enter school and that the pandemic has impacted on this group negatively.	
Specific focus on teaching strategies to allow access for EAL and SEND/ disadvantaged pupils. Curriculum is suitably scaffolded to encourage independent learners.	Internal observations show that there is an over reliance by pupils on adult support. By adjusting teaching strategies, pupils' independence grows.	1,2,3,6
Teaching and learning across the wider curriculum is improved through curriculum working teams, subject leaders clear of role and effective monitoring. Relevant CPD provided. Release time for subject leads to monitor subject areas.	EEF is clear about the importance of having a strong focus on high quality teaching.  In order to maintain high standards and develop further excellence, it is vital to work with all teachers regularly.	1,2,3,6

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

Budgeted cost: **£95,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify pupils needing further intervention to address attainment and progress gaps using baseline data with the deployment of TAs to deliver small group or 1:1 intervention programmes in: Reading – Accelerated reader, NESSY reading and Little Wandle Letters and Sounds.	EEF Teaching and Learning toolkit shows +5 effectiveness for reading comprehension strategies.  Phonics has a positive overall (+5months) with very extensive evidence and is an important component in the development of early reading skills.  The EEF summary of evidence in the Teaching and Learning Toolkit shows that 1:1 tuition and small group focus has a positive impact on pupil	1,2,3,6

Five TAs undertake daily Reading interventions in year 3. X1 TA supporting NESSY programme across whole school. 1:1 reading with identified pupils. Maths – TA supported groups across year groups 4 - 6.	attainment and can boost progress by 3 – 5 months per pupil.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,787

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tiered approach to offering pastoral support for emotional and social needs to identified pupils.</p> <p>Referral process followed with pastoral TAs (x3 each offering an afternoon session) and school councillor (x1 day a week).</p> <p>ELSA – Emotional Literacy Support Assistant. (Part time – x3 afternoons)</p> <p>Effective review of pastoral support offered in school, to include pupil voice.</p>	<p>The EEF summary of evidence in the Teaching and Learning Toolkit shows that social and emotional learning interventions have improved outcomes for pupils at school and in later life. E.g. Improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>EEF evidence shows +4 months additional progress.</p> <p>Social and emotional Learning – EEF.</p>	1,2,3,6
<p>SLT, Inclusion manager liaise with relevant professionals. Eg. Social workers, Early help, family support workers, LBAT and support families in need. Team around the child champion.</p> <p>Pupil voice captured.</p>	<p>Working with outside agencies in a joined up approach will significantly improve the well-being of pupils.</p> <p>The voice of the pupil is to be heard and championed to ensure their views and thoughts are always captured and an integral part to the process of support which will in turn contribute to positive attitudes to learning.</p>	1,2,3
<p>Focus on attendance. Monitoring undertaken by attendance officer</p>	<p>Pupils being in school and on time every day increases their availability for</p>	1,2,3,4

and reported to SLT on half termly basis. Detailed analysis of attendance undertaken.	learning and helps develop positive attitudes to education.  DfE Improving school attendance.	
Money available for contributions to day trips, workshops, swimming, cycling proficiency and residential trips and any other activities offered by school.	EEF toolkit shows evidence of impact of outdoor learning of +4 months. This supports our offer of heavily subsidised trips and clubs.  Studies show that involvement in such activities show positive benefits on academic learning but also impacts on non-cognitive outcomes such as self-confidence.	1,2,3,5
Everyone Achieves Programme	This programme will audit all PP children on role providing... <ul style="list-style-type: none"> <li>• accurate attainment and progress data</li> <li>• attendance data</li> <li>• whether the roles and responsibilities offered in school are proportionate to the number of disadvantaged pupils and whether these children put themselves forward for this.</li> <li>• % of children who attend residential visits, attend extra-curricular clubs, complete the homework (particularly reading), are on time for school, etc.</li> </ul> Once this has been done, the voice of these children will be captured and bespoke interventions or support can then be set up.	1,4,5

**Total budgeted cost: £120,587**



## 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 2022 to 2023 academic year.

<u>Year 3 Summer Data 2023</u>	% Working at age related expectations			% Working above age related expectations		
	Reading	Writing	Maths	Reading	Writing	Maths
All pupils	64%	49%	62%	7%	2%	2%
All Pupil premium	65%	40%	50%	5%	0%	5%
Pupil Premium and not SEND	72%	44%	56%	0%	0%	6%
Non Pupil Premium	64%	67%	64%	8%	3%	2%

<u>Year 4 Summer Data 2023</u>	% Working at age related expectations			% Working above age related expectations		
	Reading	Writing	Maths	Reading	Writing	Maths
All pupils	82%	72%	84%	18%	9%	10%
All Pupil premium	71%	50%	59%	12%	6%	12%
Pupil Premium and not SEND	85%	54%	62%	15%	8%	15%
Non Pupil Premium	83%	75%	87%	18%	9%	10%

<u>Year 5 Summer Data 2023</u>	% Working at age related expectations			% Working above age related expectations		
	Reading	Writing	Maths	Reading	Writing	Maths
All pupils	78%	71%	77%	12%	5%	17%
All Pupil premium	67%	53%	67%	7%	0%	13%
Pupil Premium and not SEND	70%	60%	70%	10%	0%	20%
Non Pupil Premium	79%	73%	78%	13%	6%	18%

<u>Year 6 Summer Data 2023</u> <u>Key Stage Results</u>	% Working at age related expectations			% Working above age related expectations		
	Reading	Writing	Maths	Reading	Writing	Maths
All pupils	81%	77%	81%	32%	14%	24%
All Pupil premium	61%	61%	61%	25%	0%	6%
Pupil Premium and not SEND	57%	64%	64%	21%	0%	7%
Non Pupil Premium	84%	80%	85%	34%	6%	27%

*As a whole school, 30% of pupil premium children are also SEND.*

<p><u>Key Stage 2</u> The 2023 end of KS2 data showed a dip in disadvantaged pupils' attainment when compared to the previous cohort of pupil premium children. (In 2022, disadvantaged pupils achieved better outcomes than other pupils in reading and the group of PP-children who were not SEND outperformed other pupils in all three subjects). In 2023, there was a gap between pupil premium pupils and other groups. Part of the gap was explained by the increase in overall attainment in writing and maths compared to 2022. However, there was also a reduction in attainment for pupil premium pupils. There was little difference in attainment for both pupil premium with- and without-SEND. (This is different to other year groups – see below.)</p> <p>The dip in data end of Key Stage 2 data in 2023 was expected due to the profile of this cohort and internal data in previous academic years.</p>
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### Internal Data

Our internal data for 2022/23 (i.e. for years 3, 4 and 5) showed a continuing trend of improvement in outcomes for pupil premium children. The percentage of pupil premium children without SEND working at age related expectations increased in 6 out of the 9 areas measured (i.e. 3 subjects in each of the 3 year groups). Pupil premium pupils without SEND outperformed non-pupil premium children in reading in years 3 and 4. In both writing and maths, however, pupil premium pupils achieved lower compared to non-pupil premium.

The improvement in reading attainment reflects the focus the school has put on this area of the curriculum, especially in the lower school with interventions such as Accelerated Reader, Little Wandle, BRSP and VIPERS (see below).

Despite these initiatives and the improvements seen in some areas, we acknowledge there is still work to do. The gap between pupil premium and other children is greatest in writing, and this reflects the current county and national picture, Writing is one of the school's 5 priorities for the academic year.

### Reading Initiatives

Reading was and remains one of the school's priorities. The school has invested significantly in a new approved systematic phonics scheme, Little Wandle, including staff training, teaching resources and reading books that are aligned with the scheme. Teaching began in spring 2023 for pupils in year 3 and was then rolled out to targeted pupils in years 4 and 5 in September 2024.

Accelerated Reader (AR) continues to be very successful across the whole school with pupils choosing books for pleasure within their identified level range. The impact of this is that pupils are able to confidently choose books at an appropriate reading level. The half termly Star Reader tests ensure that children's reading levels are regularly assessed and from these teachers are able to run detailed reports which pinpoint the skills to help each child progress. This information can be used both in group reading and one to one reading contexts. Children enjoy that they are able to quiz on the books they have read, saying that they like contributing to class word counts and trying to achieve the maximum number of quizzes they can.

Complementing AR are the weekly VIPERS lessons. These foster a love of reading. VIPERS are whole class reading sessions. All children have access to the same text, regardless of their reading ability. Lively discussions are always part of a VIPERS lesson and children of all abilities are able to contribute to them, listen to the opinions of others and have their ideas listened to.

Better Reading Support Partners (BRSP) is a high-impact, one to one reading intervention that enables children to experience both rapid reading progress and quality reading time and support with an adult multiples time a week. It ran throughout 2022/23 and met the needs of some of our disadvantaged learners by providing them with individualised support that continuously adapts to meet their needs and interests. It gave our Pupil Premium children extra opportunities to read with an adult in school as well as extra access to our rich collection of texts. However, this programme required a high ratio of adult:child support, and due to other demands on TA time, it was difficult to run this programme with fidelity. The number of children receiving support through BRSP was low. Therefore we will not be continuing with this scheme in 2023/24.

### Writing Initiatives

Writing is one of the school's 5 priorities. In 2022/23, planning and resources were improved to support struggling writers (e.g. visual supports, model texts, Symbwriter texts). In 2023/24, a dedicated subject expert teacher is working with teachers throughout the school to improve planning and to build in opportunities to give more "choice" to our young writers. The expected impact is that this will improve motivation for all children, especially disadvantaged pupils.

### Attendance

Attendance for PP last year was 93.58% which is an improved picture in comparison to the previous year (21-22 – 93.65%). Comparing attendance data of PP (93.58%) and non-PP (96.06%) shows that attendance for these two groups is now much closer.

Attendance of Pupil premium with no SEND shows 93.63% over the year 2022 - 23.

Pupil premium with no SEND was 95.33% over the year 2021 – 2022, again an improving picture is being seen.

The impact of improved attendance is that pupils are in lessons more frequently which in turn is showing improving outcomes for those pupils as they are not missing out on key learning and experiencing longer sequences of lessons.

### Pastoral Support

There are tiers of support offered to pupils for 1:1 sessions: trained pastoral TA sessions; ELSA sessions; and school counsellor sessions. There is a clear system of referral and prioritisation, which is managed by the school's inclusion manager. All staff are aware of the procedures and tiers available for pastoral support in school.

Your Space Therapies Play therapist/counsellor: 17 children + 3 children with the SSC Your Space Therapies Counsellor.

Pastoral TA counsellors: 29 children

ELSA support: 21 children

A total of 70 children received some form of pastoral support last year, many of which were on the PP register.

Many of these children were needing some form of counselling due to anxiety - often compounded by the after effects of the Covid pandemic. Comments from parents and feed-back from teacher and Pastoral TAs suggest that much of this support was very effective in reducing this anxiety in children. For children who have social emotional mental health needs linked to SEND the impact was less obvious but these children often had a number of interlinked emotional issues that were more complex that could not be covered in the time available. For those that had more singular issues the impact was more obvious with many children able to move on from the worries and anxieties they were feeling.

### Therapeutic Behaviour Management Approach

Therapeutic behaviour management approach continues to be developed and embedded. This approach has already seen positive changes to the understanding and provision of need.

#### Impact of Therapeutic Thinking

To date, all teaching staff have been trained in Therapeutic Thinking Modules 1 - 11 (see attached appendix). All teaching assistants have also been trained in the same modules. SEN TAs have had additional training in scripted language and anxiety analysis. The governing body have also approved a new behaviour policy, based on Therapeutic Thinking approaches. 4 members of staff are now qualified to deliver training to colleagues.

Impact for children - The CPOMS data reflects a significant reduction in challenging behaviours for the first two children to have a behaviour plan in place. These behaviour plans were implemented for the two children in year 3 and have continued into their year 4 class. The data continues to be consistent in reflecting the significant reduction in challenging behaviours. This reduction has also had marked impact on the classes that the two children were in. This is due to the decrease in disruption to their learning and time spent by staff having to reactively manage incidents.

Impact for TAs/SEN TAs - Feedback from training sessions has been overwhelmingly positive. 'I immediately used the strategies discussed and demonstrated in the training'. Both SEN TAs and class TAs have requested ongoing, further training to continue to developing their skills and knowledge when working with vulnerable or disadvantaged children. A further impact has been that staff now have a point of contact for behaviour advice and a half termly behaviour clinic forum to discuss their practice and actively work together to make and refine plans.

### Residentials and school trips

There is a school fund that contributes 50% of the cost of school trips and residentials for pupil premium pupils. This enables us to make sure all disadvantaged pupils participate fully in learning outside the school grounds. There were only a very small number that did not go on the year 4 and 6 residential trips. Of those PP pupils that did not attend, this was by their choice (medical reasons and anxiety) and not because of any financial reasons. Adjustments were made for particular individuals to attend in a way that met their individual needs. This included some pupils from the 'The Launchpad' (our specialist support centre for children with autism) attending the year 4 and year 6 residentials.

The impact on pupils attending the residentials is improved physical health benefits as well as a positive effects on the children's self-esteem and confidence levels, thereby improving their emotional health and well-being. Residentials are essential for personal and social development, allowing new friendships to bloom and new challenges to be faced.

### After school clubs

A wide range of clubs were offered to all our pupils, including disadvantaged pupils and as a school, we encourage attendance for all. In any one term, there were 16 after school clubs on offer.

Year 6 PP attended more clubs in comparison to other PP pupils. Take up in other year groups was less.

## 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*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance Learning
Little Wandle Letters and Sounds	Little Wandle Letter and Sounds
Better Reading Support Partners	Better Reading Support Partners
NESSY Learning – Reading and spelling for dyslexic pupils	NESSY Learning
National Test Style (NTS) Tests Year 3 - 6	Rising Stars
TT Rockstars	TT Rockstars