

Pupil premium strategy statement – & review (2023-2024)



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	270
Proportion (%) of pupil premium eligible pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-24, 2024-25, 2025-26
Date this statement was published	05/12/2023
Date on which it will be reviewed	10/07/2024
Statement authorised by	L Wilby
Pupil premium lead	E Curthoys
Governor / Trustee lead	J Wademan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,920
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£34,920

Part A: Pupil premium strategy plan

Statement of intent

We are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across the curriculum. To achieve this, our Pupil premium strategy takes a range of approaches to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

Evidence shows that high quality teaching has the greatest impact on closing the disadvantaged attainment gap. Consequently, ensuring the Highest possible quality of teaching is our primary objective. Not only will continuing to develop the quality of teaching directly impact the progress and attainment of our disadvantaged pupils, our non-disadvantaged pupils will also benefit.

The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership working with pupils and families.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data shows that there is a gap between disadvantaged and non-disadvantaged pupils in Year 1 in reading, writing and maths. This gap narrows by the end of Year 2 and in 2023 reversed in reading and writing.
2	Assessment and observation shows there is an attainment gap between disadvantaged and non-disadvantaged achieving Greater Depth in reading and maths in Year 1. This gap narrows by the end of Year 2 and in 2023 reversed in reading.
3	Assessment and feedback identify that disadvantaged pupils in Year 1 perform less well maths. Within this group, there is a significant cross over with quite complex SEND meaning that access to the age-appropriate curriculum is required.

4	In Year 1 there is a significant difference in the number of greater depth writers (Y1 2023) between disadvantaged and non-disadvantaged.
5	Average attendance across all pupils remains above the national average however there continues to be a reduced rate for pupils who are disadvantaged.
6	Data collected on parental engagement with parents' evening, email communication and attendance to wider parental events is lower for families of disadvantaged families compared to non-disadvantaged.

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>Improved writing, language and number outcomes for disadvantaged pupils in reception.</p> <p>Analysis (to be added each year)</p>	<p>Assessments and observations show improved outcomes in writing, language and number for disadvantaged pupils. This can be seen through progress data, engagement, portfolio scrutiny and formative assessment.</p> <p>2024 GLD</p> <p>Upon entry in September 2023 0% of FSM pupils were at expected upon starting school. By the end of EYFS, 60% achieved a Good Level of Development. This narrowed the gap between FSM and Non-FSM pupils to 14%.</p>
<p>Improved reading attainment among disadvantaged pupils in Year 1 and 2.</p>	<p>KS1 reading outcomes show that more disadvantaged pupils are meeting the expected standard.</p> <p>End of KS1 results 2024 show that greatest gains were in Reading where 78% of FSM pupils reached the expected level in (2% higher than national non).</p>
<p>Improved numbers of disadvantaged pupils achieving 'greater depth' In writing (Y1 and 2) and across subjects.</p>	<p>KS1 outcomes show that more disadvantaged pupils are achieving greater depth.</p>

	End of 2024 KS1 data and joint data analysis with SJS shows that whilst 0% of pupils achieved greater depth in writing, these pupils developed a strong base in writing which has prepared them well for the KS2 curriculum. They continue to make excellent progress within Year 3.
Increased attendance for disadvantaged pupils.	<p>Pupils who are disadvantaged attended closer to the rate at which non-disadvantaged pupils are.</p> <p>Whole School attendance gap between FSM and Non-FSM pupils has narrowed by 36%.</p>

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: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implement standardised diagnostic assessment tools Training for staff to ensure assessments are carried out and administered correctly.	Primary assessment in England: Government consultation response (publishing.service.gov.uk)	5, 3, 2
Implement structured phonics intervention programme in KS1	Phonics EEF (educationendowmentfoundation.org.uk)	2
Enhancing of teaching and curriculum planning for English and Maths in line with EEF guidance. Teacher release time and CPD funded to embed key elements of guidance.	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Launch and develop the use of Trick Box (Personal Development Programme) across the school.	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): Trick Box – Personal Development Programmes EEF Personal Social and Emotional Development (educationendowmentfoundation.org.uk)	1,2,3,4,5
Purchase and implement specific software to support	Instructional coaching is currently the highest quality CPD which allows for the	1,2,3,4,5

the model of instructional coaching (through SPARC) for staff to develop quality of teaching. Teachers will be trained in carrying out Instructional coaching.	most progressive and rapid change in teaching. What makes great teaching? - Sutton Trust	
Continue to implement highly structured maths scheme of work and purchase concrete resources.	Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	3,4,5
Continue to implement highly structured spelling and grammar scheme of work and purchase spelling programme.	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	2,4,5
Continue to implement highly structured handwriting scheme of work and purchase Nelson resources.	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	2,4,5
Continue to implement highly structured Guided Reading scheme of work		2,4,5

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

Budgeted cost: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Support Staff to run targeted support for: <ul style="list-style-type: none"> - Social and Emotional skills -Curriculum based targeted support. - Early Language - Phonics - Reading 	Making Best Use of Teaching Assistants EEF Teaching Assistant Interventions EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a new tier of support workers in school supporting vulnerable pupils, pupils with wider disadvantage and their families.	Parental engagement strategies and support. Working with Parents to Support Children's Learning EEF	7,8
The ELSAs will spend 50% of their timetable supporting pupils on the enhanced tier of out wellbeing approach	Improving Social and Emotional Learning in Primary Schools EEF	8
Whole staff training on PACE approach to behaviour management, developing school ethos and improving behaviour.	Behaviour interventions EEF cavuhb.nhs.wales/files/resilience-project/resilience-project-logo-adjustments/pace-pdf/ PACE - A Therapeutic Approach - Help Children Live Better	8
Focus on developing attendance of target groups and individuals.	Improving school attendance - Ofsted: schools and further education & skills (FES) (blog.gov.uk)	

Total budgeted cost: £ 34,920

Part B: Review of the academic year 2023-2024

Pupil premium strategy outcomes This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The data overwhelmingly supports the success of the plan – it clearly demonstrates that the further children progress through the school, the more the gap between disadvantaged and non-disadvantaged children is closed. This is especially clear when analysing our end of KS1 results from 2024 (and previous years too).

Our approach will continue its three-pronged structure: high quality teaching, high quality curriculum and highly effective intervention. As such, much will remain in place from the previous plan with further refinement and some highly impactful new approaches, such as the phonics intervention scheme and the refinement of the implementation of Mastering Number.

Published data shows that pupil premium children at SIS exceed national averages for non-pupil premium children in all areas.

Highlights of this year are the accelerated progress of disadvantaged children outpacing that of non-disadvantaged. This is evidence of the success of our approach.

Upon entry in September 2023 0% of FSM pupils were at expected upon starting school. By the end of EYFS, 60% achieved a Good Level of Development. This narrowed the gap between FSM and Non-FSM pupils to 14%.

FSM pupils continued to make progress in Year 1 with +30% working at the expected level in phonics by the end of the year. The strategies used (as a result of the implementation of FSM pupil premium) focus upon developing skills across KS1 and therefore this figure is anticipated to continue to rise through year 2 (in 2024 the % of FSM year 2 pupils meeting the expected standard in phonics rose by a further 17%).

End of KS1 results 2024 show that greatest gains were in Reading where 78% of FSM pupils reached the expected level in (2% higher than national non).

Pupil progress discussions and data show that FSM children have also made significant gains in maths, with many more FSM children making accelerated progress than Non-FSM.

Externally provided programmes

None

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Total - £9380
<ul style="list-style-type: none">- Increase in staffing for Social and Emotional support.- Increase in resourcing for Social and Emotional support hub.- Provision of extra-curricular trips and visits linked to service status.- Participation in schools' military group activities.
The impact of that spending on service pupil premium eligible pupils
<ul style="list-style-type: none">- Increased allocation of ELSA hours. Impact – Increased availability to provide support during times of separation due to deployment and other work commitments. Increased family support and communication.- Increased provision of resources to use during ELSA time – Impact – ELSA able to target support for pupils via the use of a lending library, puppets, toys and arts and crafts equipment.- Specific extra-curricular activities, trips and visits throughout the academic year – Impact – Service pupils able to come together as a unique community to celebrate, enrichment of extra-curricular experiences broadening understanding and outlook.

Review of the academic year 2023-2024 – Service Pupils

- Increased allocation of ELSA hours. Impact – Increased availability to provide support during times of separation due to deployment and other work commitments. Increased family support and communication.

Family surveys show that 100% of service families feel well supported by the school during times of mobility.

- Increased provision of resources to use during ELSA time – Impact – ELSA able to target support for pupils via the use of a lending library, puppets, toys and arts and crafts equipment.

Pupil surveys show that 100% of service pupils feel safe in school and know where to go if they feel that they need support.

100% enjoy the time that they spend in the Lighthouse Room.

- Specific extra-curricular activities, trips and visits throughout the academic year – Impact – Service pupils able to come together as a unique community to celebrate, enrichment of extra-curricular experiences broadening understanding and outlook.

Service pupil provision throughout the year has had a high level of engagement with a higher number of trips and visits through outside agencies and also through work alongside the ELSA and service family link at Solent Junior School.

Next Steps – 2024-2025 Lead school for the Festival of Friends hub and research project.