

Pupil premium strategy statement – Southbourne Junior School

School overview

Detail	Data
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	19% PP+ 5% Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Louise Gasser
Pupil premium lead	Karen Lowrey
Governor / Trustee lead	Andrea Nemes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,555 (including service premium)
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years	£7,109
Total budget for this academic year	£91,189

Part A: Pupil premium strategy plan

Statement of intent

At Southbourne Junior School, we strive to ensure that all pupils, irrespective of background or challenges they face, make good progress in their journey to achieve their full and unique potential.

Pupil premium funding is allocated following a needs analysis, which identifies priority classes, groups or individuals. Pupil voice is integral to the assessment process and ensures our approach is representative of our pupils, not based on assumptions about the impact of disadvantage. The activity outlined in this statement considers the challenges faced by vulnerable pupils and intends to raise standards for all pupils, whether they qualify for free school meals or not. The planned provision is informed by the latest documentation and research, predominately taken from the Education Endowment Foundation Toolkit (EEF), The Department for Education and Ofsted.

High-quality teaching is at the heart of our approach, with a focus on 'First and Best', an expression of quality first teaching specifically for vulnerable children. Quality first teaching 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 ultimate objectives for our disadvantaged pupils are:

Every child is a reader

Every child is a mathematician with number and calculation secure

Every child has had a rich and wide primary curriculum learning experience

Every child has raised aspirations and expectations of themselves for their future

We aim to do this through:

- A whole school culture, where all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.
- Acting early to intervene at the point where needs are identified.
- Continued SEMH support to develop resilience and ensure emotional well-being is not a barrier to learning.
- Entitlement and enrichment. A culturally rich education that goes beyond academic development through the provision of extracurricular activities that will enhance educational entitlement and personal development.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with pupils indicate lower levels of reading development and oral language skills are more prevalent amongst our disadvantaged pupils. Currently 53% of disadvantaged pupils are in the lower 20% readers and accessing additional reading support. 2023 outcomes at end of KS2 show 71% of our disadvantaged pupils met the expected standard, this exceeds the West Sussex average for disadvantaged pupils at 55.9%. Pupil voice tells us that parental engagement with reading drops considerably at the end of year 4 and is almost non-existent by year 6.</p>
2	<p>Lack of confidence with calculation due to insecure number sense and fluency more prevalent among our disadvantaged pupils, evidenced through assessments, observations and discussions with pupils.</p> <p>The trend shows that our disadvantaged pupils do not perform as well as their non-disadvantaged peers in maths. In 2023, 43% met the expected standard, below the 51% West Sussex average for disadvantaged pupils, 70% all West Sussex pupils and 73% National.</p>
3	<p>Pupil voice tells us that disadvantaged pupils are less likely to engage with enrichment opportunities/clubs. They have fewer ideas about what they would like to do when they are older because it is less likely to be a topic of conversation at home. They are also less likely to be considering education post-secondary school and the majority of our traveller pupils will not engage with education beyond primary. Nearly all of our disadvantaged pupils have not experienced a special responsibility at school eg school council/eco warrior/sports leader. All of these factors contribute to lower aspirations and personal development opportunities.</p>
4	<p>Historically, our attendance data indicates that attendance of our disadvantaged pupils sits approximately 4% lower than non-disadvantaged pupils. In 2022-23 average for disadvantaged pupils was 89% compared to 94% whole school. 2021-22 disadvantaged pupils was 90.5% compared with whole school average of 94%.</p> <p>15% of all pupils have been 'persistently absent' during the academic year 2022-23, of this 15%, 59% are disadvantaged (8.25% of all pupils).</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. The current cohort of pupil premium pupils with an additional disadvantage is SEN 38% and Traveller 20%. Nearly 50% of disadvantaged pupils are also known to safeguarding. Data shows us that these additional vulnerabilities can further contribute to low attendance.</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
Improved reading attainment among disadvantaged pupils	<p>The First and Best approach has accelerated progress in reading alongside Little Wandle early reading programme and/or dual band books.</p> <p>By end of KS2 the majority of disadvantaged pupils have completed Little Wandle reading catch up programme (as appropriate) and demonstrate the confidence and ability to read with fluency.</p> <p>End of KS2 outcomes for disadvantaged pupils is atleast in line with the West Sussex average for non-disadvantaged pupils at 72.4% in 2023.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2	<p>The Maths mastery and ‘First and Best’ approach has accelerated progress in maths.</p> <p>Every child is a confident mathematician in number and calculation are secure.</p> <p>KS2 maths outcomes exceed the West Sussex average for disadvantaged pupils at 51% in 2023.</p>
All disadvantaged children have had a rich and wide primary curriculum learning experience Pupils have raised aspirations and expectations of themselves for their future	<p>Qualitative data from pupil voice and pupil and parent surveys.</p> <p>Significant increase in disadvantaged pupils participating in opportunities offered to them, roles and responsibilities, extra-curricular clubs, wider experiences.</p>
To achieve and sustain improved attendance for disadvantaged pupils.	<p>Improved attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - The overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 4%. - The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Incorporate 'First is Best' into quality first teaching</p>	<p>We are part of a group of West Sussex schools engaged in the Everyone Achieves Project. The research group aims to tackle educational disadvantage through collaboration with partnership schools and senior local authority advisors. We have created a bespoke action plan based on our group and individual assessments of disadvantaged pupils, as well as in response to pupil voice. The First is Best approach is advocated by Sue Arnold, an Education Coach with an extensive background working with schools to improve outcomes for disadvantaged pupils. This activity aligns to our SDP, ensuring the whole school is on board with embedding First is Best within QFT.</p>	<p>1 & 2</p>
<p>Strengthen our maths teaching and curriculum by working with the Maths hub and enhancing the teaching for mastery approach.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD- as outlined in our bespoke math action plan supported by our hub lead.</p>	<p>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.</p> <p><i>DfE maths guidance: key stages 1 and 2</i></p> <p>The EEF guidance is based on a range of the best available evidence: <i>Improving Mathematics in Key Stages 2 and 3 Guidance Report</i>.</p> <p>This activity is also an SDP target to support a strategic approach.</p>	<p>2</p>
<p>Expose children to new opportunities in order to raise aspirations and personal development, ensuring they leave in year 6 with the life skills needed for the next stage. This will involve:</p>	<p>Pupil voice tells us that disadvantaged pupils have less understanding about the opportunities available to them beyond secondary school. Parents' knowledge beyond secondary education is often limited and our traveller pupils are more likely to leave full time education at the end of year 6 in line with the community's culture.</p>	<p>3</p>

<p>-enhancing the school's 'raising aspirations' offer beyond the Year 5 jobs learning journey and university visit established in 2022</p> <p>- launching The Junior Duke Award to enhance the partnership between home and school and</p>	<p>The Junior Duke Award, which is already in place in 400 schools across the UK, will be rolled out to further our personal development offer and address the rising number of wellbeing and mental health challenges pupils continue to experience post Covid.</p> <p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment- <i>EEF Aspiration Interventions</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £53,189

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced teacher to deliver DfE validated Systematic Synthetic Phonics programme, Little Wandle, to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for pupils from disadvantaged backgrounds.</p> <p>Evidence tells us that phonics does not necessarily improve comprehension therefore; we will be investing in Dual Band books as the next step for either pupils who have completed Little Wandle or those for whom LW is not the appropriate strategy.</p> <p><i>Phonics Toolkit Strand- EEF</i></p>	<p>1</p>
<p>Pre and post teaching in maths</p>	<p>As outlined below in the review of the previous academic year, we found that the maths interventions we used had less impact than anticipated. The intervention assessments demonstrated that although pupils did make progress over the course of a programme, they were less successful in transferring the knowledge and skills acquired into the classroom maths setting.</p> <p><i>The EEF Improving Mathematics in Key Stages 2 and 3 Guidance Report</i>, recommends that pupils needs to understand how interventions are connected to whole class instruction, therefore we will adapt our approach to one where intervention adults work in the classroom with pupils during the daily maths lesson under the direction of the class teacher. Assessments during the lesson and from baseline activities will</p>	<p>2</p>

	identify pupils for targeted support (pre/post teaching). This will consist of a very short period of withdrawal from the classroom to receive explicit and systematic small group instruction.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthening parent communication to ensure all pupils participate in clubs, wider experiences, roles and responsibilities.	<p>Disadvantaged pupils' participation in clubs has returned to pre Covid levels, 66% of pupils attended an after school club in summer 2023. Our aim is for all disadvantaged pupils to access an enrichment club for at least one term every academic year.</p> <p>There is a sound evidence base to suggest that a focus on increasing parental engagement particularly in the primary years, can positively influence pupil progress. <i>The EEF</i> suggests tailoring communications to encourage positive dialogue, the PP lead will review the schools' approach to working with our disadvantaged parents, identifying areas for improvement in order to raise pupils participation in enrichment activities.</p>	3 & 4
Learning mentor-Nurture groups (part funded with SEN budget)	<p>Research from the <i>EEF toolkit</i>, shows that SEL interventions have an identifiable and significant impact on developing pupil self-esteem, emotional resilience and readiness to learn, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils.</p> <p>46% of our disadvantaged pupils have an additional disadvantaged. Furthermore, approximately 50% of our disadvantaged pupils are known to safeguarding.</p>	3 & 4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Total budgeted cost: £91,189

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

July 2023 marked the end of the previous pupil premium strategy plan 2019-2023. Below summarises how successfully the intended outcomes of that long term plan were met.

Learning Outside the Classroom/Tipi Provision/Improving self regulation & emotional resilience

The implementation of learning outside the classroom and forest school style provision which has been a core aim of our Pupil Premium Strategy over the last four years is now fully embedded. This was recognised in our Ofsted inspection (June 2023) and reflected in the recent LOtC audit conducted by Local Authority Outdoor Education Officer who identified a number of strengths including:

Staff work across their year groups to plan and prepare for visits and LOtC activities involving pupils risk management conversations to allow them to understand and discuss how to keep themselves safe pupils are also creating their own risk assessments with the process being aligned to the RSHE curriculum.

LOtC is clearly embedded across the school covering both formal curriculum time and informal non-curricula activities allowing the pupils to access their environment daily and utilise the resources available to them. Outdoor learning is co-produced with the pupils who are active participants in their education.

The use of LOtC to support children with individual needs acted as the catalyst to embed LOtC across the school as the benefits were so clear. The whole school approach supports all children to access the outdoor environment to support them be that in the short term or as part of wider support and intervention.

Our observations demonstrated that the outdoor learning provision has positively impacted pupils' readiness for classroom learning as well as supporting self regulation, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Although outdoor learning will not feature specifically on the next PP strategy, the disadvantaged lead has further ambitions including the introduction of an after school Tipi Club and Beach School in the summer term so the provision will undoubtedly continue to grow and evolve going forward!

Laptop borrowing system

The laptop loan system is fully embedded with all FSM pupils being offered a loan, then rolled out to other identified pupils depending on the availability of devices. The PP lead alongside class teachers monitors engagement with home learning termly and parents have been asked to return the loan in a small number of cases where it is not being used to support learning. Loans will continue to be offered on an annual basis and ad hoc where need arises.

School-Led Tutoring/Reading

Little Wandle Rapid Catch Up programme. All PP children targeted as being in the lower 20% have progressed between phases, 56% are no longer in the lower 20% nationally. The remaining children are often pre key stage, reading ages have been established using the Salford assessment as these pupils are unable to access Nfer tests.

Maths support

Approximately 76% of pupil premium pupils have accessed a maths catch up programme 2021 to 2023. Data shows that the number of PP pupils achieving the expected standard in maths at the end of key stage 2 has increased by 20% approximately since 2021. Despite some strong individual performances,

the attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. We also identified that maths interventions we used to boost outcomes for disadvantaged pupils had less impact than anticipated. Therefore, our current plan outlines an alternative approach focused on pre and post teaching alongside accessing Maths Hub CPD.

Enhancing Cultural Capital

The PP lead, together with staff, gathered ‘Day in the life’ photo evidence and pupil voice in summer 2023 which highlights a typical week at Southbourne Juniors and the wide range of opportunities that our pupils are exposed to on a weekly basis. Since 2020, the quality and quantity of Day in the Life evidence gathered during this week in the school calendar has grown considerably, the wide range of enrichment and provision on a daily basis is evident from the photos and pupil voice gathered. In 2023, 66% of pupil premium pupils accessed an after school club, this is the highest level participation since Covid.

Disadvantaged pupils in every year group have also received their own copy of a non-fiction or fiction text to pre teach and/or enhance learning in an aspect of the curriculum. Over the past 4 years, all year groups have enjoyed a trip to the theatre, as well as enrichment activities part funded by PP to address the disadvantage experienced by all pupils during the Covid pandemic.

Raising Pupils’ aspirations through the PSHE curriculum

The ‘What jobs would we like?’ learning journey is now an annual unit in year 5 PSHE. Over the past 3 years, this block of learning has grown to include a trip and access to resources created by University of Chichester student teachers, as well as participation in the national ‘Dream Big’ event where pupils come into school dressed up as their dream career. Raising aspirations continues to be a focus of our current plan.

Attendance

Absence among disadvantaged pupils was 5% higher than their peers in 2022/23 and persistent absence 27%% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

2021-22 whole school average for pupil premium pupils was 90.49% compared with a whole school average of 94%. 2022-23 89% PP compared to 94.2% whole school

Externally provided programmes

Programme	Provider
Little Wandle	Collins Big Cat
Mastery Readiness	Sussex Maths Hub

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>
Service pupils had access to the full range of support as outlined in our pupil premium strategy- emotional wellbeing support through the learning mentor as well as targeted academic interventions as appropriate. Clubs, trips and residentials were also subsidised based on individual family need.
The impact of that spending on service pupil premium eligible pupils
Of the 6 pupils eligible for the service premium, 100% met or exceeded the end of year expectations in reading, 90% in writing and 80% maths.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding practice around restorative behaviour approaches with all adults engaged in reading 'After the adults change' by Paul Dix as well as Zones of regulation. This is significant to our work with disadvantaged pupils as there is a greater prevalence of dysregulated behaviour, as well as safeguarding incidences amongst this group.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.