

Pupil Premium Strategy Statement.

This statement details our schools use of Pupil Premium 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	Kempshott Junior School
Number of pupils on role	369
Proportion (%) of pupil premium eligible pupils	10.2%
Academic year/years that our current pupil premium strategy plan covers. (3 Year plan).	2021-2023
Date this statement was published	October 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Mrs Fiona Craig Head teacher
Pupil premium lead	Mrs Emma Wilkinson Teacher
Governor/Trustee lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year.	£55110
Recovery premium funding allocation this academic year	£???
Pupil premium funding carried forward from previous years (Enter 0 if not applicable)	£0
Total budget for this academic year	£55110

Part A: Pupil premium strategy plan

Statement of intent

- Kempshott Junior School is committed to supporting **all** the pupils in our care, regardless of circumstance. Our vision is to ensure all children have an opportunity to succeed, regardless of financial disadvantage, to provide the children with the opportunities to develop and young people and succeed. We will provide them with the resources, skills and experiences that will ensure that their needs are met so that they are prepared for secondary school and their futures. Staff at Kempshott Junior are committed to ensuring that the gap between progress and achievement between Pupil premium and non-pupil premium will decrease, we will do this by Identifying children that require additional intervention to allow for progress and achievement, provide high-quality support, within the classroom with the support of a 1-1, LSA and small group opportunities. Children with emotional needs will be recognised and suitable support put into place by the SEN team and ELSA. Staff will monitor and, analyse data to create impactful strategies and support mechanisms to help children progress and close the gap on achievement. Staff will also continue to ensure Pupil Premium children are equally able to access all curriculum and extra-curricular opportunities.

Challenges:

Challenge number	Detail of challenge
1	In reading, writing and maths, there is a higher proportion of disadvantaged children who are not on track compared to their non-disadvantaged peers.
2	In reading, writing and maths, there is a lower proportion of disadvantaged children achieving GDS compared to their non-disadvantage peers.
3	Some of our disadvantaged pupils need access to emotional support to improve wellbeing and life chances.
4	Some of our disadvantaged pupils have lower attendance rates. (69.7% Vs 82.1%)
5	Adapting schemes of work to enable staff and children to close the gaps in all curriculum areas with a key focus on Maths, English and reading,

Intended outcomes

This explains the outcomes Kempshott junior School are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcomes	Success criteria
ELSA sessions will offer opportunities to talk and improve mental well-being.	Teacher observation of child's confidence, well-being and enthusiasm for learning
Improved language and communication skills - Language link.	Teacher observation of improved language in both social and learning situations.
Secure phonic knowledge and confidently blending sounds.	Confident use of phonics in reading and writing. Enjoyment of reading Improved assessment scores.
Gaps filled and misconceptions explained.	Improved confidence with number. Enjoyment in lessons. Improved assessment scores.
More focused during input. Improved concentration.	Improved engagement during lessons. More willing to contribute and answer questions. Finds tasks easier.
All Pupil Premium children's attendance in line with non-PP children	Children in school on time. Group work with children and parents on attendance in the impact this has on attainment.
Positive relationships with families.	Greater parental engagement, knowledge and understanding. Parents valuing education.
More families aware of FSM.	Wider families aware of availability and support though Pupil Premium.

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: £20,000

Activity	Evidence that supports this approach	Challenge numbers addressed.
Phonics	Evidence supports the use of high quality strategies in language and reading intervention had a high impact on children's overall learning.	1,2
Daily reading, phonics (LKS) and spelling sessions to accelerate learning.	Additional sessions to accelerate learning.	1,2
Developing curriculum planning to support small group support in UKS.	Mastering curriculum plans to develop a secure understanding of key skills needed for all abilities of children to progress learning.	1,2,5
Language link sessions weekly.	Improved listening skills will impact across the curriculum.	1,2,3
ELSA session – weekly.	Improved mental well-being will allow for attendance and focus to improve.	3

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number addressed.
Phonic and reading interventions.	ELS and Project X reading and spelling programmes used to enhance progress across LKS and identified children in UKS.	1,2
ELSA sessions.	Children supported emotionally and socially to increase confidence and out of the classroom.	2
Senior leaders, including Assistant Head Teachers, Heads of Year and our new ECT Lead, help to develop and sustain high quality teaching through effective CPD. We ensure that teachers have a focus on the PP children who are struggling in R/W/M, and those who need to accelerate their progress. Improve use of over-learning/retrieval practice opportunities,	High quality teaching improves outcomes for children and effective professional development offers a crucial tool to develop teaching quality in all reading activities. Project X and spelling shed reinforced to progress lower attainers.	1,2,3,5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number addressed.
<p>ELSA sessions to support children to develop social and emotional skills</p> <p>Lunch time support clubs</p> <p>Social skills groups</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	3,4
<p>Family financial assistance to ensure equity of opportunity in school.</p> <p>Funded school trips.</p> <p>Funded daily milk.</p> <p>Discount price of sports Extra clubs and extracurricular clubs..</p> <p>Funded week at school holidays clubs.</p> <p>Funded place on the Junior-Dukes scheme.</p>	<p>Parental involvement in the form of ‘at-home good parenting’ has a significant positive effect on children’s achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</p>	3
<p>Provide pastoral support and social support sessions for vulnerable children.</p> <p>Vulnerable children are given support for managing their worries, their emotional wellbeing and mental health.</p> <p>They are better equipped to engage in social activities too.</p> <p>The pastoral team receives regular, up-to-date training.</p>	<p>Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</p>	1,2,3,4,5
<p>Monitor attendance/punctuality and support parents in understanding the importance of being at school.</p>	<p>Attendance at school is vital to narrowing learning gaps and improving life chances.</p> <p>Information regarding impact of low attendance/lates sent to parents. Identified children given an opportunity for an attendance support group.</p>	5

Total budgeted cost: £58,000