

Pupil premium strategy statement



This statement details our school's 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 | Nascot Wood Junior School |
| Number of pupils in school | 240 |
| Proportion (%) of pupil premium eligible pupils | 9.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Christina Singh |
| Pupil premium lead | Avril Agnew |
| Governor / Trustee lead | Rachael Mapp |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | <i>FSM 20 children: £27,700, CLA 3 children: £7,230, Service 2 children: £640</i> |
| Recovery premium funding allocation financial year 2022/23 | £1,703.75 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £35,570 |

Part A: Pupil premium strategy plan

Statement of intent

Context:

At Nascot Wood Junior School we have developed a culture of inclusion, high aspiration and excellence.

Pupils are taught to value their education, including understanding its financial cost, make the most of the opportunities they are given and ensure that they contribute positively to the school community.

As a result of this, pupils rarely miss a day of school. We make a clear and explicit link between their junior school education and their life chances, actively engaging pupils in considering their aims and ambitions for the future. Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education and for their adult life. Pupils are encouraged to develop confidence and to become self-assured learners, and this has a positive impact on their progress.

Intent:

At Nascot Wood Junior School, our ultimate objective for our disadvantaged pupils is that they are able to move onto the next stage of their education with the necessary experiences, knowledge and skills to compete with their non-disadvantaged peers.

We recognise that our children come from different starting points, socio-economic backgrounds and have different barriers to overcome. In order to enable all our children to access opportunities and achieve highly, we recognise the importance of building a comprehensive knowledge of each child, assessing the particular barriers that we must address. Tailored planning and targeted intervention is monitored to ensure that it is adding value and diminishing any achievement gaps.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Families who are unable to provide support for their children's learning outside school, or who are time-poor. |
| 2 | Aspiration and cultural capital which are out of line with the aspirations of the wider school community. |
| 3 | Financial constraints and priorities. |
| 4 | Childhood trauma, including children living with a parent who is suffering from mental illness. |
| 5 | Social, emotional, and mental health problems. |
| 6 | Achievement gaps as a result of interrupted education and/or disadvantage |

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 ensure that our disadvantaged pupils achieve expected standard + in Mathematics and English | Maintain the closure of the attainment gap ensuring that disadvantaged pupils achieve in line with their peers. |
| To ensure that disadvantaged pupils are secondary ready | Disadvantaged pupils are equipped with the tools to manage a significant transition |
| To ensure that our disadvantaged pupils have self-belief and a high level of aspiration | A successful transition to secondary school and an understanding that their education will lead to long-term positive outcomes |

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.

1 *Families who are unable to provide support for their children's learning outside school or who are time-poor*

- We will provide extensive Teaching Assistant support for targeted interventions (TA allocated to every class)
- Allocated time from senior staff to actively engage and support these families and initiate any necessary support
- Before and after school provision funded when families are identified

2 *Aspiration and a lack of cultural capital which are out of line with the aspirations of the wider school community*

- A weekly creative thinking group run by the Headteacher discusses questions used for Cambridge university entrance interviews – open to all
- A weekly book club run by the Deputy Headteacher – open to all
- Identify opportunities to give children access to cultural experiences, for example, a visit to the Royal Opera House production of Madame Butterfly and Carmen
- Aspiration is woven through the curriculum and we target support to children who need it
- Senior members of staff provide advice and support to identified families to help them navigate the secondary transfer process

3 *Financial constraints and priorities.*

- The school funds educational experiences including residential trips
- Music lessons for children from disadvantaged backgrounds are funded
- The school provides funding to commission independent professional reports, when these are needed for complex children
- School funded additional tutoring in Mathematics and English in readiness for secondary school

4 *Childhood trauma, including children living with a parent who is suffering from mental illness.*

- Jepecca counsellor employed for one day a week providing support for children, including those living with a parent who is suffering from mental illness
- Time allocated from senior members of staff to liaise with families and external professionals in order to understand complex childhood trauma and provide relevant support
- Regular meetings to support families in need

5 *Social, emotional, and mental health problems.*

- Jepecca counsellor employed for one day a week to provide support for children who are suffering from Social, emotional, and mental health problems
- Targeted social and emotional interventions
- Bespoke support plans

6 *Achievement gaps as a result of interrupted education and/or disadvantage*

- Additional staff employed to operate our strategic plan to address achievement gaps
- Bespoke interventions designed to meet the specific needs of identified children
- Interventions regularly monitored and reviewed to ensure maximum impact

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 198.80

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Speech, Language and Communication Needs training | <i>Good language at age five correlates with academic attainment, mental health in later years, social interaction and relationship building and employment outcomes.</i> | 6 |
| Zones of regulation | <i>The Zones of Regulation is a practice based on evidence and has shown positive, measurable outcomes across multiple studies and applications in clinical practice and school-based settings (Zones Research & Scholarly Articles Spreadsheet).</i> | 4 & 5 |
| Protective Behaviours training | <i>Protective Behaviours refers to behaviours which enable children to recognise situations in which their personal space and sense of safety may be compromised. This is recommended by the Hertfordshire MASH team.</i> | 4 & 5 |

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

Budgeted cost: £ 54,455

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Targeted interventions and one-to-one support from an UPS Teachers (2 Teachers 0.5 per week)* | <i>The EEF Guide to Pupil Premium (Education Endowment Foundation)</i> | 1 & 4 |
| Reading club to establish regular reading patterns | <i>Children who grasp the fundamentals of reading are better equipped to access the curriculum</i> | 1 & 2 |
| Teaching Assistants (1.3) | <i>The EEF Guide to Pupil Premium (Education Endowment Foundation)</i> | 1 & 5 |
| Italian Teacher (0.2 per week) | <i>Essential language acquisition in order to make progress with the English curriculum</i> | 1 & 6 |

* Our recovery plan was successfully completed at the end of the 2021/22 academic year. Any necessary targeted one-to one support programmes have been taken over by the teaching assistant team.

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

Budgeted cost: £20,472

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Jepeca counselling and protective behaviours | <i>An official report on the impact of the Jepeca intervention, exploring its effect on the lives of young people (Annette Geraghty)</i> | 4 & 5 |
| Wellbeing strategy leading to the wellbeing kitemark* | <i>Overall wellbeing enhances intrinsic motivation, decreases disciplinary problems, increases academic achievement, improves school satisfaction and leads to flourishing of individuals, communities, and nations (Buecker et al., 2018)</i> | 4 & 5 |
| Additional tutoring for secondary readiness | <i>Anecdotal evidence from past year 6 children tells us that children who are prepared have the most successful transitions</i> | 3 |
| Maths whizz subscriptions | <i>Research by Whizz Education - conducted with over 12,000 students and verified by independent experts - found that students who used Maths-Whizz for 45-60 minutes a week increase their Maths Age, on average, by 18 months in the first year of use</i> | 3 |
| Isle of Wight residential year 6 trip | <i>Social and emotional development in readiness for secondary school</i> | 3, 4 & 5 |

**'Achievement for All' went into liquidation before we started our wellbeing kitemark. We have continued with our wellbeing and mental health strategy in-house.*

Total delegated budget for this academic year: £35,280

Total budgeted cost: £ 75,125.80

Part B: Review of outcomes in the previous academic year 2021/22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- Year 6 2021/22. There were 5 children in year 6 who were in receipt of PPG, and 4/5 achieved expected standard in Mathematics and EGPS and 3/5 achieved the expected standard in Reading and Writing
- 1/5 achieved greater depth standard in Mathematics, Reading and EGPS
- Year 4 Multiplication Tables check 2022, 7/11 children in receipt of PPG achieved 100%. The remaining 4 children achieved 96%, 80% and 72% (2 children).

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

| Programme | Provider |
|-----------------------------------|------------------------|
| Fresh Start Literacy intervention | <i>OUP</i> |
| Toe by Toe | <i>HJ Cowling</i> |
| The Word Wasp | <i>HJ Cowling</i> |
| Plus 1 | <i>David J Sharp</i> |
| Power of 2 | <i>David J Sharp</i> |
| Maths-Whizz | <i>Whizz education</i> |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | <p>We had two service children who joined us in January 2022 from Italy. They were non-English speakers when they arrived.</p> <p>We purchased:</p> <ul style="list-style-type: none">▪ Guided reading books in Italian▪ Text books in Italian▪ Additional TA support▪ Individual chromebooks |
| What was the impact of that spending on service pupil premium eligible pupils? | <p>Both children have made accelerated progress – the year 6 pupil was able to take her SATs tests in May and achieved expected standard in Mathematics, Writing and EGPS.</p> |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.