

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 (3 year plans are recommended)	2023 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jill Digweed
Pupil premium lead	Sarah Chapman-Allen
Governor / Trustee lead	Evelyn Stafford Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	$\pounds 1455 \times 55 + \pounds 2530 \times 2$ = $\pounds 85085$
Pupil premium funding carried forward from previous years (enter $\pounds 0$ if not applicable)	$\pounds 0$
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	$\pounds 85085$

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.

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
To continue to ensure that for disadvantaged pupils who do not have a cognitive SEND need reach age-related expectations in reading, writing and maths and 75% to meet the expectations for the Y4 multiplication check.	<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>
To continue 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>There will be systematic approach to the case studying of individual pupils who:</p> <ul style="list-style-type: none"> • have a SEN/D • are P/LAC • are subject to a CIN/CP plan <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"> • Access to our learning mentor in LS • Personalised learning plans • Individual mentor for all disadvantaged pupils to be their ‘champion’
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	<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"> • Reduce proportion of pupils in receipt of Pupil Premium classed as persistent absentees
<p>To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning</p> <p>All PP children attend school trips and have access to at least one after school curriculum club.</p>	<p>Children’s well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.</p> <p>PP 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: £70,000

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>	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. Requests to Bucks SALT service for advice for key children	1, 2
<i>An extra teacher in each year group (2 in Year 3/4) to provide small teaching groups.</i> <i>Additional SENCo</i> <i>Additional Assistant SENCo</i>	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, 3
<i>A Phonics teacher to teach phonics across the school</i>	Phonics approaches have a strong evidence base that indicates high impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils (+5 months)	1, 2
<i>Staff CPD</i>	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. We are also part of the National College for training Focus for 23-24: Continue with Oracy (VOICE 21 with a focus on Oracy throughout the curriculum + vocabulary ninja) Emotional Literacy Support Sport – range of different sports IVJS curriculum updated to ensure a higher focus on music Development of the music curriculum across the school Use of the National College for training opportunities	1, 2, 3, 4,

<p><i>Specialist Music Teacher to:</i></p> <ul style="list-style-type: none"> • <i>Inspires and motivates our children</i> • <i>Provides strong subject knowledge</i> • <i>Provide wider life experiences through clubs</i> 	<p>Specialised music teacher allowing children to develop their music ability and confidence across the school.</p> <p>EEF evidence shows that involvement in artistic and creative activities can develop engagement and also language skills.</p>	1, 2, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Times Table Rockstars</i>	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.	1, 2
Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring	<p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high-attainers.</p> <ul style="list-style-type: none"> - White Rose Interventions after school - 1:1 tutoring across the school <p>Maths tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
Free breakfast club places to improve attendance and punctuality and ensure children have eaten and are ready to learn. Free ad hoc spaces ASC to support parents in ensuring children attend.	If children are not attending school, they are not getting access to high quality teaching and learning. Providing spaces to attend breakfast club for children who have low attendance supports children to be on time to school and they also have been provided with an adequate breakfast to support their concentration.	3, 4

Additional support staff trained to carry out effective focused interventions as well as supporting in the classroom.	<p>Examples of interventions include:</p> <ul style="list-style-type: none"> • Additional staff time to support daily reading and times table knowledge • Phonics Keep-up groups • Speech & Language development • Maths interventions <p>Teaching assistants can provide a large positive impact on learner outcomes.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</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 to support the Nurture and Behaviour Lead to stop issues before they start</i></p> <p>Extra play equipment on the playground for lunchtimes</p> <p>Extra adult support at lunchtimes to allow for:</p> <ol style="list-style-type: none"> 1. Better provision of different sports 2. One year group at a time on the playground 	<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> <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>	1,2 3, 4
<p>SLT to work with vulnerable pupils to ensure they can access learning</p> <p>Increase the safeguarding team</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</p>	3, 4

	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.																
<i>To improve social interactions for all disadvantaged pupils</i>	Newcastle university (Nuffield Foundation) notes the importance of providing support in terms of school clubs and extra-curricular activities. 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.	3, 4															
Financial support for school uniforms to promote wellbeing and being part of the school community.	Ensuring all children have access to a school uniform, despite their economic hardships will support our children to feel part of our community and therefore will support with improving their wellbeing and attitude to school.	3, 4															
SLT to review attendance/punctuality (at least weekly) of vulnerable pupils Attendance administrator to track and follow up of non-attendance.	<p>Focus to improve attendance so that PA is below 20% 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 4 years has been...</p> <table border="1"> <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> <tr> <td>2022 - 2023</td><td>92%</td><td>94%</td></tr> </tbody> </table>		PP	Non-PP	2019 - 2020	89%	94%	2020 - 2021	89%	94%	2021 – 2022	92%	93%	2022 - 2023	92%	94%	3
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Total budgeted cost: £152,300

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 2022 to 2023 academic year.

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

	% on track			% on track		
	2021 - 2022			2022 - 2023		
	R	W	M	R	W	M
Year 3	67	42	67	63	31	69
Year 4	69	46	77	73	36	64
Year 5	35	41	47	64	43	71
Year 6	83	83	100	32	26	37

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.	<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>
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>There will be systematic approach to the case studying of individual pupils who:</p> <ul style="list-style-type: none"> • have a SEN/D • are P/LAC • are subject to a CIN/CP plan <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” This could include</p> <ul style="list-style-type: none"> • Access to our learning mentor in LS – staff member left at the beginning of the year. Have been using other key adults throughout the school. Have employed a PE coach / learning mentor for September 2023. • Personalised learning plans are in place for key children • Individual mentor for all disadvantaged pupils to be their ‘champion’
For all disadvantaged pupils to attend school regularly and on time, PA below 1% and attendance in line with all pupils.	<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"> • Attendance and punctuality of targeted pupils will improve to be in-line with all pupils. • persistent absence will reduce to below 1%

All PP children attend school trips and have access to at least one after school curriculum club.

PP children will have attended any school trip available (the school will continue to work with our traveller families to encourage attendance on trip). Key children have attended PGL and we have some PP children attending PGL next year. Continue to focus on the children attending clubs next term.