

# Jessie Younghusband Pupil premium strategy statement 2022 - 2023



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	Jessie Younghusband
Number of pupils in school	210 (22-23)
Proportion (%) of pupil premium eligible pupils	19 (9%) (September 2022)
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	30 <sup>th</sup> October 2021 Reviewed on 28th September 2022
Date on which it will be reviewed	September 2023
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; £1385.00 per pupil	£20,775 Plus £16,700 for Service and post adoption pupils.
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	£37,475

# 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 (2022/23), 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: £ 5476

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers across KS1 to participate in the Mastering Number programme, 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.	2, 3
All staff to participate in the 'Teaching for Mastery' programme,	This project aims to further develop maths teaching across the school and will provide all staff with enhanced subject knowledge and a deep understanding of the pedagogy around maths and	2,3

engaging with training and support offered by the Sussex Maths Hub. Staff to run intervention groups and catch up programmes for pupils who are falling behind in allocated non-contact time.	teaching for mastery. Further information can be found at <a href="https://www.sussexmathshub.co.uk/wp-content/uploads/2022/06/Maths-Hub-2022-23-Catalogue-SUSSEX-Final.pdf">https://www.sussexmathshub.co.uk/wp-content/uploads/2022/06/Maths-Hub-2022-23-Catalogue-SUSSEX-Final.pdf</a>	
CPD – metacognition, strategies and best practice to implement retrieval practice into everyday classroom teaching. (1X inset and 2 follow up sessions in year 1)	EEF - The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)  The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.  These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.	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.	EEF - Reading comprehension strategies are high impact on average (+6 months)  Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.  A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	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	EEF – documents and reviews of teachers professional development  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.	
Dedicated release time for key subject leaders provided by cover supervisor (who holds QTS). Additional booster groups delivered by this member of staff.	Subject leadership is now a top priority in primary schools, especially with the demands of the new inspection framework.  Subject leadership is second only to teaching in its impact on student-learning. They argue that high-quality leaders best impact students by: <b>Setting directions. Establishing a clear vision and using sense making to track progress</b>	

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

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 week – LA pay for one day) - £12000</li> <li>• Dedicated TA delivering catch up reading interventions across the school with a 0.8 timetable.</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> <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>	2,4,5

<ul style="list-style-type: none"> <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>		
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 16,204

<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 morning (35 minutes) to support children who have high levels of anxiety about pupils who entering school to support this transition.</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

<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>	1,2,3,4,5
<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>	4,5

**Total budgeted cost: £ 40,999 (shortfall of £3524 made up from School Budget Share)**

#### Part B: Review of outcomes 2021-2022

Internal observations, monitoring and assessments during 2022/23 shows that the performance of disadvantaged pupils was mainly positive across the school, depending on the size of the cohort in key areas of the curriculum.

All interventions and activities listed above ran throughout the academic year and the impact of these can be seen across the school in many areas. This has been particularly evident in pupils who have spent time working on interventions with our ELSa and play therapist. This has resulted in 2 pupils who were suffering severe anxiety and often refusing to come into school to attend regularly and begin to access other internal interventions on offer. Reading interventions across the school have also

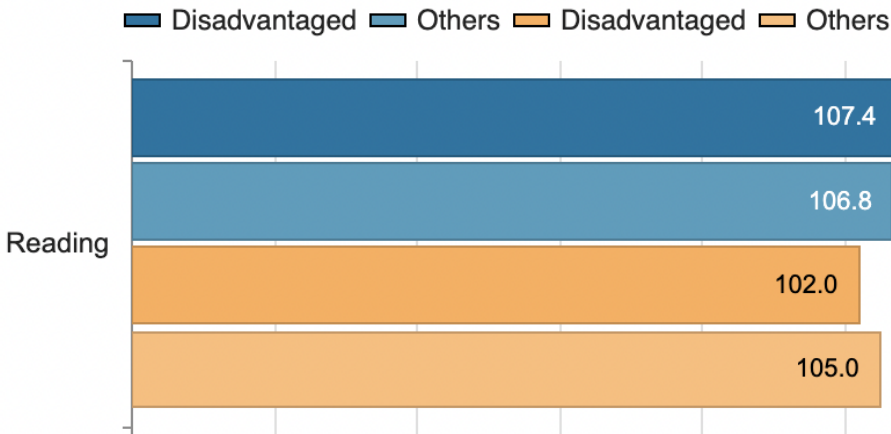
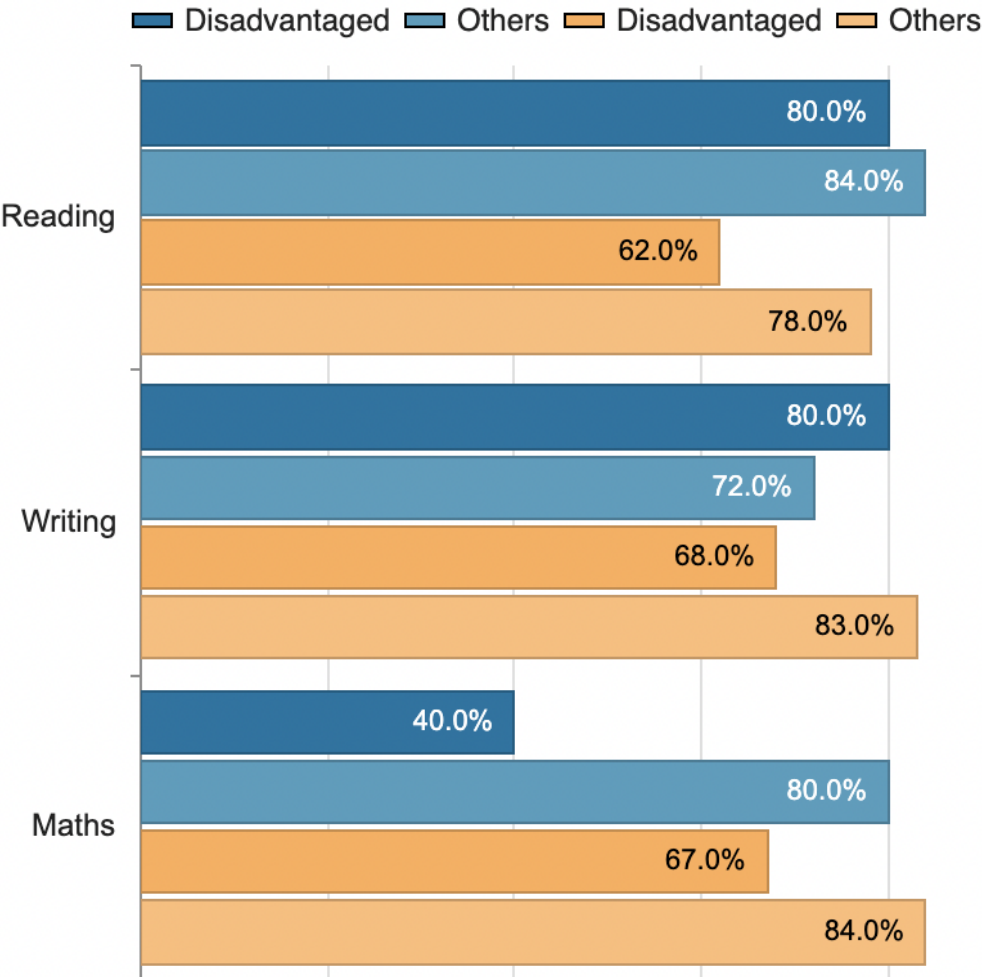


had a significant impact upon our PP cohort, with 100% of our Year 6 PP reaching EXS and having an average scaled score above the rest of the cohort.

Diminish the Difference

Expected Attainment 

 Boys & Girls       Disadvantaged & Others





The support put in place for families has also enabled every child who we identified as vulnerable to access free after school clubs, every child has participated in one club over the year to widen their experiences - these have ranged from drama and music to sports and art. This has strengthened relationships with families and provided many children with opportunities that would not have been available. No child has missed out on residential trips organised by the school due to the funding support we have offered.

Results across the school at all key points were in line or above the national figures released, in all areas. This is also reflected in our PP cohort, who only demonstrated gaps with other pupils at the end of Year 2 where our PP cohort is very small. Children who fall into this category are being supported in a different way and advice from the SEND team is ongoing.

Whilst we recognise the positive impact our interventions have made, we also see the need for our 3 year plan to remain in place with the work we have started being refined and monitored to ensure it has a lasting impact upon the pupils involved. We are also participating in joint working with other schools, facilitated by the Sussex Maths Hub, to further close the gap between our disadvantaged learners and other pupils in this area. All activities listed above will continue for the next academic year.

## 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
Teaching for Mastery: Development / Mastering Number	Sussex Maths Hub
Twinkl Phonics, Handwriting and Spelling	Twinkl

## Disadvantaged pupil performance overview for 2021-2022

Measure	Score
Meeting expected standard at KS1 (3 pupils, 1 on SEN register)	Reading - 33%, Writing - 33% , Maths - 33%
Numbers of children at expected standard in phonics (4 pupils)	75%
Meeting the expected standard at KS2 (5 pupils)	Reading - 80% (60% at GDS) Writing - 80% Maths - 40%