

# Pupil premium strategy statement – Southbourne Junior School 2023-2026 (updated for 2025-2026)

## School overview

Detail	Data
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	20% PP+ 5% Service
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2023-2024 ✓ December 2024-2025 ✓ December 2025-2026 ✓
Statement authorised by	Louise Gasser
Pupil premium lead	Karen Lowrey
Governor / Trustee lead	Jo McQuaid

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,315
Pupil premium funding carried forward from previous years	
<b>Total budget for this academic year</b>	£48,315

## 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 48% of disadvantaged pupils are in the lower 20% readers and accessing additional reading support.</p> <p>2025 end of KS2 outcomes- 50% of our disadvantaged pupils met EXS, this is an increase of 17% from 2024. Of the 6 disadvantaged pupils who did not meet the expected standard 4 pupils were 'double disadvantaged', with SEND as an additional vulnerability, 1 pupil with an EHCP working below did not sit the SATs, 2 pupils narrowly missed the expected standard with scaled scores of 99 and another scored 95. The latest published disadvantaged reading data for West Sussex average is 56% and national 63%.</p> <p>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 2025, 33% of our disadvantaged pupils met EXS in maths, a slight increase from 2024 at 22%. We had one pupil who narrowly missed the mark with a scaled score of 99 and another two pupils scoring 97. The latest published disadvantaged maths data for West Sussex average is 49% and national 61%.</p> <p>Pupil voice tells us that pupils enjoy maths but they aren't always sure what success in a lesson looks like or when they have done well. Teachers continue to foster the 'everyone can' culture in their classrooms and are focusing on making the structure of the daily maths lesson explicit to pupils, this enables pupils to know what the expectations are on them in each part of the lesson, supporting metacognition and self-regulation.</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. Our disadvantaged pupils tell us they would like to be considered for responsibilities and leadership roles within school, therefore teachers are proactive in promoting these opportunities to pupils when they arise- supporting them to complete application forms and make nomination speeches to their classes.</p>
4	<p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. The pattern in our attendance data indicates that attendance of our disadvantaged pupils sits approximately 4% lower than non-disadvantaged pupils.</p>

	As of autumn 2025, the number of Pupil Premium pupils with an additional disadvantage (SEN/Traveller) is 32%. Approximately 50% of disadvantaged pupils are also known to safeguarding. Data shows us that these additional vulnerabilities can further contribute to low attendance.
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## 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 disadvantaged pupils at 56% in 2024.</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 49% in 2024.</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.</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"> <li>- 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%.</li> <li>- 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.</li> </ul>

## 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: £ 7,157

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 and Best within QFT.</p>	<p>1 &amp; 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</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</p>	<p>3</p>

<p>needed for the next stage. This will involve:</p> <ul style="list-style-type: none"> <li>-enhancing the school's 'raising aspirations' offer beyond the Year 5 jobs learning journey and university visit established in 2022</li> <li>- launching The Junior Duke Award to enhance the partnership between home and school and enhance our personal development offer</li> </ul>	<p>end of year 6 in line with the community's culture.</p> <p>The Junior Duke Award, will be rolled out across the whole school by 2025/26, enhancing our personal development offer and addressing the rising number of wellbeing and mental health challenges pupils and their families 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-</p> <p><i>EEF Aspiration Interventions</i></p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £24,157

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 have invested 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 need 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</p>	<p>2</p>

	class teacher. Assessments during the lesson and from baseline activities will 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 on the same day where possible.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,000

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>Our aim is for all disadvantaged pupils to access an enrichment club for at least one term every academic year.</p> <p>We have also introduced Lunch with a Scientist and a careers fair; both initiatives have the aim of promoting engagement from our harder to reach parents, encouraging them into school so that pupils can see the many routes into employment and the wide range of career opportunities beyond education.</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
<p>Learning mentor- Increase capacity to support pupils through a wellbeing team (part funded with SEN budget)</p> <p>Establish Little Troopers for Service pupils</p>	<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>There are approximately 24% of disadvantaged pupils in our school (including service), of whom 32% have an additional disadvantaged (SEND or traveller). Furthermore, approximately 50%</p>	3 & 4

	of our disadvantaged pupils are known to safeguarding.	
Embedding principles of good practice set out in the DfE's guidance on <u>working together to improve school attendance.</u>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

**Total budgeted cost: £75,035**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 2024-25 Impact

The focus of the Pupil Premium Lead this year has continued to centre around the aims of the Everyone Achieves project. This has included embedding the First and Best approach into classroom practice and a relentless focus on PP pupils' individual targets, taking a step back from the group and end of year attainment data to concentrate our efforts on the area of focus that will make the greatest difference to each individual pupil going forward. We are pleased to report from our summer 2024 pupil progress meetings, 75% of disadvantaged pupils met their individual targets. A small group of pupils narrowly missed their targets, to achieve standardised scores of +100 in reading and/or maths with scores of 95+, leading to an overall percentage slightly less than the 80% originally predicted.

The voice of pupils remains fundamental to the actions taken this year to ensure our disadvantaged pupils thrive at Southbourne Juniors. Continuing to reflect on the questions we ask has led to deep and meaningful conversations around pupils' experiences at home, and school. Involving class teachers in the process has strengthened staff relationships with disadvantaged pupils, they feel genuinely heard and valued. Termly opportunities for staff to listen to and reflect on the voice of disadvantaged pupils alongside changing the deployment of TAs has enhanced the relationships staff have with disadvantaged pupils. The impact of this in the classroom can be evidenced through adults targeted and personalised support for pupils from questioning, to scaffolding and pre and post teaching opportunities.

**Below are the intended outcomes of our Pupil Premium Strategy 2023-2026 and the progress made in the year 2024-25. Although, percentages have been generated as part of data analysis, the mindset at Southbourne Juniors is one whereby our disadvantaged pupils are individuals and should be treated as such. The impact summary should be read with an appreciation that behind every percentage is a pupil with a story and learning journey unique to them.**

Year 3- 9 pupils (4 double disadvantage SEN)

Year 4- 10 pupils (3 double disadvantage SEN)

Year 5- 13 pupils (6 double disadvantage SEN)

Year 6- 12 pupils (4 double disadvantage SEN)

#### **Improved reading attainment (TA) among disadvantaged pupils**

Summer 2025, reading attainment by year group:

Year 3- 22%

Year 4- 60%

Year 5- 71%

Year 6- 50%

Year 3- Of the 7 disadvantaged pupils who did not meet the expected standard, 3 pupils achieved a standardised score of +90 in the summer NFER assessments, if they maintain this level into autumn 2025 then they will be assessed as working at expected. The 4 remaining pupils have SEND as an additional disadvantage and are supported through a combined approach of 1:1 Big Cat reading at least 3 times a week and the First and Best approach in class with teachers' scaffolding material and adaptations to meet their individual needs.

Year 4- Of the 4 disadvantaged pupils who did not meet the expected standard, 3 are double

disadvantaged with SEND as an additional vulnerability. Little Wandle continued for those pupils with insecure phonics and a hybrid approach of Big Cat readers and Get Epic has been beneficial for those pupils where motivation and enthusiasm for reading needed to be unlocked to secure progress.

Year 5- Of the 4 disadvantaged pupils who did not meet the expected standard, all 4 are disadvantaged with SEND as an additional vulnerability. Pupil voice identified that these pupils do not read with parents at home therefore, they read a minimum of 3 times a week to adults in school and are the focus of the First and Best approach; teachers' pre teach vocabulary and comprehension skills such as inference and the stamina required to access reading test material/longer answer questions.

Year 6- Of the 6 disadvantaged pupils who did not meet the expected standard, all 6 were identified in the lower 20% of readers and consequently received additional catch-up support, 3 of these pupils also had SEND as an additional disadvantaged. The approach to securing their progress involved reading 1:1 at least 3 times a week and a focus on how to respond to different comprehension questions. A blended approach of Little Wandle, the Get Epic app and reading material to engage them such as graphic novels was used to secure progress for the small number of SEND and traveller pupils working significantly below expectations.

2025 end of KS2 outcomes- 50% of our disadvantaged pupils met EXS, this is an increase of 17% from 2024. Of the 6 disadvantaged pupils who did not meet the expected standard 4 pupils were 'double disadvantaged', with SEND as an additional vulnerability, 1 pupil with an EHCP working below did not sit the SAT, 2 pupils narrowly missed the expected standard with scaled scores of 99 and another scored 95.

### **Improved maths attainment for disadvantaged pupils at the end of KS2**

For most pupil premium pupils, attendance or reading were identified at the start of the year as the personal targets to focus our efforts, as recommended by our work with the Everyone Achieves project. However, whole school development with the Maths Hub, although not specifically targeted towards Pupil Premium pupils, has most notably had a positive impact on the disadvantaged and cusp children. Our disadvantaged pupils have benefited from the shift in classroom culture towards the 'Everyone can' mindset and small steps approach, leading to more opportunities for success and thus greater enjoyment of the subject overall.

Year 4 Multiplication Check- A key objective of our Pupil Premium Strategy is to ensure that every child is a confident mathematician with number and calculation secure. Of the 9 pupil premium pupils in year 4, 66.6% achieved a score of +20 (out of 25) and one pupil narrowly missed with a score of 19. The 2 remaining pupils were also SEN. The implementation of the Number Sense Times Tables programme is evident from 2023-24 when 42% of PP pupils achieved a score of +20.

Summer 2025, maths attainment (TA) by year group:

Year 3- 40%

Year 4- 50%

Year 5 79%

Year 6- 43%

2025 end of KS2 outcomes- 33% of our disadvantaged pupils met EXS in maths, a slight increase from 2024 at 22%. We had one pupil who narrowly missed the mark with a scaled score of 99 and another two pupils scoring 97.

### **All disadvantaged children have had a rich and wide primary curriculum learning experience**

#### **Pupils have raised aspirations and expectations of themselves for their future**

The school recruited an additional member of staff as 'learning mentor assistant' funded by the Pupil Premium Grant, this has increased the capacity of the learning mentor so that as a team they are able

to offer 1:1, group interventions and check-ins to the increasing number of pupils requiring SEMH support daily. The provision has been particularly helpful in supporting the growing number of pupils displaying EBSA to start the school day with adaptations as required on an individual basis. The appointment of an additional staff member has also enabled the introduction of a lunchtime club for identified pupils which has had a positive impact on these pupils' enjoyment at lunchtime, facilitating the support they need with regulation and minimising the requirement for behaviour interventions. 42% of disadvantaged pupils have received support from the learning mentor team this year to support aspects of mental health and wellbeing.

Pupil Premium this year has also been used to fund a therapist, one morning a week, through the Your Space Therapy service. The therapist can work with 2 pupils during a morning session; the pupils she works with require specialist and intensive therapy over and above the provision offered by the learning mentor team.

The learning mentor has completed the WOWSI (Working on Worries Support and Intervention) training and has begun to work with families offering parent-led cognitive behavioural therapy (CBT) for children with fears, worries and anxiety. This is a pilot project supported by Early Help, the West Sussex Parent Carer Forum, the Educational Psychology Service, and Thought-Full.

Year 5 held a careers fair to enhance the 'What jobs would we like?' unit of the PSHE curriculum. We reflected on the pupil voice of the disadvantaged to broaden children's aspirations and exposure to the wide range of careers available. The children thoroughly enjoyed the afternoon speaking to different adults about the skills, attributes, qualifications and training needed for the 14 jobs that we were able to gather. The parents of some disadvantaged pupils were involved as we included the whole range of jobs from barista to doctor, parents felt valued as part of the community and able to make a positive contribution to the children's learning.

**End of KS2 Disadvantaged data (2024-25)**

	School disadvantaged	National
<b>Reading</b>	50%	63%
<b>Writing</b>	33%	59%
<b>Maths</b>	33%	61%

Based on the 12 disadvantaged pupils in year 6, of these pupils 4 were double disadvantaged (also SEN).

**To achieve and sustain improved attendance for disadvantaged pupils**

Although whole-school attendance data shows limited year-on-year improvement, analysis at an individual pupil level demonstrates more positive outcomes. Targeted support and highly personalised communications with parents, both written and face to face, have led to improved attendance for specific disadvantaged pupils, indicating that strategies implemented are having a meaningful impact on individual cases, even where this is not yet reflected in overall trends. See below, the pattern in our attendance data indicates that attendance of our disadvantaged pupils sits approximately 4% lower than non-disadvantaged pupils.

	Disadvantaged Attendance	Disadvantaged persistent absence	Whole School Attendance	Whole school persistent absence
<b>2024-25</b>	90.9%	37.8%	94.4%	14.3%
<b>2023-24</b>	90.6%	35.5%	94.3%	14.8%

## Externally provided programmes

Programme	Provider
Little Wandle	Collins Big Cat
Mastery sustaining year	Sussex Maths Hub

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></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 residential were also subsidised based on individual family need. This year, we have established 'Little Troopers' club alongside another primary school in the locality- this is a therapeutic programme to support pupils with unique challenges such as frequent moves, separations, and deployments.
<b>The impact of that spending on service pupil premium eligible pupils</b>
<b>2024-25</b> Of the 2 pupils eligible for the service premium, 50% met or exceeded the end of year expectations in reading and GPS, 100% in writing and 100% 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:

**2025-26 Whole school development targets:**

- promoting talk through the effective use of questioning and vocabulary
  - developing adaptations using the OAIP for foundation subjects
  - embed maths mastery approach
- empowering pupils to support mental and health and wellbeing