

Pupil premium strategy statement – Maidenbower Junior School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	578
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Simon Pike
Pupil premium lead	Simon Pike / Georgina Child
Governor / Trustee lead	James Beer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,047
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£104,047

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Register at Maidenbower Junior School is diverse.

- 3.8% of our register consists of LAC or post LAC pupils.
- 100% of our register consists of FSM or X6 pupils
- 31.2%% of our register consists of pupils with additional SEND needs – the range of needs across the group is very diverse and most pupils have a diagnosis of a specific need.
- 7.8% of pupils on our Pupil Premium register have an EHCP, with an extra 3.8% of pupils waiting for their EHCNA to be accepted.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good academic progress and enjoy a positive school experience which gives them the tools and confidence to prosper further in their education. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, identifying and overcoming personal barriers, whilst making sure they feel a valued member of our school community.

We will consider the challenges faced by vulnerable pupils, including those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are on our pupil premium register or not.

As a school, we are part of the Everyone Achieves project, aimed at getting the best outcomes for our disadvantaged pupils, and closing the gap. We work closely with a triad of schools, sharing best practice and ideas.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This benefits all pupils but is proven to have the greatest impact on closing the disadvantage attainment gap. As well as academic development, our intent is to ensure that all children get to enjoy and experience a wealth of opportunities at school, taking part in enriched experiences and to represent their school.

Our approach will respond to individual need, supported by robust assessment, and will ensure disadvantaged pupils have the best tools and support to flourish. We will:

- Ensure disadvantaged pupils are supported in order to master basic skills in reading and maths.
- Develop a culture where staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Intervene and regularly review need and support.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children achieve lower outcomes than their peers. Over the last 3 years, the gap on entry between disadvantaged pupils and their peers has been between 10-30% in reading, writing and maths (based on Y3 Autumn Term assessments). This gap does narrow but remains significant to the end of KS2.
2	A large number of our disadvantaged pupils have a special educational need (31.2%). This creates additional learning challenges for many pupils and far exceeds our overall school SEN percentage of 18%. Many of these pupils have an EHCP for complex needs which requires increased provision, including many who are based in our SSC. 4 of these children are using the Nessy program once a day.
3	A large number of disadvantaged pupils require emotional support and have received or are receiving support from our Pastoral Team (26.3%). Many of these children have difficulty regulating their emotions, which creates additional barriers to learning and developing social skills.
4	Parental engagement of disadvantaged children is low in some or all areas. Many of these pupils do not receive support for key skills in reading and maths, with many of these families not attending termly parent meetings or engaging fully with school.
5	Assessments and observations with pupils suggests disadvantaged pupils have greater difficulties with reading than their peers. On entry, a number of disadvantaged pupils do not have secure phonics knowledge, higher than their peers. In many year groups this gap remains despite interventions to support this.
6	Extra-curricular club and residential uptake among disadvantaged children is on the rise but still low. Participation for this group is lower than their peers, demonstrating a potential lack of belonging in school, or linked to lack of parental support to sign them up for these events.

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
Raise attainment and progress in reading, writing and maths, so that scores are more in line with non-disadvantaged pupils.	KS2 outcomes by 2026/27 show a minimal gap, if any, with the disadvantaged group in line with national data.
Special educational needs are identified early in the school year and builds on transitional discussions from previous schools.	In depth knowledge of children on entry is created through a robust transition programme. Outcomes by 2026/27 show personalised progress for each pupil,

	measured through FFT estimates, teacher assessments, phonics and Accelerated Reading data.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/2027. This is demonstrated by: <ul style="list-style-type: none"> • An increase in participation in enrichment activities among disadvantaged pupils. • Qualitative data from pupil voice, parent surveys and observation.
To achieve and sustain high attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> • The overall unauthorised absence rate for all pupils is lower than the national average, and the attendance gap between disadvantaged pupils and their peers being only 1%. • The percentage of pupils who are persistently absent is below the national average and the figure among disadvantaged pupils being no more than 5% lower than their peers (14% in 2023-24).
Careful tracking of reading and phonics identifies pupils who require targeted interventions leading to accelerated progress.	Early phonics assessments in Year 3 identify pupils who have insecure knowledge. Targeted interventions are in place by the end of September. All disadvantaged pupils to have secure phonics by the end of Year 3.
Careful tracking of times tables identifies pupils who require targeted interventions leading to accelerated progress.	Year 4 times table outcomes by 2026/27 are above national data. Outcomes for disadvantaged pupils are no more than 5% lower than their peers. Targeted use of TTRS identifies pupils and tracks participation.
Careful tracking of disadvantaged pupils enables staff to plan bespoke opportunities to meet the needs of each individual.	Sustained levels of meeting personalised need for our disadvantaged pupils is in place by 2026/27. This is demonstrated by: <ul style="list-style-type: none"> • Robust tracking of academic, social, emotional, behavioural need for each disadvantaged pupil. • Identification and implementation of personal need that will have a positive impact on each child. Qualitative data from pupil voice supports this.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7047

Activity	Evidence that supports this approach	Challenge number(s) addressed
The purchase of standardised diagnostic assessments (Rising Stars).	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 5
The teaching of early reading is enhanced through the purchase of motivating texts and new resources.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	5
Professional development of key staff further develops knowledge and teaching strategies for pupils with SEND.	Having greater knowledge and expertise on the teaching team will only improve provision for pupils with SEND. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 3, 4, 5
Enhancement of maths curriculum in line with training for DfE maths hubs.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To identify pupils needing early reading intervention.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1, 4
To use assessments and observations to feed into interventions for identified disadvantaged pupils.	Analysis of diagnostic assessments and teacher assessments lead into careful targeted interventions. Phonics Teaching and Learning Toolkit EEF Improving Mathematics in Key Stages 2 and 3 Diagnostic assessment EEF	1,2,3,5
To support new refugee and asylum seekers through early language EAL support.	Pupils who arrive at school cannot speak any English. Time and support to teach EAL pupils is essential in order to give them opportunity to access the curriculum.	1
Accelerated Reader programme is used to track reading fluency and comprehension.	A robust reading programme that motivates children to read and enables staff to monitor and track reading, will lead to targeted interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports	1,5

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

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The development of Welfare Support Assistant and the Welfare Support Programme (The Den).	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):	2, 3, 6

	Improving Social and Emotional Learning in Primary Schools EEF	
Development of pastoral support for pupils including ELSA.	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): Improving Social and Emotional Learning in Primary Schools EEF	2, 3
Close monitoring of attendance of Attendance Officer and Headteacher	A robust, well-implemented attendance policy is key to raise standards for all pupils. The more pupils are in school, the more they learn. We closely follow DFE guidelines: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	3,4
Contingency fund available for contributions towards trips and visits.	Based on our experiences, the benefits of all pupils attending enrichment activities, including school visits and residential trips, is huge and it is vital that families are financially supported to make this possible.	4,6
Participation in West Sussex's Everyone Achieves programme.	Working with other schools and receiving regular training on maximising the potential and provision for disadvantaged pupils is vital to inform leaders of key research that will assist in the implementation of effective plans.	1, 2, 3, 4, 5, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6

Total budgeted cost: £104,047

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance:

Data from Perspective Lite shows the following attendance data:

In 2023/24, the school's disadvantaged cohort of 81 pupils had an average attendance of 94.3%. This is 1.3% lower than the national non-disadvantaged cohort at 95.6%.

The disadvantaged cohort's overall attendance has increased by 0.5% from 93.8% in 2022/23, to 94.3% in 2023/24.

The disadvantaged group at Maidenbower Junior School are in percentile 23 for overall absence when compared to other schools.

Attainment:

- *a note of caution should be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently (DFE guidance)*

There was a dip in Key Stage 2 outcomes for the cohort in 2023/2024, and this is reflected in the disadvantaged group. Although disadvantaged data in reading at the expected standard was close to non-disadvantaged, and working at a higher standard was higher for the disadvantaged group, a gap existed in other subjects and were below national standard.

Well-being:

- The creation of a nurture provision had a positive impact on the wellbeing of a number of disadvantaged pupils.
- Breakfast Club helped, and continues to help, the attendance and transitions into school for some very vulnerable pupils.

Inclusion:

- Increased number of disadvantaged pupils who attended residential visits.
- All pupils attended educational visits.
- Increased number of pupils in a targeted year group attended extra-curricular clubs, following pupil voice.

- There was a significant gap between disadvantaged pupils and their peers in roles and responsibilities offered to pupils in Year 6. Disadvantaged pupils did not volunteer themselves for roles and responsibilities around school as much as their peers.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rockstars	TT Rockstars
Accelerated Reader	Accelerated Reader
Nessy	Nessy.com

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.