

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	590
Proportion (%) of pupil premium eligible pupils	11.52%
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 2021
Date on which it will be reviewed	February and September 2022
Statement authorised by	Elaine Jenkins
Pupil premium lead	Kerry Negus
Governor / Trustee lead	Hayley Matthews/Matt Redgrave

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,169
Recovery premium funding allocation this academic year	£9,084
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	£104,253

# 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 2021 to 2022 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: £1,345 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 or 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 significant 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, RWInc 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 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 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: £ 3,426

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 embedded, along with accelerated reading programme.	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
Explicitly teach words in lessons to support 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.	Strong evidence base suggests oral language interventions are inexpensive 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.	1,2,6
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

<p>Teaching and learning across the wider curriculum is improved through curriculum teams being established, subject leaders clear of role and Ofsted deep dive training provided in school by SLT.</p> <p>Release time for subject leads.</p>	<p>EEF is clear about the importance of having a strong focus on high quality teaching.</p> <p>In order to maintain high standards and develop further excellence, it is vital to work with all teachers regularly.</p>	1,2,3,6
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £82,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify pupils needing further intervention to address attainment and progress gaps using baseline data with the deployment of additional PPA teachers and TAs to deliver small group or 1:1 intervention programmes in:</p> <p>Reading – Accelerated reader, RWInc, NESSY reading.</p> <p>Five TAs undertake daily RWInc interventions in year 3.</p> <p>X1 TA supporting NESSY programme across whole school.</p> <p>1:1 reading with identified pupils.</p> <p>Maths – TA supported groups across year groups.</p> <p>Improved maths working memory in year 3.</p>	<p>EEF Teaching and Learning toolkit shows +5 effectiveness for reading comprehension strategies.</p> <p>Phonics has a positive overall (+5months) with very extensive evidence and is an important component in the development of early reading skills.</p> <p>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 attainment and can boost progress by 3 – 5 months per pupil.</p>	1,2,3,6
<p>Tuition programme – catch up programme.</p>	<p>The EEF summary of evidence in the Teaching and Learning Toolkit shows</p>	1,2,6

Delivered by qualified teachers for those pupils who are not working at expected standards.	that 1:1 tuition and small group focus has a positive impact on pupil 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: £ 18,486

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 (x4 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>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. E.g. Social workers, Early help, family support workers, LBAT and support families in need. Team around the child champion.</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 and reported to SLT on half termly basis. Detailed analysis of attendance undertaken.</p>	<p>Pupils being in school and on time every day increases their availability for learning and helps develop positive attitudes to education.</p> <p>DfE Improving school attendance.</p>	1,2,3,4
<p>Money available for a contribution to day trips, swimming, cycling proficiency and residential trips.</p>	<p>EEF toolkit shows evidence of impact of outdoor learning of +4 months. This supports our offer of heavily subsidised trips and clubs.</p> <p>Studies show that involvement in such activities show positive benefits on academic learning but also impacts on</p>	1,2,3,5

	non-cognitive outcomes such as self-confidence.	
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**Total budgeted cost: £104,253**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

<u>Year 3 Summer Data 2021</u>	% Working at age related expectations			% Working above age related expectations		
	Reading	Writing	Maths	Reading	Writing	Maths
All pupils	64%	60%	69%	10%	4%	10%
All Pupil premium	60%	56%	56%	7%	0%	6%
Pupil Premium and not SEND	64%	50%	50%	9%	0%	7%
Non Pupil Premium	74%	62%	72%	11%	5%	10%

<u>Year 4 Summer Data 2021</u>	% Working at age related expectations			% Working above age related expectations		
	Reading	Writing	Maths	Reading	Writing	Maths
All pupils	83%	81%	84%	28%	16%	21%
All Pupil premium	64%	55%	73%	9%	11%	73%
Pupil Premium and not SEND	55%	56%	78%	9%	9%	9%
Non Pupil Premium	85%	83%	85%	30%	17%	85%

<u>Year 5 Summer Data 2021</u>	% Working at age related expectations			% Working above age related expectations		
	Reading	Writing	Maths	Reading	Writing	Maths
All pupils	76%	74%	74%	18%	8%	15%
All Pupil premium	61%	67%	50%	6%	0%	6%
Pupil Premium and not SEND	69%	85%	54%	8%	0%	8%
Non Pupil Premium	78%	75%	78%	20%	10%	17%

<u>Year 6 Summer Data 2021</u>	% Working at age related expectations			% Working above age related expectations		
	Reading	Writing	Maths	Reading	Writing	Maths
All pupils	71%	79%	78%	25%	3%	17%
All Pupil premium	47%	53%	53%	12%	0%	0%
Pupil Premium and not SEND	64%	64%	64%	18%	0%	0%
Non Pupil Premium	73%	82%	81%	27%	3%	19%

Our internal data during 2020/21 suggested that the performance of disadvantaged pupils was lower compared to non-disadvantaged pupils in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 20/21 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid 19 impact, which disrupted all our subject areas to varying degrees.

- The reading monitoring cycle undertaken before Spring term lockdown threw up many examples of good practice, specifically that staff are following the new VIPERS approach to guided reading. Pupil and teacher voice reported more enjoyment of this style of lesson.
- Working walls displaying key topic and subject vocabulary indicate that pupils are exposed to a broader range of vocabulary and refer to them in lessons to support their learning.

- Attendance shows an improving picture across the whole school but all pupil premium pupils still remains lower (87.46%) compared to non-pupil premium (96.83%). Pupil premium with no SEND was 93.43% over the year.
- Laptops were made available to all disadvantaged pupils in homes without access to technology during Spring lockdown. This has been extended so that pupils continue to have access to a laptop at home if required.
- Assessments and observations indicated that pupil behaviour, well-being and mental health were significantly impacted last year, again mainly due to Covid related issues. The impact was particularly acute for disadvantaged pupils.
- ELSA is now fully trained and two additional pastoral TAs were appointed for additional afternoon sessions to support the increasing demand for need.
- Therapeutic behaviour management approach was introduced to all staff and continues to be developed. This approach has already seen positive changes to the understanding and provision of need.
- Sadly, no residential were able to take place. Similarly, visitors have not been allowed into school which has limited the school's offer of trips and visits. Another direct impact of Covid on all pupils.
- During the summer term, school increased its provision and offer of school run clubs for all pupils which increased from 8 after school clubs to 16, including free access to holiday clubs for all pupil premium children.

## 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	Renaissance Learning
Read, Write, Inc. Phonics	Ruth Miskin Phonics
NESSY Learning – Reading and spelling for dyslexic pupils	NESSY Learning
National Test Style (NTS) Tests Year 3 - 6	Rising Stars
TT Rockstars	TT Rockstars

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A