Pupil premium strategy statement – Liphook C of E Junior School

This statement details our school's use of pupil premium (and recovery 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	372
Proportion (%) of pupil premium eligible pupils	16.7% 62 children in total
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Year 3 to Year 6
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Governing Body
Pupil premium lead	Philippa Garforth
Governor / Trustee lead	Val Palmer

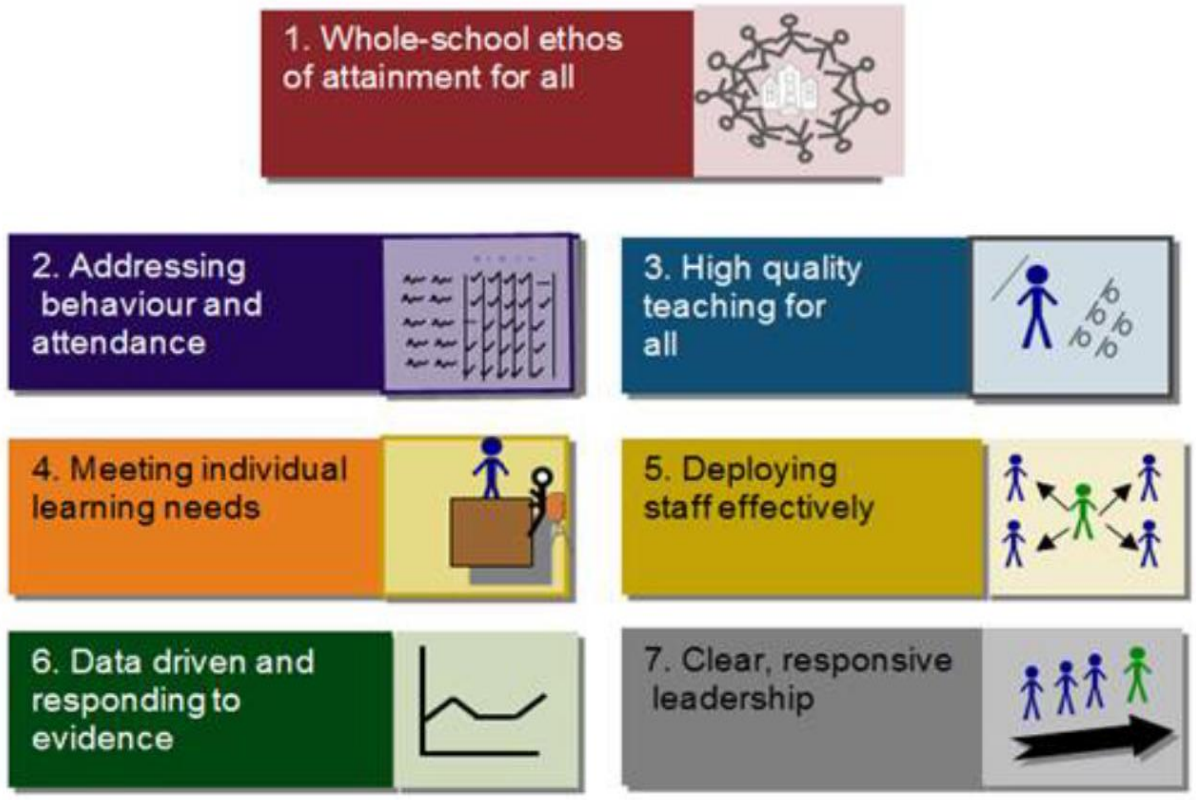
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,928
Recovery premium funding allocation this academic year	£8,265
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£82,193

Part A: Pupil premium strategy plan

Statement of intent

We focus on the 7 areas below and are determined that every child will achieve well in a culture of high expectations.



Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment across all subject areas, have a sense of self-worth and have high aspirations for the future. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as 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 disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	**Outcomes** Internal assessments, in school monitoring and discussion with pupils indicate that the attainment in core subjects of disadvantaged pupils is below that of non-disadvantaged pupils.
2	**Phonics** Assessments, observations, and discussions with pupils indicate that some disadvantaged pupils have greater difficulties with phonics than their peers. It is apparent that there are phonics gaps in their learning as they progress through the school which negatively impact their development as readers and writers.
3	**Vocabulary** Assessments and observations of pupils have shown that in some cases, children from disadvantaged backgrounds have limited vocabulary knowledge resulting in the inability to access age appropriate texts. This, along with the lack of exposure to high quality texts can also slow their writing and foundation subject progress.
4	**Oracy** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This can then negatively impact their confidence in different situations and their progress in reading, writing and foundation subjects.
5	**Parental engagement** In some of our disadvantaged families there is a lack of parental engagement– relating to parents evening attendance, support at home with reading, spelling and homework, modelling positive learning attitudes and supporting social and emotional needs.
6	**Mental Health**

	It has been observed that with some of our disadvantaged families, there is a lack of ability to regulate their social and emotional needs.
7	**Barriers to success** For some disadvantaged families their beliefs, experiences, finances and stresses all contribute to create potential barriers to success. Disadvantaged children lack confidence to put themselves forward as class reps.
8	**Resources** Especially with the cost of living crisis, a number of our disadvantaged children lack the appropriate resources for school such as clothing. This can hinder their mental health. It has been noted that disadvantaged families are less likely to invest in study and revision guides. Some of our disadvantaged families have a lack of IT resources and internet access which limits pupils' learning opportunities.
9	**Attendance** Our attendance data last year indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. 93.1% for FSM6 compared to 96%. There is a slight variation between year groups.
10	**Wider Opportunities** Our pupils from disadvantaged backgrounds are less likely to benefit from wider enrichment opportunities, such as cultural outings and learning to play a musical instrument so can feel left out, have fewer experiences to talk about and feel proud of. Disadvantaged children recognise that they have limited funds so often lack confidence as they are aware they cannot ask for opportunities from home. Disadvantaged children have a slightly lower uptake in clubs and musical opportunities, even though they have priority in booking. Disadvantaged: Non-music club 51% Music club 27% Non-disadvantaged: Non-music club 58% Music Club 33%

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2023/24 show that all disadvantaged pupils who are not on the SEN register (12/16) will meet the expected standard. All pupils will make good personal progress.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that all disadvantaged pupils who are not on the SEN register, plus one pupil who is, (13/16) will meet the expected standard. All pupils will make good personal progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2023/24 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations
Ensure all disadvantaged pupils develop confidence and self-esteem to be well prepared for each year of their education and be especially prepared for their secondary education.	Build positive relationships with key adults. Pupils having opportunities in pupil voice groups and trips. Confident with transition to secondary school. A significant increase in participation in enrichment activities, among disadvantaged pupils particularly clubs. Disadvantaged should be in-line with non-disadvantaged.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	All disadvantaged pupils to attend at least 95% or above for the academic year.

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every two weeks at least the Pupil Premium champions will advise staff on a Pupil Premium focus e.g marking books first, communicating with parents etc.	Research shows all members of staff need to be proactive to make a difference	1 to 10
Staff to attend and fully participate in county Inclusion research project	Data across county shows disadvantaged pupils often achieve less well and CPD is key to making a difference.	1 to 10
Staff to attend training externally and staff to disseminate training to staff	Research shows all members of staff need to be proactive to make a difference	1 to 10
School to develop Voice 21 in school in order to enhance oracy.	An EEF report from 2017 found that children in schools participating in a dialogic teaching study (with the aim of improving attainment and engagement through better classroom talk) made two months' additional progress in English and science, and one additional month's progress in math Oral language interventions | Teaching and Learning Toolkit | EEF	1 to 4,7

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

Budgeted cost: £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all disadvantaged pupils, without SEND, achieve	Triangulate book looks, learning walks and pupil interviews, to ensure high standards	1-4,7

at least Age-Related Expectations (ARE), and wherever possible greater depth in Reading, Writing, Maths and Grammar and spelling through targeted provision, including small group interventions with a qualified teacher.	are consistent across each class. Provide effective feedback and CPD. Provide weekly time for a qualified teacher to work 1 to 1 or in small groups of disadvantaged children to support pre and or post teaching and targeted support. Assess accurately to enable targeted provision. End of term data and end of year achievements are analysed so that support is individual and accurate.	
Ensure all disadvantaged pupils receive bespoke 1 to 1 or small group sessions in pre and post teaching to develop vocabulary, knowledge and skills in both core subjects and foundation subjects. This is carried out in booster sessions before school. This is to ensure children achieve at least ARE but also so that they feel confident and can be articulate with their peers and beyond.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | Teaching and Learning Toolkit | EEF And in small groups: Small group tuition | Teaching and Learning Toolkit | EEF	1-4,7
Provide additional support to disadvantaged pupils to aid confidence, resilience and self-belief and self-esteem through Trick box, opportunities such as clubs and pupil voice.	Provide weekly release time for class teachers to work 1 to 1 or in small groups of disadvantaged children to support pre and or post teaching and targeted support. Provide supply to release class teachers weekly. Assess accurately to enable targeted provision.	1-4 6,7

Ensure all disadvantaged receive the targeted catch up programmes of Little Wandle and Number Sense where necessary.	Buy books and resources for the Little Wandle catch up programme. Provide training to those delivering the programmes. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF https://numbersensemaths.com/blog-and-research	1-4,7
Ensure all disadvantaged children have access to high quality texts at home and study guides to aid their learning.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf	1-5,8

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

Budgeted cost: £13,193

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further support the Mental well-being of our pupils, staff and families using a variety of resources including: Trick Box, Creative Education, Silver Cloud. Ensure pupil premium children have a box of Tricks for home use.	Engage families facing most challenges. Ensure the support is correct for each family. Monitor attendance on a daily basis and support families, including use of external agencies, where attendance is an issue. *Work with the food bank, further develop clothing bank within school. Talk with families and listen so that support can have the greatest impact. Link with 3 counties money advice who provide free debt, benefits & money advice* **WHO (World Health Organisation) defines positive mental health as** 'a state of wellbeing in which the individual realises their own abilities, can cope with the normal	5-10

	stresses of life, can work productively and fruitfully and is able to make a contribution to their community.' https://trickbox.co.uk/about/	
Children have mentors to share work and experiences.	Engage families facing most challenges. Ensure the support is correct for each family. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1-4,6,7,10
Ensure all disadvantaged pupils receive extracurricular opportunities such as clubs and residential experience	Engage families facing most challenges. Ensure the support is correct for each family. *Children can choose a free club of their choice. Talk with families and listen so that support can have greatest impact.* https://www.childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf	5,6,7,8 ,10

Total budgeted cost: £ *82,193*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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.

End of Key Stage 2 Targets

Year 6 2023 to 2024 Cohort Profile				KS1 Outcomes	Y6 Target for 2024		Y6 outcomes 2023		
					Dis inc 1SEND	All	School Dis (14) inc 4 SEND (1 child =7%)	School All	Nat All
Girls 52	Boys 42	Reading	EXS+	87%	75% (12/16)	93%	64% (9/14)	90%	73%
			GDS	41%	25% (4/16)	48%	7% (1/14)	50%	
Dis 16	PLAC 0	Writing	EXS+	89%	75% (12/16)	93%	78% (11/14)	93%	71%
			GDS	33%	25% (4/16)	36%	7% (1/14)	36%	
SEND 13	EAL 8	SPAG	EXS+		75% (12/16)	93%	78% (11/14)	93%	72%
			GDS		25% (4/16)	65%	45% (5/11)	68%	
		Maths	EXS+	88%	81% (13/16)	95%	84% (12/14)	93%	73%
			GDS	29%	25% (3/16)	45%	14% (2/14)	36%	
		RWM	EXS+	80%	75% (12/16)	91%	64% (9/14)	87%	59%
			GDS	18%	6% (1/16)	24%	0% (0/14)	19%	

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and to results achieved by our non-disadvantaged pupils.

The data demonstrates that our school is performing above national average for disadvantaged children for all subjects other than reading.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils met expectations at the end of Key Stage 2 and we are, at present, on course to achieve the outcomes we set out to achieve by 2023/24, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that 1:1 and small group support for disadvantaged pupils was particularly effective at supporting pastoral and mental health and wellbeing areas of need. This time was also effective at supporting development of specific aspects of reading, writing and maths.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

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

Programme	Provider
IRock	
Sound training	
Little Wandle	
Success at Arithmetic	
Maths Mastery	
Number Sense	

Service pupil premium funding (optional)

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**
Emotional Literacy support known as ELSA is provided as and when required. Social Skills groups
The impact of that spending on service pupil premium eligible pupils
Children achieve 'Beyond and Expected' in all areas of the curriculum. Children are able to share, collaborate and work well with others.

Further information (optional)

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

Booster classes with LSAs