

# Pupil premium strategy statement – Kempshott Junior School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	9.28%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Fiona Craig Head teacher
Pupil premium lead	Miss Catherine O'Neill Assistant Head Teacher
Governor / Trustee lead	Mr Adam Green

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54530.00
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£54530.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Kempshott Junior's our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and have good attainment across all subject areas. All staff aim to ensure that low aspirations or a poor socio-economic background are not a barrier to achievement by carefully analysing the barriers to progress of all our children. Pupil wellbeing is a priority, therefore we try to ensure that we are able to support the mental health of all pupils irrespective of their background or the challenges they face.

In line with the Education Endowment Foundation's 3-part model, our strategy is directed at three key areas: quality teaching in the classroom, ensuring that children are well supported to be successful and independent learners; small group teaching and interventions that target specific learning needs; and wider strategies that promote emotional well-being and readiness to learn. Quality first teaching, 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.

Our strategy also incorporates targeted interventions and small group catch-up teaching in order to target specific learning needs and address any gaps in learning. While it is our priority that children remain in the classroom the majority of the time where they benefit from high quality teaching and peer group interactions, there are times when children may need specific interventions (for example phonics, precision teaching, speech and language). This is always carefully considered so that children are not always removed from the same subjects, especially from those that they enjoy and in which they may excel.

Our approach will be responsive to common challenges and individual needs, rooted in robust, regular assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils progress and excel academically and emotionally. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Prioritise children's emotional wellbeing to ensure their readiness to learn

## Challenges

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

Challenge number	Detail of challenge
1	In writing, there is a high number of pupils, particularly boys, who are not on track compared to their non-disadvantaged peers.
2	In reading and maths, the number of disadvantaged pupils who achieve the expected standard by the end of key stage is lower than the national average for this group (50% v 62%) and (57% vs 78%)
3	Attendance and punctuality rates for our disadvantaged pupils fall below that of our non-disadvantaged pupils (89.1% v 94.3% - 2022-2023)
4	Some disadvantaged pupils have limited vocabulary which impacts on comprehension and writing.
5	Emotional wellbeing and readiness to learn We have seen an increase in the social, emotional and mental health needs of many of our children –particularly those who are vulnerable or disadvantaged. This, along with subsequent behavioural difficulties, is impacting on their ability to engage fully in lessons and to become confident and successful learners
6	Cultural Capital and experience: Pupils' experiences outside of school vary greatly. Many of these experiences shape who they are as people, their aspirations and their understanding of the world. This has a direct impact in the classroom. Those with a narrower range of experiences have less to draw on when learning about certain parts of the curriculum.

## 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
To improve rates of progress and close the attainment gap in reading for disadvantaged pupils.	At the end of each year group: <ul style="list-style-type: none"><li>• Increased percentage of disadvantaged pupils achieving at and above age-related expectations in reading.</li></ul> Key Stage 2 SATs: <ul style="list-style-type: none"><li>• Increased percentage of disadvantaged pupils achieving at and above age-related expectations in reading.</li><li>• Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils in reading so that it is no more than 15%. (Currently 34%)</li></ul>
To improve rates of progress and close the attainment gap in writing for disadvantaged pupils.	At the end of each year group:

	<ul style="list-style-type: none"> <li>• Increased percentage of disadvantaged pupils achieving at and above age-related expectations in writing.</li> </ul> <p>Key Stage 2 SATs:</p> <ul style="list-style-type: none"> <li>• Increased percentage of disadvantaged pupils achieving at and above age-related expectations in writing.</li> <li>• Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils so that it is no more than 15%. (Currently 43%)</li> </ul>
To improve rates of progress and close the attainment gap in reading, writing and maths combined for disadvantaged pupils.	<p>Key stage 2 SATs:</p> <ul style="list-style-type: none"> <li>• Increased percentage of disadvantaged pupils achieving at and above age-related expectations in reading, writing and maths combined.</li> <li>• Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils so that it is no more than 15% (the national average in 2022 was a 22% gap between disadvantaged and non-disadvantaged achieving ARE combined at the end of KS2) (Currently 36%)</li> </ul>
Ensure that pupils eligible for pupil premium will have a greater reading resilience and stamina. They will read with fluency because of the regularity of reading aloud opportunities provided. Where needed, pupils identified as needing phonic support will be targeted to support the development of reading fluency. Pupils will demonstrate greater confidence and success in reading across the wider curriculum. Pupils view themselves as readers and enjoy reading for pleasure	<p>The percentage of PP pupils achieving ARE in reading will increase</p> <p>The percentage of PP pupils who view themselves as readers and read for pleasure will increase as evidenced in pupil conferencing and tracking percentages of children who read regularly at home.</p> <p>Evidence (data, pupil progress meetings, assessment trackers) show that pupils eligible for pupil premium are achieving ARE in other areas of the curriculum.</p> <p>Pupils targeted as needing phonic intervention will achieve in reading so it is line with non- disadvantaged pupils</p>
To achieve and sustain improved attendance for disadvantaged pupils compared to their non-disadvantaged peers.	<p>By the end of the 3-year plan the trend of disadvantaged attendance improves in comparison to their non-disadvantaged peers.</p> <p>The attendance gap between disadvantaged pupils and their peers is no more than 3%</p>
Ensure that the needs of individuals who demonstrate behaviours that adversely affect their learning are met through in and out of class support and that staff who work with them are able to use effective strategies	<ul style="list-style-type: none"> <li>• Deployment and engagement of a wide range of emotional and behavioural interventions to support and promote positive behaviours</li> <li>• 'Zones of regulation' used effectively across the school to help children identify</li> </ul>

	<p>their emotions and effectively regulate their responses to this.</p> <ul style="list-style-type: none"> <li>• Consistent staff approach when dealing with children in a heightened emotional state</li> <li>• Reduced number of exits from class recorded</li> <li>• Reduced number of fixed term suspensions recorded.</li> </ul>
Ensure that all disadvantaged children have equality of access to resources, activities and other opportunities, measured by financial support provided from the Pupil Premium money.	Attendance at clubs, activities, and other events by disadvantaged children is at least in line with their peers.

## 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 number(s) addressed
CPD for all staff on: <ol style="list-style-type: none"> <li>1) Inclusive teaching - PBS</li> <li>2) Gareth Metcalfe 'I see reasoning'</li> <li>3) Word Aware</li> </ol>	Teaching is identified as the top priority according to guidance published by EEF and in Marc Rowlands 'An updated practical guide to Pupil Premium'. The guidance states that, 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on pupils eligible for the Pupil Premium' EEF reports a +7 months gain in building metacognition and self regulation skills among learners.	1,2,4
CPD for teaching and support staff: Whole-school development priority - effective feedback to pupils	High-quality feedback is key in promoting good progress for all. As a school, we will look at the principles of effective feedback and will develop a whole-class feedback system which is being used in all classes from. This is	1,2,4

	regularly reviewed and updated as necessary. +6 months EEF Feedback	
Further development of a reading curriculum through: 1) High quality texts 2) Author visits 3) Books bought for PP pupils	EEF Reading Comprehension Strategies (+6) Research shows that successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge.	1,2,4
Regular CPD for core subject leaders and release time to monitor, review and support developmental areas. This includes: 1) English & maths subject leader meetings 2) HIAS support in maths and English	High-quality teaching practice is key in order for all pupils to make good progress. Core provision provides regular local updates, access to new resources and recommends practice supported by up-to-date research. English and Maths leaders disseminate this practice to teachers and support staff during staff meetings and INSET training days.	1,2,4

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy support (ELSA) 1:1 sessions to support the teaching of: -emotional literacy or emotional intelligence -social skills, friendships and anger management - reflection and increased abilities as a reflective learner	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (four months' additional progress on average). In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. EEF T&L toolkit Social and Emotional Learning (SEL) (delivered 1:1 by trained ELSAs) - Moderate impact for very low cost based on very limited evidence +4 literacy, +3 maths	5
LSA/HTLA interventions / booster groups – use	Overall, evidence shows that small group tuition is effective and the smaller	1,2,4

of LSAs for targeted intervention programmes which provide small group support in Maths and English	the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. EEF T&L toolkit Teaching Assistant Interventions – Moderate impact for moderate cost based on moderate evidence +4	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Financial support with wider experiences in the Curriculum, before and after school clubs.</p> <p>a) Tracking of disadvantaged pupils attendance at clubs, wrap around provision and holiday clubs compared to non-disadvantaged peers</p> <p>b) Create a list of experiences for pupils to have within ks2 to further develop cultural capital</p> <p>c) Monitor attendance on curriculum trips and offer 50% reduction</p>	<p>Many disadvantaged pupils do not attend residentials and day trips due to lack of funding. These trips are integral to pupils' learning experiences in order for learning to be 'brought to life'. Residentials give pupils an opportunity to be more independent and build relationships with their peers.</p> <p>Many disadvantaged pupils do not have access to music lessons or membership of clubs such as Dance or Karate. Physical activity is key for good mental health and many pupils find a new hobby having been given the opportunity to try clubs at school. Clubs run by school staff – although there is no cost attached to these clubs, priority is given to pupils in receipt of PP funding.</p> <p><a href="https://www.lotc.org.uk/category/research/">https://www.lotc.org.uk/category/research/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3,6
Training for member of staff to establish a mental health lead for the school	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Social and emotional learning (EEF+4). Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p>	5

Whole staff team teach training at least at level 1	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	5
Dogs in schools mentor programme	<p>A variety of anxiety problems can be addressed by the presence of a dog as it creates a calming influence. Studies have shown that the presence of a trained therapy dog has helped increase attention and concentration, provide social interaction opportunities, encourage routines and reduce stress.</p> <p>+4 months – social and emotional learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5

**Total budgeted cost: £ 55,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Due to COVID-19, performance measures were not published for 2020 to 2021 or 2021 to 2022 and as a result will not be used to hold schools to account.

#### Intended outcomes

This explains the outcomes were aiming for by the end of the current strategy plan (July 2023) and whether they have been achieved or not

Intended outcomes	Success criteria	As of July 2023
ELSA sessions will offer opportunities to talk and improve mental well-being	Teacher observation of child's confidence, well-being and enthusiasm for learning	ELSA session allow have and the availability of the inclusion manager have meant that the number of children regularly out of class has reduced.
Improved language and communication skills – Language link	Teacher observations of improved language in both social and learning situations	No child on the PP register received language link support during the last academic year. Baseline assessments at the start of the year or during the previous academic year suggested there wasn't the need.
Secure phonics knowledge and confidently blending sounds	Confident use of phonics in reading and writing. Enjoyment of reading Improved assessment scores.	11 children received reading support during the year 22/23 and all made progress (between +1 month & +15 months) 9 children received spelling support (progress ranged from + 3 words to +3 years and 3 months)
More focussed during input and improved concentration	Improved engagement during lessons. More willing to contribute and answer questions. Finds tasks easier.	Teachers in 2 year groups report that the majority of their children are focussed and on task during lessons.
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.	Attendance data over the last 18 months show that continues to be a discrepancy between the attendances of PP pupils in comparison to non PP pupils. This gap however has narrowed and
Positive relationships with families	Greater parental engagement, knowledge and understanding. Parents valuing education.	During the inspection carried out during April 2023 98/367 parents responded. Less than 10% of parents answered negatively to all bar one question (Q13 regarding wider personal development). However ¼ of parents wh

#### Data

Year 3 – M3 2022/23	RWM	Reading	Writing	Maths
PP	42.9%	71.4%	40%	80%
Not PP	62.7%	79.5%	73.5%	72.9%

Year 4 – M3 2022/23	RWM	Reading	Writing	Maths
PP	25%	71.4%	37.5%	42.9%
Not PP	60.3%	81%	70.5%	74.4%

  

Year 4 MTC	PP	Not PP
Average score	15.5	18.59

  

Year 5 – M3 2022/23	RWM	Reading	Writing	Maths
PP	42.9%	71.4%	40%	80%
Not PP	62.7%	79.5%	73.5%	72.9%

  

Year 6 – EOKS2 2022/23	RWM	Reading	Writing	Maths	Science
PP	30%	60%	30%	60%	60%
Not PP	66.3%	94%	73.5%	85.5%	88%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Essential letters and sounds	Oxford Owl
Nessy	Nessy learning
Project X	OUP