

# Jessie Younghusband Pupil premium strategy statement 2023-2024



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Jessie Younghusband
Number of pupils in school	211 (23-24)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Luke Hanna
Pupil premium lead	Paul Neaves
Governor / Trustee lead	Ian Lomax

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year; £1455.00 per pupil , £335 service pupils, post adopted - £2530	£26190 (18 pupils) £1675 (5 pupils) £12650 (5 pupils) Total £40515
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40515

# Part A: Pupil premium strategy plan

## Statement of intent

For all of our pupils (disadvantaged and not) we aim to enhance oral language skills, address SEMH concerns within our bespoke well-being offer, improve motor skills, increase basic numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure and ensure children have access to high quality adult support through targeted intervention programmes. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally.

This strategy plan is strengthened by having our Deputy Head and SEND co-ordinator out of classes for this academic year, by providing allocated time for a trained academic mentor and ELSA and timetable one member of support staff to deliver reading recovery and intervention. We will also offer support to staff via CPD, team teaching and dedicated time and support for subject leaders to ensure quality first teaching is a priority.

We will provide a pastoral support service for pupils and parents, identified by school as vulnerable or in need, including access to a school counsellor. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at JYS. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading ages between groups of pupils can be a barrier to accessing part of the curriculum.
2	Limited access to adult support via targeted interventions.
3	Gaps in understanding of basic numeracy skills
4	Varied opportunities to support Social, emotional and Mental Health needs.
5	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited

## 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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non PP.
Increase overlearning and reinforcement in reading and maths at home and school.	Increase in reading ages and mental maths for PP pupils

Pupils access a wide range of interventions to meet their SEND needs, including speech and language.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.
An intensive learning mentor service provided by JYS to support pupils and/or parents, identified by school as vulnerable or in need.	Parents indicating there are strong links between home and school and support is received for a wide range of needs. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. Behaviour incidents are reduced in school due to behaviour support in the home.
PP attendance increases.	Attendance of identified PP pupils increases and the gap between PP and non PP narrows.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.

## 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: £ 3960,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers across KS1 to participate in the Mastering Number programme and engage in work with the Sussex Maths Hub, engaging with training and delivery of the programme across the phase. This will continue over the next 3 years.	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.  Work with the Sussex Maths hub will commence in October 2022 and involves a full review of our current maths offer, 6 X CPD sessions for all staff with a focus upon moving forward our teaching for	2, 3

	mastery. There are also 3 sessions for our maths subject leads to action plan, implement and review.	
CPD – metacognition, strategies and best practice to implement retrieval practice into everyday classroom teaching. (1X inset and 2 follow up sessions in year 1)	<p>EEF - The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</p>	1,3,4,5
CPD – focussing upon reading comprehension strategies and providing consistency and the explicit teaching of reading skills. Working across the school to share good practice and ensure text are well matched to year groups.	<p>EEF - Reading comprehension strategies are high impact on average (+6 months)</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p>	1,2
Linking with other schools, locally and with our neighbouring LA to share good practice with a particular focus upon EYFS, early reading and mathematics	<p>EEF – documents and reviews of teachers professional development</p> <p>British Council - Observing other teachers is a key part of development; it improves teachers' own self-awareness of their skills and also makes managers more effective at identifying areas for further growth.</p>	
<p>Implementation of our SSP programme (Twinkl), training and staff at all levels and workshops for parents.</p> <p>Linking with 2 other local schools using the same scheme to share best practice.</p> <p>Increased release time for our Phonics lead.</p>	<p>Systematic Synthetic Phonics (SSP) is built on the alphabetic principle. It is a structured, cumulative, multi sensory and evidence-based method of teaching reading whereby students are taught the link between letters and the speech sounds they represent.</p> <p>We have spent time researching and trialling different approved schemes to ensure we chose one that fit the school ethos and aligned with our teaching approaches. We have linked with 2 other schools to share good practice and develop professional dialogue to further support this.</p>	
Joining the PiXI network, accessing CPD, assessment and intervention resources to support very specific and targetted support for	Having communicated with other schools accessing this network, outcomes have improved and strategies widened.	

our vulnerable learners		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 29,852

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Quality first teaching for all pupils.</li> <li>Maths and English are high priority on school development plan and CPD plan.</li> <li>Maths and English subject leaders are being provided with 1:1 CPD to look at research based approaches and effective monitoring and development of staff.</li> <li>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</li> <li>Additional reading and phonics resources to support pupils who have fallen behind in this area.</li> </ul>	<ul style="list-style-type: none"> <li>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</li> <li>Sutton Trust – quality first teaching has direct impact on student outcomes.</li> <li>Training and supporting highly qualified teachers deliver targeted support.</li> </ul>	1,2,3
<ul style="list-style-type: none"> <li>Dedicated learning mentor delivers interventions 0.5 days a week to pupils identified as in need.</li> <li>School counsellor to support the learning mentor delivering 0.1 a week for pupils who are identified as requiring emotional support.</li> <li>Speech and language therapist (2 days a</li> </ul>	<ul style="list-style-type: none"> <li>EEF – oral language interventions consistently show positive impact on learning. <ul style="list-style-type: none"> <li>High quality small group interventions</li> <li>Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge.</li> <li>Specialists lead CPD sessions and clinics with individual pupils and staff.</li> <li>Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</li> </ul> </li> </ul>	2,4,5

<p>week – LA pay for one day) .- £12000</p> <ul style="list-style-type: none"> <li>• Dedicated TA delivering catch up reading interventions across the school with a 0.8 timetable.</li> <li>• Qualified teacher (SENDco) receiving a dedicated 0.2 timetable to support pupils who have potential to exceed curriculum standards in reading through targeted interventions.</li> <li>• Catch up maths intervention delivered across KS2 by a dedicated LSA</li> </ul>	<ul style="list-style-type: none"> <li>• EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</li> </ul>	
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 10,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<ul style="list-style-type: none"> <li>• School ELSA to deliver 1:1 and group session to build emotional resilience for pupils that require this.</li> <li>• School counsellor to support the learning mentor delivering 0.1 a week for pupils who are identified as requiring emotional support.</li> <li>• School attendance officer contacts all new families as join, finds out needs and circumstances and offers support. Consent form filled in.</li> <li>• LSA with a dedicated period of time each</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention.</li> <li>• Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</li> <li>• EEF toolkit– Parental engagement</li> </ul>	2,4,5

<p>morning (35 minutes) to support children who have high levels of anxiety about pupils who entering school to support this transition.</p>		
<ul style="list-style-type: none"> <li>● School attendance officer phones families at 9am if pupil not in school and offers support.</li> <li>● School attendance officer works closely with attendance officer, pupils below 96% are identified and protocols followed.</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance data</li> <li>● Data shows pupils with highest attendance make the most progress at JYS, due to increased opportunities for overlearning and access to a personalised curriculum.</li> <li>● Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</li> </ul>	<p>1,2,3,4,5</p>
<ul style="list-style-type: none"> <li>● Cultural capital experiences promoted in the curriculum.</li> <li>● Reduction in cost of trips for PP</li> <li>● Residential trip cost is greatly reduced for PP</li> <li>● Sports events / music lessons promoted to PP are encouraged to attend and subsidised</li> <li>● Outdoor learning encouraged</li> <li>● Ensuring all pupils have access to hot meals where entitled</li> </ul>	<ul style="list-style-type: none"> <li>● Learning is contextualised in concrete experiences and language rich environments.</li> <li>● Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</li> <li>● Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</li> <li>● EEF – sports participation increases educational engagement and attainment.</li> <li>● EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</li> </ul>	<p>4,5</p>

**Total budgeted cost: £ 44,312 (shortfall of £3797 made up from budget share)**

## Part B: Review of outcomes 2021-2023

Attendance: One of the key priorities for the school was to improve the attendance of our EBSA pupils. We are pleased to report that attendance for our EBSA pupils has improved by an average of 10% compared to the previous academic year. This was achieved through targeted support and interventions, including regular communication with parents and carers, and support from our learning mentor and WSCC Early Help service. .

Phonics Screening Check: We are delighted to report that 100% of our Pupil Premium pupils passed the phonics screening check at Year 1 and Year 2 retake stage. This is a significant improvement from the previous year, and it is a testament to the hard work and dedication of our staff in delivering high-quality phonics teaching using the Twinkl phonics scheme. Our phonics intervention teacher provided targeted support for pupils who required additional help, and this has resulted in a positive impact on their reading and writing skills.

National Reading Test: Our school has seen significant improvements in the national reading test results for our Pupil Premium pupils. At least 50% of our Pupil Premium pupils passed the national reading test after receiving intense support from our phonics intervention teacher. This is a significant improvement from the previous year, and it demonstrates the effectiveness of our intervention strategies.

Conclusion: The Pupil Premium funding has had a positive impact on the educational outcomes of our disadvantaged pupils. Our attendance rates have improved, and our pupils have made significant progress in their phonics and reading skills. We will continue to evaluate our strategies and interventions to ensure that we provide the best possible support for our Pupil Premium pupils, particularly when looking at mathematics.

Targets: To further improve the educational outcomes of our disadvantaged pupils, we have set the following targets for the academic year 2023/24:

- To improve attendance rates for our EBSA pupils by a further 5%.
- To ensure that 100% of our Pupil Premium pupils pass the phonics screening check at Year 1 and Year 2 retake stage.
- To increase the percentage of Pupil Premium pupils reaching ESS in reading tests to 60%.
- To increase the percentage of Pupil Premium children reaching EXS at the end of KS2 to in maths to 50%.

At JYS, we have been using our pupil premium funding to improve the engagement and participation of our disadvantaged pupils in extracurricular activities. Our aim was to increase the uptake of clubs by pupil premium pupils by 33% compared to the previous academic year.

To achieve this, we used a range of approaches, including:

- Offering a wider range of clubs that cater to the interests of our pupil premium pupils.
- Providing free or subsidised places for pupil premium pupils in clubs that require a fee.



- Encouraging and supporting pupil premium pupils to attend clubs through targeted communication with parents and carers, and by providing transport where needed.

We are pleased to report that our efforts have been successful. In the academic year 2022/23, the uptake of clubs by pupil premium pupils increased by 33% compared to the previous year. This means that more pupil premium pupils are now regularly participating in extracurricular activities, which we believe has had a positive impact on their wellbeing, social skills, and academic attainment. This was seen in the fact that 3 of our pupils who would previously struggled to attend a residential school due to lack of confidence and not wanting to stay away from home, all attended.

## 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
Power of Reading	CLPE
Twinkl Phonics	Twinkl
PiXL	PiXL

## Impact report

Activity	Impact
Power of Reading	CLPE
Twinkl Phonics	Twinkl

## Disadvantaged pupil progress scores for 2020-2021

Measure / Score
Reading EYFS: Cohort of 6 pupils - 50% reaching GLD KS1: Cohort of 4 pupils - 100% reaching EXS KS2: Cohort of 2 pupils (both WTS at KS1) 1 achieving the expected standard
Writing EYFS: Cohort of 6 pupils - 50% reaching GLD KS1: Cohort of 4 pupils - 50% reaching EXS KS2: Cohort of 2 pupils (both WTS at KS1) 0 achieving the expected standard
Maths EYFS: Cohort of 6 pupils - 50% reaching GLD KS1: Cohort of 4 pupils - 50% reaching EXS KS2: Cohort of 2 pupils (both WTS at KS1) 0 achieving the expected standard

## Disadvantaged pupil performance overview for 2021-2022

Measure	Score
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Numbers of children at expected standard in phonics
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100% at Year 1 and 2
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