

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	Southbourne Junior School
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) This is a 4-year plan due Covid lockdowns that delayed the progress of some actions.	2019/20 2020/21 2021/22 2022/23
Date this statement was published	October 2021
Date on which it will be reviewed	October 2021
Statement authorised by	Louise Gasser
Pupil premium lead	Karen Lowrey
Governor / Trustee lead	Andrea Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,441
Recovery premium funding allocation this academic year	£4,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 from academic year £4,510 from the 2021 budget-financial year)
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	£55,501

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium at Southbourne Junior School

At Southbourne Juniors we believe in nurturing ALL our pupils in their journey to achieve their full and unique potential. Our Pupil Premium strategy sits at the heart of our whole school ethos and is aligned to the School Development Plan to ensure a strategic approach.

Our ultimate objectives are:

- To reduce the attainment gap between disadvantaged and non-disadvantaged pupils.
- For disadvantaged pupils to make progress in line with or exceeding the nationally expected progress rates for disadvantaged pupils.
- To support pupils' mental health and wellbeing to better ensure that academic progress can be made.

In 2019, in light of guidance from The Education Endowment Foundation we took a longer-term view to our Pupil Premium Strategy. Our 2021/22 strategy sets out how the actions introduced in 2019/20 and developed in 2020/21 will continue to progress in the current academic year 2021/22. This is a working document and will be revised and amended as necessary.

The overarching objectives for the 4 year plan are as follows:

- Increase oral language and reading development
- Improve number sense and fluency
- Improve emotional resilience and self-regulation
- Enhance cultural capital
- Improve attendance of PP pupils
- Improve access and engagement with home learning

Guiding principles of the strategy:

- -We ensure that teaching and learning opportunities meet the needs of all pupils.
- -We ensure that appropriate provision is made for pupils who belong to all vulnerable groups; this includes the needs of socially disadvantaged children.
- -In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- -We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- -Pupil Premium funding will be allocated based on need. Not all children receiving FSM will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Lower economic capital that is intrinsically linked to the level of pupils' cultural and social capital means disadvantaged pupils have differences in experiences compared to other pupils.
2	Reduced access to reading rich environments at home and outside of school experiences leading to fewer opportunities to develop oral language and reading development.
3	Lack of confidence with calculation due to insecure number sense and fluency.
4	Lower levels of social and emotional development impacts on pupils' ability to manage emotions and self-regulation. Frequent behaviour difficulties with a core group of pupils.
5	Attendance data for PP pupils including FSM, Ever 6 and service for the academic years was 89.80% authorised 1.40% unauthorised. The current cohort of pupil premium pupils includes 6 travellers, 11 SEN support (2 EHCNAs), 6 SEN monitor pupils and 2 cause for concern. Reduced school hours cause PP pupils to fall behind academically & socially.
6	Home learning for some families is difficult due to lack of appropriate devices in the household (amount of siblings in a household). Parental engagement with home learning due to personal circumstances.

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
Reduce inequalities by improving pupils' cultural capital	Pupils' exposure to culture and situations which they might not have previous experiences is enhanced.
Increase oral language and reading development	Pupils have access to books at home. Pupils' love of reading is enhanced through memorable experiences. Attainment gap is in line with national.
Improve numbers sense and fluency	Pupils eligible for PP rapidly develop improved number and calculation skills measured through internal data analysis against prior attainment including, intervention diagnostics and maths age measured by Sandwell tests. Attainment gap is in line with national.
Improve emotional resilience and self regulation	Learning mentor intervention evidence pupils make good progress in managing emotions and self-regulation. Fewer behaviour incidents reported. Time spent in nature increases the resilience of pupils, improving wellbeing and self-regulation. Outdoor learning increases engagement and learning behaviours within the classroom.

	Social and emotional skills are developed through participation in group activities and overnight residential stays.
Improve attendance of PP pupils	Attendance for PP children is in line with other children.
Pupils have the resources available for home learning	The 'borrowing' system has ensured that every disadvantaged pupil has access to technology for home learning if required.
Disadvantaged pupils engagement with home learning is raised	PP lead monitors the home learning of disadvantaged pupils and engages with parents to address needs. Families have access to support with home learning through class teacher/PP lead support.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP lead alongside subject leads to identify where pre-teaching/exposure to wider experiences can be planned to raise the knowledge and cultural capital that disadvantaged pupils need to access and succeed with the upcoming learning.</p>	<p>At Southbourne Juniors we recognise that high attaining non-pupil premium students that do really well are able to articulate about lots of different things they've done, where they've been, what they've seen and what they understand from that. Unless our pupils are able to have those experiences and call on those terms of references about different places they have been they are more of a disadvantage because they are unable to talk or write about them. This does have an impact on our disadvantaged pupils and we want them to have those experiences too, if not at home then at school.</p> <p>There is a wide body of research supporting the importance of narrowing the gap that students may experience in understanding and benefiting from the standard school curriculum due to different levels of cultural awareness.</p>	<p>1</p>
<p>Embed 'The Tipi'/forest school style provision into the curriculum, ensuring all pupils experience a wide range of opportunities in the outdoors.</p>	<p>Continued from 2019. See impact so far from 2019/20 and 2020/21 strategies. This year we aim to embed the outdoor provision that incorporates the principles of a forest school style approach delivered from 'The Tipi'.</p> <p><i>'Children who don't connect with nature before the age of 12 are less likely as adults to connect with nature. They therefore lose out on the resilience nature provides when you are really stressed'. Dr William Bird, National Trust, Natural Childhood Report.</i></p>	<p>1 & 4</p>

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

Budgeted cost: £34,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring Maths focus years 4/5 Experienced tutor through teaching Personnel. 70% NTP subsidy. 1:3 pupil to tutor ratio. 15 hours of tutoring, weekly sessions targeting approximately 21 pupils. £2,992</p>	<p><i>EEF (+4)</i> <i>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, targeting pupils' specific needs. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i></p> <p>The tutor, an experienced junior teacher joined us in summer 2021 through NTP. She worked closely with class teachers to identify gaps and plan highly individualised sessions to target the groups' needs. This provision model worked well to build pupils confidence with concepts that were not secure. Current data- 37% of year 4 pupils and 39% of year 5 pupils are not on track to meet the expected standard in maths for their year group. The tutoring will target the 'cusp' pupils from this group.</p>	3
<p>School Led Tutoring FFT Lightning Squad reading programme years 3/4 FFT's Tutoring with the Lightning Squad to improve reading skills, fluency, comprehension, spelling and phonics. With the 70% subsidy from the National Tutoring Programme, the tutoring costs £66 per pupil for the school. We aim to target 30-40 pupils. This provides 15 hours tutoring over 6 weeks with daily 30-minute tutoring sessions. £2,475</p>	<p>FFT is an approved high quality National Tutoring Programme provider. During the summer term 2021, 40 pupils in years 3 and 4 received this tuition. The pupils work in cooperative pairs (four pupils and the tutor), taking turns as 'Reader' and 'Coach'. The tuition was well received by parents and all offers of places were taken up. See impact data on the 2020-21 reviewed PP strategy. The school has been able to secure the same tutor to work with our pupils for this academic year 2020-21, she is now a familiar face to the pupils and skilled at adapting the programme to meet pupils individual needs. The tutor and tutoring lead continually monitor pupils' progress, releasing pupils from the programme as appropriate.</p>	2
<p>In school maths intervention programme</p> <ul style="list-style-type: none"> • Breaking Barriers • 1stClass@Number 2 • Success@arithmetic: Number Sense • Success@arithmetic: Calculation • Booster/catch up year 5 and 6 • Numberstacks 	<p>The school employs an experienced teacher with a proven record of raising attainment to deliver Success@Calculation and the year 5/6 booster groups. The 1st Class@Number2, Numbersense and Breaking Barriers interventions used in the lower years are delivered by experienced teaching assistants- these members of staff renewed their training with the local area Every Child Counts training consultant in 2020-21. In the previous academic year, approximately 30% of pupils accessed a maths intervention either for a full programme or for a short period to address individual needs. See PP strategies</p>	3

	2019/20 and 2020/21 for impact. 1 st Class@Number2 was introduced last year, pupils who receive this intervention made a minimum of an additional 6 months progress.	
Oral language interventions Mrs Wordsmith year 4/5 Book club Year 6, 2x groups	<i>EEF- On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</i> Mrs Wordsmith intervention will target year 4 and year 5 pupils with low oral language with the aim of extending pupils' vocabulary. The Narnia book club introduced last year will continue with year 6 pupils- this will be enhanced by a trip to the theatre in later autumn term where all year 6 pupils will watch a live performance of The Lion, the Witch and the Wardrobe.	2
Nessy intervention (see SEN Action Plan 50% SEN-50% PP)	Nessy - trial completed Jan 2020. Excellent feedback on impact from pupils, staff and parents. Full membership purchased with 40 licences for Nessy Reading & Spelling and 20 licences for Nessy Fingers (touchtyping). Progress evidenced in individual pupil progress data captured on Nessy. Pupils were meeting target learning time during in school provision. Usage dropped off during home learning, despite reminders. However, a small number of pupils used it regularly throughout home learning and during the summer holidays. Pupils re-baselined Sep 2021 to track progress.	2

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

Budgeted cost: £11,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed laptop 'borrowing system' introduced last year to ensure pupils have access to technology for home learning. PP lead to gather data from class teachers half termly to provide timely support for families where pupils are not completing home learning.	During lockdown a number of our disadvantaged families reported difficulties with access to technology at home particularly where there is more than one child of school age (secondary siblings were often given priority access to the home computer/tablet). Due to the limited numbers of laptops available for remote learning, we invested in a set of chromebooks to support access to technology for our disadvantaged pupils. Later in the pandemic, our stock of laptops grew with the addition of the devices provided by the DFE's get help with technology programme.	6
Pupils are able to participate fully in school trips and	At Southbourne Juniors, learning is supported by trips that are carefully planned to enhance the	1

<p>residential trips which support learning and enhance the school's curriculum.</p> <p>Reinstate (due to Covid) a range of after school clubs to enhance disadvantaged pupils access to enrichments opportunities that they may not ordinarily have access to outside of school.</p>	<p>school's curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits.</p> <p><i>EEF- Enrichment activities are beneficial for their own sake outside of any attainment impacts.</i></p>	
<p>Raising pupils' aspirations through the PSHE curriculum and through a project with University of Chichester student teachers.</p>	<p><i>EEF Aspiration Interventions (low cost, lack of studies means that impact in months progress is not communicated). 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></p> <p>The approach will focus on developing teaching practice through the PSHE curriculum and enrichment activities/mentoring involving student teachers at University of Chichester. Final year student teachers will work alongside the PSHE lead to gather pupil voice and co produce a half term learning journey with a focus on 'What jobs would we like?'</p>	1
<p>Learning mentor-Nurture groups (part funded with SEN budget)</p>	<p><i>Research from the EEF toolkit, 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. Nurture is an evidence based approach to supporting children's social and emotional needs (Nurture UK).</i></p> <p>The growing need for disadvantaged pupils requiring 1:1 support provided by the learning mentor has risen significantly in recent years.</p>	4
<p>Specialist 1:1 therapeutic support as required</p>	<p>A growing number of disadvantaged pupils with adverse childhood experiences that have a detrimental effect on their readiness to learn. There are also a significant number of families accessing Early Help.</p>	4
<p>Use of support agencies to provide additional support to improve attendance of vulnerable families.</p> <p>Use of legal processes for penalty notices applied consistently and fairly.</p>	<p>Reduced school hours causes disadvantaged pupils to fall behind academically & socially as evidenced through school analysis.</p> <p>Termly pupil progress meetings- monitor impact on attainment of disadvantaged pupils Head teacher, PP lead and office will collaborate to ensure absence is swiftly followed up</p>	5

Total budgeted cost: £55,501

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year is outlined on our website, document titled 'PP strategy 2020-21+impact'. This template document was released to schools in September 2021 after we had already reviewed the impact of our PP strategy for 2020-21. We will use this template to review impact for 2021-22.

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.