

Banstead Junior School Pupil Premium

– November 2023

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding 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.

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
Number of pupils in school	312
Pupil Premium pupils(October 2022)	60
Proportion (%) of pupil premium eligible pupils	19.23%
Academic year	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Pupil Premium lead	Mr S Luck
Governor lead	Mr A Blackburn

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£90,285
Recovery premium funding allocation this financial year	£4,350
Pupil Premium funded carried over from previous years	£0
Total budget for this financial year	£94,635

Part A: Pupil premium strategy plan

Statement of intent

The intent for pupil premium children is to achieve excellence in all areas of learning including academically, emotionally and socially. We want them to develop into well-rounded individuals and to demonstrate our values: respect, responsibility, honesty, team work, excellence and happiness. The aim is to close the gap between disadvantaged pupils and the rest of the cohort and for their progress to be accelerated. We aim for our pupil premium children to have experiences in line with their peers without barriers to their learning.

To achieve this, we will aim to improve Quality First Teaching across the school. We will provide emotional support based on the needs for our pupil premium children to improve well-being. We will facilitate the engagement of enrichment activities for our pupil premium.

Challenges

1. Social, Emotional and Various Mental Health Issues

Pupils can have access to a professionally trained counsellor and two Emotional Literacy Support Assistants (ELSA). This intervention ensures that pupils can become more confident, and show less disruptive behaviour as they are happier and develop a more positive attitude.

2. Cognitive and Learning

Several pupils have complex learning issues, which include ADHD, ASD, dyslexic traits and speech and language needs. To reduce these barriers a selection of programmes have been introduced, for example:

Extra reading groups, additional group work, specialist support literacy and maths teaching. The impact can be seen in some pupils through their progress academically and/or their attitude to learning and overall behaviour.

3. Social deprivation

Without support, some pupils would be unable to attend the whole breadth of the schools activities and events. Through support they have had the opportunity to access all clubs and trips. The impact is that all pupils feel that they are fully part of our school and participate in all that our school has to offer. This has had a positive effect on pupils' self-esteem and consequential learning.

4. Attendance

Additional support has been implemented to ensure pupils attend school more regularly. This increase in attendance can have a positive influence on pupils' academic attainment.

5. Physical Impairment

Resources have been used to ensure that any pupil who has a physical impairment does not suffer as a result of that impairment. Any child who has a physical impairment has had the benefit of an individual programme to enable mobility and to ensure their personal care needs are met. The impact is that the pupils involved are as fully as possible included in all aspects of the school.

6. Medical Needs

Pupils who need specific medical care plans have been supported. The impact of such is that they can fully participate, within their limits, in all learning opportunities in the school.

7. Behaviour

Individual resourced behaviour plans have been provided to ensure the increasing good behaviour of pupils. This may include the use of outside agencies, counsellors and ELSA. The impact is that pupils can better manage their behaviour, leading to happier children, who can more fully access the curriculum which enables them to make greater progress.

Intended outcomes

This explains the outcomes we are aiming for, and how we will measure whether they have been achieved.

Pupils make expected or greater progress in their learning	<ul style="list-style-type: none">• There will be a focus on these pupils in English and Maths lessons.• There will be a specific target for disadvantage pupils in all teacher appraisals.• Pupils will be discussed termly in pupil progress meetings to evaluate progress and discuss next steps.• Pupils will be highlighted on the inclusion register as pupil premium.• Homework Club to cater for pupils who would find doing homework problematic.• Pupil Premium pupils will read regularly to an adult.
Pupils emotional needs are supported so they are able to engage in learning	<ul style="list-style-type: none">• ELSA programme will be used to support emotions where needed.• School counsellor will support the most vulnerable where needed.
Pupils are confident in what they can achieve and are able to apply themselves	<ul style="list-style-type: none">• Pupils will reflect on their learning and know their next steps.
Pupils engage and enjoy the enrichment activities on offer	<ul style="list-style-type: none">• Educational visits will be encouraged for pupil premium pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

Teaching (for example, CPD)

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number
Quality first teaching training for all staff. Purchased –SLA SAfE	Education Endowment Foundation (EEF) research demonstrates that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. When Year Leads demonstrate and share this with their colleagues the impact will spread.	2,7,5,6
All staff will have regular training specific to the pupils/their needs. Inclusion Manager will identify training needs.	Timely and relevant training will support the team to continue to be effective in their role.	1.2,5,6

Targeted academic support (for example, support groups, homework club, support structured interventions)

Budgeted cost: £48,500

Activity	Evidence that supports this approach	Challenge number
PP children to attend small English and Maths groups if identified through progress meetings.	Providing an opportunity for children to work in smaller groups with a teacher will build on their experiences and aid their confidence.	2,4,7
Termly Pupil Progress meetings with Year Groups, Assessment Manager and Inclusion Manager to audit progress of pupil premium children. Provide targeted support if needed.	Regular review of progress will ensure children are identified for extra support if progress isn't being maintained.	2,4,7
Interventions led by support staff. Children will be identified in pupil progress meetings.	Interventions that are planned and delivered well can improve progress. This will need to be regularly reviewed to ensure progress.	1,2,7
Additional Phonics teaching for specific pupils identified through pupil progress meetings. New resources bought.	New procedures will ensure all pupils have the opportunity to gain a firm foundation in their phonics.	1,2,7

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

Budgeted cost: £15,635

Activity	Evidence that supports this approach	Challenge number
ELSA sessions: <ul style="list-style-type: none"> - regular talk time with an adult - linked resources 	Information from the ELSAs/Counsellor have identified five areas of improvement: <ul style="list-style-type: none"> - social behaviour and friendships - self-esteem and feelings - social and emotional confidence - behaviour - learning and concentration 	1,3,4
Participation in wider school life, enabling pupils to attend clubs, uniform and school journeys. For example: Educational visits will be subsidised including a residential in Year 6.	Children who experience these visits have an enhanced knowledge and understanding of the world.	3,4
Parent Engagement – early reading and reading for enjoyment	Greater parental engagement is associated with greater academic outcomes. Records have shown up to +3 months progress over a year.	2

Total budgeted cost: £75,000 (contingency £4,000)

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.

Apart from a fall in attainment for 2022-23 SATs results, the cohorts in 2023 are making substantial progress.

In comparison with the internal data up to December 2023 this group of pupils are making considerable progress due to the intervention and focus attributed to them. The results coupled with the internal data across the school does indicate that the impact of the various interventions are making a considerable difference. Attendance by pupil premium children was 2% lower than their peers across 2022-23.

We have purchased new phonics resources and associated training to ensure the continued reading progress of the pupil premium pupils.

Additional reading books have also been purchased to ensure maximum motivation for reading for the pupil premium children. Maths groups have been re-organised to ensure all pupils, but especially those who are disadvantaged have the opportunity to close the gap in relation to their peers.

The Write Stuff has been fully implemented and adapted to enable all pupils to succeed.

Our ELSAs supported over 30 children across the year, working with children on specific programmes. This was a strength through the pandemic and was able to be continued last year. The children benefitted from this regular support as indicated previously.

In school:

- (a) Teachers prioritised daily reading for pupils with pupil premium who are working below expected progress or not on track to achieve expected.
- (b) Purchased additional books to support pupils working below age expectations including decodable texts. In Year 3/4, phonics intervention groups took place which included pupil premium children.
- (c) Disadvantaged pupils that were not secure in decoding participated in phonics intervention daily.
- (d) All leaders' appraisals had pupil premium as a core target.
- (e) Provided with subsidised trips and uniforms.
- (f) Individual 1-2-1 intervention work through the year for specific children.

Externally provided programmes

Accelerated Reader	White Rose
TT Rockstars	Read, Write, Inc. Phonics
The Write Stuff	Charanga
Provision Mapping	CPOMS