

Pupil premium strategy statement – Busbridge CE Junior School 2022/23

This statement details our school's use of pupil premium for the academic year 2022/23

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.

In this statement, we refer to children who are eligible for the Pupil Premium Grant as 'disadvantaged children'. We are also aware that we have other vulnerable children who are disadvantaged in some way, but who are not eligible for the Pupil Premium Grant. These actions are intended to support the Pupil Premium children as well as any other vulnerable children whose vulnerability may also mean that they are disadvantaged.

School overview

Detail	Data
School name	Busbridge CE Junior school
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Richard Catchpole Headteacher
Pupil premium lead	Rachel Barker Deputy Headteacher
Governor / Trustee lead	Beckie Whiteman SEND Governor Ruth Roseblade - Disadvantaged children governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31,440
School led tutoring	£1500

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£32,990

Part A: Pupil premium strategy plan

Statement of intent

At Busbridge C of E Junior School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will ensure that all pupils have access to a broad and balanced curriculum, including trips and visits. We intend to increase the cultural capital of all pupils in our care.

The activity we have outlined in this statement is also intended to support pupils' 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.

We know that to give our disadvantaged children the best chance of achieving at GCSE, they need to meet the expected standard at the end of Key Stage 2. We also know that nationally and locally, the gap between the attainment of disadvantaged pupils and 'other' pupils remains, with disadvantaged children showing lower attainment.

We pride ourselves as a school on positive relationships with our families and knowing their individual situations and therefore the challenges that our disadvantaged learners face.

High-quality teaching is at the heart of our approach, with a focus on areas in which individual disadvantaged pupils require the most support. We also recognise that a number of our disadvantaged pupils also have additional needs which are supported through our SEND support arrangement. This applies to 50%, or 9/18, of our disadvantaged pupils, with 5 of these children already having EHCPs.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- act early to identify need and intervene,
- ensure disadvantaged pupils are supported and also challenged in the work that they're set,
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We firmly believe that our children will have the best possible chance to succeed if all of their needs are met. We therefore take a holistic approach to the support of all of our pupils, including those in receipt of Pupil Premium. We aim to ensure that children can flourish academically but also emotionally and socially. Well-being and mental health needs are safeguarded through a range of resources including our Home School Link Worker, our ELSA (Emotional Health Support Assistant) as well as through the school leadership who exemplify the school motto of Cherish and Challenge in all dealings with members of the school community.

Challenges

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

Challenge number	Detail of challenge
1	In Reading, 40% of the disadvantaged children did not meet the expected standard at the end of Key Stage 1.
2	In Maths, 50% of the disadvantaged children did not meet the expected standard at the end of Key Stage 1.
3	In Writing, 45% of the disadvantaged children did not meet the expected standard at the end of Key Stage 1.
4	Last academic year approximately 1 in 8 of the persistent absentees were disadvantaged pupils. Overall attendance of disadvantaged vs non disadvantaged is 94.85% vs 95.35%.
5	9/18 or 50% of our children who are disadvantaged also have an additional need. Whilst these children are supported through the school's SEND support arrangements, they experience barriers to their learning in addition to their 'disadvantaged' status.
6	Of the 9 children who are SEND and disadvantaged, 5 of these children receive a high level of support through an EHCP. That is 28% of our disadvantaged cohort and 55% of our learners who are both disadvantaged and SEND.

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.	KS2 reading outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard. We recognise that this is an aspirational target.

<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard. We recognise that this is an aspirational target.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the most disadvantaged children are not among our persistent absentee group and where they are, swift and robust action is taken to support families and engage children with school.

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

Budgeted cost: **£ 6000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading VIPERS is taught in every class to provide a structured approach to the teaching of reading in school for all pupils, supporting readers who are disadvantaged or have additional needs, as well as challenging the more able. Additional training and resources are required to support the teaching of reading VIPERS as well as the Guided Reading groups that happen at the start of year 3 to bridge the children's Key Stage 1 and Key Stage 2 reading experiences.	Internal tracking data Previous OFSTED recommendations	1, 3, 5, 6

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a whole school approach to EAL, with a designated EAL co-ordinator and intervention where appropriate from REMA.	School census information SEND support planning	1, 2, 3, 4, 5, 6
Catch up tutoring is provided for disadvantaged learners through the deployment of DfE catch up funding	National Tutoring Guidance for Schools	1, 2, 3, 5, 6

<p>Enhancement of our Phonics teaching and curriculum planning in line with current national guidance and the use of a DfE accredited phonics programme.</p> <p>We will train two teachers and Learning Support Assistants to deliver the Little Wandle Rapid Catch Up Programme</p>	<p>DfE Accredited phonics schemes</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 5, 6
<p>Provide a Homework club where children can access support with their homework. Put in section above?</p>	<p>Parental surveys Children questionnaire's Teacher surveys</p>	ALL

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure fair access to all trips, including residential trips, for all children.</p>	<p>https://www.sportengland.org/why-were-here/mental-wellbeing#:~:text=Physical%20activity%20can%20contribute%20to,increase%20through%20participation%20or%20volunteering.</p>	ALL
<p>Provide families with financial support accessing wider school activities and sporting clubs.</p>	<p>https://www.sportengland.org/why-were-here/mental-wellbeing#:~:text=Physical%20activity%20can%20contribute%20to,increase%20through%20participation%20or%20volunteering.</p>	ALL
<p>Provide families with short term childcare support whilst external challenges are overcome</p>	<p>Parental surveys</p>	ALL
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of</p>	ALL

	funding aside to respond quickly to needs that have not yet been identified.	
Set up Young Carers group	YOUNG CARERS	5, 6
Support children through the effective deployment of ELSA and HSLW to ensure that children have and their families have support around their mental health, well-being and effective family resilience.	https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf	4, 5, 6

Total budgeted cost: £ 33,000

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 2020 to 2021 academic year.

Safeguarding:

Safeguarding of all our children is at the core of our provision. The pupil premium cohort benefit from the effective working and inter-linking roles of our DSL team. Rapid intervention at both school and referral level has supported key children as soon as possible, and prevented situations from escalating.

The positive relationships that we have with our parents help to promote trust and co-operation between home and school. This has been key in addressing key safeguarding concerns throughout the year.

Academic progress:

Our internal assessments during 2021/22 suggested that whilst the performance of disadvantaged pupils was in line with expected outcomes for many, there were pockets of disadvantaged children in each cohort who did not make expected progress.

In the Year 6 SATs, three out of the four disadvantaged children did not make expected progress in reading, two out of four did not make expected progress in maths and one out of the four did not make expected progress in Writing.

Academic attainment:

Three out of the four Y6 disadvantaged children DID meet the expected standard in reading and Maths, and two out of the four DID meet the expected standard in Writing.

Attendance:

Attendance at our school remains extremely good. There is a minimal difference between the attendance of the disadvantaged children and the whole school (94.85% vs 95.35%).

Pastoral support:

Disadvantaged children have been supported in a range of ways. We used Pupil Premium funding to provide wellbeing support for all these pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Our Home School Link Worker and ELSA were an integral part of

this support, as was our SENCo who supports children's health and well-being needs, liaising closely with Mind Works and CAHMS.

Our pastoral support provides excellent support for the children. However it also extends to supporting parents both directly and indirectly.

Enrichment support:

Our proactive support in this area has enabled vulnerable children to attend residential trips, weekly sports clubs and also to access our Breakfast Club and after school care provision. This level of enrichment continues to enhance pupil's experiences in the wider curriculum, aid their social development and also provides vital support for families with complex needs and for those who are Young Carers. It also contributes towards developing their cultural capital.