

Pupil premium strategy statement – Busbridge Junior School 2021/22

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	Busbridge Junior school
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Richard Catchpole Headteacher
Pupil premium lead	Rachel Barker Deputy Headteacher
Governor / Trustee lead	Beckie Whiteman SEND and Disadvantaged children governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32,245
Recovery premium funding allocation this academic year	£ 2,632 (of which £1,523 received to date)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 34,877

Part A: Pupil premium strategy plan

Statement of intent

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 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. (DFE 2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/851798/KS2_Revised_publication_text_2019_v3.pdf

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. 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. 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 58%, or 11/19, of our disadvantaged pupils, with 3 of these children already having EHCPs and a further 2 on the EHC pathway.

Our strategy is also integral to wider school plans for education recovery following the last two years of turbulence in education as a result of the global Covid pandemic. We were able to offer on-site education to many of our disadvantaged children during the school closures and we recognise that targeting these children, along with non-disadvantaged children whose attainment and progress has been affected by the pandemic, is a priority.

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. 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) and our Learning Mentor. The Learning Mentor is an advocate for our disadvantaged children and supports their access to wider curriculum opportunities, sporting opportunities and emotional well-being support.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading but also in Maths.
2	Our attendance data tells us that disadvantaged children are more often persistent absentees. This term approximately 1 in 5 of the persistent absentees are disadvantaged pupils. Overall attendance of disadvantaged vs non disadvantaged is 94% vs 95%.
3	During the partial school closures, despite providing laptops for disadvantaged pupils, non-attendance at online teaching sessions persisted for a number of our disadvantaged children.
4	11/19 or 58% 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.
5	11/19 or 58% of our disadvantaged children started at our school, at the start of Key Stage 2, having not met the expected standard in either one or all of the core learning areas. Their starting point is lower than the age related expectations and therefore lower than a high percentage of their non-disadvantaged peers.

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.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard. We recognise that this is an aspirational target.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 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: **£18,000**

(Cost of Success @ training and release time estimated at **£2000** Cost of RWI phonics training and release time estimated at **£1000**, cost of 3 x terms of Planet Ed release time for teachers to provide 20 day challenge/ Maths catch up estimated at **£ 6000**, Revision weeks and challenge weeks with a third teacher in each year group to create smaller, bespoke teaching groups for 8 x weeks in the Spring / Summer term estimated at **£4000**. Pupil progress meetings including teacher relaser for follow up work x 2 terms **£2000**, Maths and English lead training and release time **£3000**)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund maths catch up with the children's class teachers through additional release time.</p> <p>We will train two teachers and Learning Support Assistants to deliver the Success @ arithmetic programme in school – one for the lower and one for the upper school.</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 3, 4, 5</p>
<p>Develop staff expertise in the development of a systematic phonics programme to provide both 'catch up' for</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>1, 3, 4, 5</p>

disadvantaged pupils but also to provide support for a whole class catch up approach to phonics in Year 3.	Phonics Toolkit Strand Education Endowment Foundation EEF	
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.	Internal tracking data Previous OFSTED recommendations	1, 3, 4, 5

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

Budgeted cost: **£15,000**

Success @ delivery time for the next 3 terms **£5000** staff costs

EAL co-ordinator role plus support from REMA **£1000**

ELSA and HSLW support for children's mental health and well-being **£2000** staffing costs plus **£1000** training and **£1000** supervision costs for the year. **£5000** SENCO time managing these interventions.

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, 3, 4, 5
Support children through the effective deployment of	https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf	1, 3, 4, 5

ELSA and HSLW to ensure that children have and their families have support around their mental health, well-being and effective family resilience.		
Provide disadvantaged children with a Learning Mentor who is able to support children to flourish within the school community.	https://ojs.cumbria.ac.uk/index.php/step/article/view/375	1, 3, 4, 5

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure fair access to all trips, including residential trips, for all children.	https://www.sportengland.org/why-were-here/mental-wellbeing#:~:text=Physical%20activity%20can%20contribute%20to,increase%20through%20participation%20or%20volunteering.	ALL
Provide families with financial support accessing wider school activities and sporting clubs.	https://www.sportengland.org/why-were-here/mental-wellbeing#:~:text=Physical%20activity%20can%20contribute%20to,increase%20through%20participation%20or%20volunteering.	ALL
Provide families with short term childcare support	Parental surveys	ALL

whilst external challenges are overcome		
Provide a Homework club where children can access support with their homework.	Parental surveys Children questionnaire's Teacher surveys	ALL
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL

Total budgeted cost: £ 43,000

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was in line with expected outcomes, and in line with the previous year in key areas of the curriculum. Having small numbers spread around the school makes meaningful statistical analysis a challenge however.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online teaching and the delivery of small group interventions, online, throughout the second lockdown.

Members of this cohort assessed as making less than expected progress, showing poor well-being or low levels of engagement with Home Learning were also invited into school to work in the Critical Worker group.

Attendance at our school remains good. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1% higher than their peers. These gaps are in line with in previous years, which though continually monitored, is why attendance is not a significant focus of our current plan.

Our assessments and observations indicated that pupil's learning behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.