

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Iver Village Junior School
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	54 (25%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jill Digweed
Pupil premium lead	Sarah Chapman-Allen
Governor / Trustee lead	Sam Dobson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	$£1345 \times 54 + £2410 = £75040$
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	£75040

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Demography and School Context

Iver Village Junior School is a co-educational Junior School for pupils aged 7 to 11, serving Iver Village and Richings Park. It is situated at the heart of our community and we work closely with our colleagues at Iver Village Infant School.

The school currently has 218 children on roll, divided into nine classes: two classes for each year group and 3 in Year 6.

The school is divided into Lower School (Y3 and Y4) and Upper School (Y5 and Y6).

## Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Teacher to each Year Group - providing small group work with an experienced teacher focussed on overcoming gaps in learning
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Transition from primary to secondary and transition internally.
- Additional learning support.
- Support in paying for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Iver Village Junior School values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Low attainment when entering KS2
3	More frequent behaviour difficulties
4	Attendance and Punctuality issues
5	Chaotic family lives and Social Service involvement

## 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
<p>For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 75% to meet the expectations for the Y4 multiplication check.</p>	<p>90% of disadvantaged pupils who do not have a cognitive SEND need will reach age-related expectations in R, W, M.</p> <p>Those that have a SEND need will make more than expected progress from their individual starting points.</p>
<p>To ensure disadvantaged pupils with additional barriers to learning, individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y4 multiplication check.</p>	<p>There will be systematic approach to the case studying of individual pupils who:</p> <ul style="list-style-type: none"> <li>• have a SEN/D</li> <li>• are P/LAC</li> <li>• are subject to a CIN/CP plan</li> </ul> <p>and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of “SEND, PLAC and other disadvantage barriers”</p> <p>This could include</p> <ul style="list-style-type: none"> <li>• Access to our learning mentor in LS</li> <li>• Personalised learning plans</li> <li>• Individual mentor for all disadvantaged pupils to be their ‘champion’</li> </ul>
<p>For all disadvantaged pupils to attend school regularly and on time, PA below 1% and attendance in line with all pupils.</p>	<p>There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• Attendance and punctuality of targeted pupils will improve to be in-line with all pupils.</li> <li>• persistent absence will reduce to below 1%</li> </ul>
<p>All PP children attend school trips and have access to at least one after school curriculum club.</p>	<p>P children will have attended any school trip available (the school will continue to work with our traveller families to encourage attendance on trip).</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To develop children's vocabulary and oracy using Vocabulary Ninja and Voice 21</i> £4000	Weak Language and Communication skills. Most children are working below in their reading and are unlikely to have the breadth of vocabulary that reflects their experiences. children are unlikely to use talk to connect ideas and explain what is happening coherently Higher than average numbers of children access SALT across our school.	1, 2
<i>An extra teacher in each year group to provide small teaching groups.</i> £15,000 x4 = £60,000 <i>Additional SENCo</i> £2000	On entry to our school – most children have low language and communication skills - 65% of disadvantaged children are working below the expected standard in Reading and Maths. Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required at their age. 37% of disadvantaged children have significant SEND/learning difficulties requiring high levels of support and 30% of these children have SLCN difficulties.  The additional teaching staff sees progress accelerated in KS2 where disadvantaged Children's results outperform 'others'.	1, 2
<i>Staff CPD</i> (£1000)	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. We are part of the Oracy project and local hubs. Focus for 22-23: Oracy (VOICE 21 with a focus on Oracy throughout the curriculum + vocabulary ninja) Emotional Literacy Support Participation in Teacher action groups linked to appraisal targets + EEF reports Sport – range of different sports eg. Orienteering, netball Now Press Play IVJS curriculum updated to ensure a higher focus on music and modern foreign language.	1, 2,3, 4, 5

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

Budgeted cost: £14726

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Times Table Rockstars (£176)</i></p> <p><i>Speech and Language Therapist (12750). To screen children and provide bespoke programmes</i></p> <p><i>Educational Psychologist termly visits (£1800)</i></p>	<p>Our children achieve well in their arithmetic due to focusing on children's basic times table skills which shows how effective this is and an essential part of learning and engagement.</p> <p>Higher than average numbers of children access SALT across our school.</p> <p>A high number of children who are PP have additional special needs. EP will advise school staff with best approaches and a clear plan will be made.</p>	1, 2

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

Budgeted cost: £42300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Learning Mentor / Play therapist to support the Nurture and Behaviour Lead to stop issues before they start (£23,000)</i></p> <p>Extra play equipment on the playground for lunchtimes (train track, dinosaurs etc.)</p> <p>Extra adult support at lunchtimes to allow for:</p>	<p>Clear research (Young Minds) indicates that COVID-19 has had a clear impact on children in many areas including attainment, social skills, mental health difficulties.</p> <p>With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning. Adults will build relationships with children at lunchtimes and provide extra time for them to talk.</p>	1,2 3

<p>1. Better provision of different sports</p> <p>2. One year group at a time on the playground</p> <p>£3000</p>	<p>The EEF states that Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>													
<p>SLT to work with vulnerable pupils to ensure they can access learning (£8,500)</p> <p>Increase the safeguarding team (£4000)</p>	<p>More frequent behaviour difficulties meaning PP pupils are more likely to struggle which impacts on their academic progress.</p> <p>Safeguarding being an increasing factor in our school, the last year has seen the need to extend our safeguarding team to deal with an increase in Social Services involvement. This includes 4 social care referrals during the summer holidays due to domestic violence and alcohol/drug misuse.</p>	3, 5												
<p><i>To improve social interactions for all disadvantaged pupils</i></p> <p>£3000</p>	<p>Newcastle university (Nuffield Foundation) notes the importance of providing support in terms of school clubs and extra-curricular activities.</p> <p>Pupil premium children will receive support in terms of funding school trips / PGL / clubs and any other extra-curricular activities so that they are not disadvantaged.</p>	3, 4												
<p>SLT to review attendance/punctuality (at least weekly) of vulnerable pupils</p> <p>Attendance administrator to track and follow up of non-attendance.</p>	<p>Focus to improve attendance so that PA is below 1* and overall attendance is more in line with all pupils.</p> <p>Research from the NFER highlights how the impact of absences from disadvantaged pupils has a clear link to the gap in attainment between PP children and Non-PP children.</p> <p>Our PP/non PP attendance over the last 3 years has been...</p> <table border="1" data-bbox="478 1355 1136 1547"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>2019 - 2020</td> <td>89%</td> <td>94%</td> </tr> <tr> <td>2020 - 2021</td> <td>89%</td> <td>94%</td> </tr> <tr> <td>2021 – 2022</td> <td>92%</td> <td>93%</td> </tr> </tbody> </table>		PP	Non-PP	2019 - 2020	89%	94%	2020 - 2021	89%	94%	2021 – 2022	92%	93%	4
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**Total budgeted cost: £124,026**

## **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 2021 to 2022 academic year.

## Disadvantaged pupil progress scores for last academic year (Internal data)

	% on track 2020 - 2021			% on track 2021 - 2022		
	R	W	M	R	W	M
Year 3	43	36	64	67	42	67
Year 4	58	32	47	69	46	77
Year 5	64	50	79	35	41	47
Year 6	59	53	64	83	83	100

## Strategy aims for disadvantaged pupils

Intended outcome	Evaluation
For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 75% to meet the expectations for the Y4 multiplication check.	90% of disadvantaged pupils who do not have a cognitive SEND need will reach age-related expectations in R, W, M.  Those that have a SEND need will make more than expected progress from their individual starting points.
To ensure disadvantaged pupils with additional barriers to learning, individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y4 multiplication check.	There will be systematic approach to the case studying of individual pupils who: <ul style="list-style-type: none"> <li>• have a SEN/D</li> <li>• are P/LAC</li> <li>• are subject to a CIN/CP plan</li> </ul> and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of “SEND, PLAC and other disadvantage barriers” This could include <ul style="list-style-type: none"> <li>• Access to our learning mentor</li> <li>• Nurture club – Unable to start as were not able to recruit a suitable LSA</li> <li>• Personalised learning plans</li> <li>• Individual mentor for all disadvantaged pupils to be their champion – SLT members had key children to support and monitor over the year</li> </ul>
For all disadvantaged pupils to attend school regularly and on time, PA below 1% and attendance in line with all pupils.	There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils. <ul style="list-style-type: none"> <li>• Attendance and punctuality of targeted pupils will improve to be in-line with all pupils.</li> <li>• persistent absence will reduce to below 1%</li> </ul>

## 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*

<b>Programme</b>	<b>Provider</b>
Speech and Language Therapists	Expressive Child
X Tables Rockstars	TT Rockstars
Play Therapist	Blue Pencil Art Therapy