

Pupil Premium Strategy Statement for Purbrook Junior School

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
Purbrook Junior School	
Number of pupils in school	385 (based on October census)
Proportion (%) of pupils eligible for Pupil Premium funding	32% / 122 pupils (based on October census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 2024 2024 2025 2025 2026
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Craig Williams
Pupil premium lead	Emma O'Hare
Governor	Paul Netting

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,030 Made up of: £145,040 (FSM) £4420 (Services) £2570 (PLAC)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Purbrook Junior School we DREAM BIG! This vision is underpinned by our three core values; Respect, Team, Achieve.

We truly believe that all children can achieve including those eligible for Pupil Premium funding. Through an 'Every Child Counts', authentically inclusive approach, we identify barriers to learning for all children including those who are disadvantaged. This rigorous process supports our aim to narrow the gap between disadvantaged and non-disadvantaged pupils and their outcomes at the end of their Purbrook Junior School journey.

At Purbrook Junior School, we deliver universal (class based), targeted and individual support to enable learning success. We ensure all children are receiving high quality inclusive teaching through a broad and balanced curriculum. Where a learning need has been identified which requires targeted support, a small group or 1 to 1 intervention may be required to ensure more rapid progression.

We also recognise that in order for our pupils to be ready to access learning they need to feel safe and happy. To achieve this, it could be simply providing breakfast on an occasional morning or consulting with an external agency for further support. Our relationships with our pupils and families are paramount to the children's success. These relationships also endeavour to promote good attendance by all. Our pastoral support ensures children feel ready to learn and have a true belief that they can 'Dream Big!'.

We use data from internal and external sources and both qualitative and quantitative information in order to inform our practice. We also recognise that not all pupils who are eligible for Pupil Premium funding will be underachieving. We also recognise that not all pupils who are underachieving will be eligible for Pupil Premium funding. We proudly use our Pupil Premium funding to support the learning of all children at Purbrook Junior School.

Challenges

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

Challenge number	Detail of challenge
1	Reading outcomes Internal and external data shows that some pupils eligible for Pupil Premium funding attain less well in reading than children who are not eligible for Pupil Premium funding. Internal data suggests that there is a need to improve fluency and understanding of new vocabulary in context. Some children need to further develop a real love of reading beyond the classroom.
2	Writing outcomes Internal and external data shows that some pupils eligible for Pupil Premium funding attain less well in writing than children who are not eligible for Pupil Premium funding. Internal data suggests that there is a need to better understand sentence structures to improve the use and variety of punctuation. Children do not always apply learnt spelling rules when writing sustained pieces.
3	Maths outcomes Internal and external data shows that some pupils eligible for Pupil Premium funding attain less well in maths than children who are not eligible for Pupil Premium funding. Internal data suggests that there is a need for some children to better recall number facts, apply their knowledge to problem solving and be able to retain mathematical facts such as the times tables.
4	Attendance Internal monitoring indicates that some children eligible for Pupil Premium funding attend school less often. In collaboration with families, children who are absent more often will be supported and encouraged to make improvements.

5	<p>Pastoral support</p> <p>All pupils and their families have access to high quality pastoral support at Purbrook Junior School in order to be ready to learn and before they can 'Dream Big!'. This includes engagement in the 'Back to Basics' philosophy as well as social, emotional and mental health support.</p>
6	<p>Restorative Behaviour Practice</p> <p>All pupils are encouraged to be their 'Best Self' at Purbrook Junior school. When children find regulating their behaviours in school a challenge, it can be hard to feel classroom ready. This is the case for some children eligible for Pupil Premium funding. We will provide regulation strategies for children and staff to utilise so that they can quickly return to their learning. This could take the form of a 'movement break' for example. Children will be encouraged to have 'Brilliant Behaviour and Learning'. We endeavour to ensure 'the children of today reach adulthood able to take charge of their own brains, emotions and behaviour.' (Kit Messenger, 2023)</p>

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
1. Children eligible for Pupil Premium funding will have improved their attainment in reading by the end of KS2	<ul style="list-style-type: none"> • Internal data will show improved reading and comprehension ages (Salford assessments) • Standardised scores will have improved • The % of pupils achieving ARE in reading by the end of KS2 is closer to that achieved by non-disadvantaged.
2. Children eligible for Pupil Premium funding will have improved their attainment in writing by the end of KS2	<ul style="list-style-type: none"> • Internal data will show improved engagement in the practise of spelling rules • Moderation opportunities will show an increased application of spellings and punctuation • Internal data will show an improvement in spelling ages • Standardised scores will have improved • The % of pupils achieving ARE in writing by the end of KS2 is closer to that achieved by non-disadvantaged.
3. Children eligible for Pupil Premium funding will have improved their attainment in maths by the end of KS2	<ul style="list-style-type: none"> • Internal and external data will show improved outcomes of the times table check year on year • Standardised scores will have improved • Internal monitoring will demonstrate teachers planning adaptations to include more problem-solving opportunities • The % of pupils achieving ARE in maths by the end of KS2 is closer to that achieved by non-disadvantaged. • The % of children passing the MTC at the end of year 4 is closer to that achieved by non-disadvantaged.
4. Children eligible for Pupil Premium funding will have improved attendance. Children who are absent more often will be supported to improve their overall attendance.	<ul style="list-style-type: none"> • Attendance of Pupil Premium children match that of Non-Pupil Premium at 96% and above • The gap will have narrowed • Children who have attendance of below 90% will have improved attendance through support.

<p>5. Children eligible for Pupil Premium funding will show an improved readiness and attitude towards learning through the support of either the school's ELSA or HSLW and believe in our school vision to 'Dream Big!'</p>	<ul style="list-style-type: none"> • Staff will attend 'Attendance Hub' meetings • Pupil surveys will show an improvement in wellbeing scores • ELSA, Thrive and other pastoral sessions will note improvements in well-being and attitudes of the children • Strategies given through guided sessions will be applied by the children independently (such as breathing exercises) • Teachers notice children who have received targeted support are ready to learn • Observations in the classroom undertaken by ELSA/HSLW will notice children who have received targeted support are ready to learn • Children believe they can achieve well and do!
<p>6. Children eligible for Pupil Premium funding will show improvements in regulating behaviours and be able to access learning within the classroom more rapidly and for longer periods of time.</p>	<ul style="list-style-type: none"> • Children will be familiar with the 'Brilliant Behaviour and Learning policy. • Staff will be familiar with and have confidence in employing the 'Brilliant Behaviour and Learning policy. • There will be less behaviour related incidents reported on CPOMS within a still rigorous reporting policy

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: £68,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning mentors and coaches will ensure that teaching is consistently good to ensure high quality inclusive teaching. They will work with year teams to produce effective High Quality Inclusive Teaching plans and ensure these are put into action.	Education Endowment Foundation (EEF) recommends high quality CPD to ensure that all teachers are highly skilled. We have identified two outstanding teachers who are able to provide mentoring and coaching to teaching staff in order to ensure that teaching remains at least good or better.	1,2,3
Termly pupil progress meetings ('Every Child Counts') will ensure that teachers address gaps in learning and adaptations or additional provisions are put in place. Specific focus children will be chosen for reading, writing and maths to accelerate their progress.	EEF Tiered model of approaches recommends developing high quality teaching followed by targeted academic support. High Quality Inclusive Teaching is the key driver and these meetings allow for considering the varying needs of cohorts/classes/individuals. Where additional intervention is required, including those with EHCPs, this is planned, delivered and evaluated in order to judge impact and ensure progress. Learning Plans are created for individual children using the INSIGHT assessment software. Teachers also bring forward areas of concern of a pastoral nature.	1,2,3,4,5
Staff CPD at Hampshire Led 'Big District Inclusion Projects'. Embed the practice and skills acquired during the previous academic years.	EEF supports the use of continuous and sustained professional development on evidence-based classroom approaches. A project to embed High Quality Inclusive Teaching through CPD for leaders and staff at all levels. Training is provided across six sessions. A 'Professional Learning Community' will be established by the staff attending. Feedback will be provided to all staff to ensure implementation of the focus areas. This will enable all staff to make targeted improvements to embed within sustained practice across the school.	1,2,3,5
Staff Training provided through HIAS Core Provision for English and Maths subject leaders and then disseminated to all staff.	Maths and English leaders have half termly training delivered by HIAS professionals to ensure our staff have professional development based on the best available evidence. These leaders deliver staff training based on this professional support to support the delivery of these core subjects within the classroom.	1,2,3
Subject Leader attendance at localised School Partnership Programme to support best practice within the school's curriculum. (Art, DT and Computing)	Subject have termly training delivered by HIAS professionals to ensure our staff have professional development based on the best available evidence. These leaders deliver staff training based on this professional support to support the delivery of these curriculum subjects within the classroom.	1,2,3,4,5

Pupil Premium Leader to attend termly networking meetings led by HIAS.	Pupil Premium Leader to attend termly networking meetings led by HIAS. Pupil Premium lead to share and learn about good practice which can be replicated and/or adjusted to meet the needs of our children at Purbrook Junior School. EEF supports	1,2,3,4,5
Driving standards and setting high expectations in progression in LKS2 through staff CPD provided by HIAS	EEF supports the use of continuous and sustained professional development on evidence-based classroom approaches.	1,2,3,4,5
Attachment and Trauma Informed practice will continue to be embedded and supported by wider professional reading and professional development undertaken by staff.	Teachers and school staff will continue to receive CPD to further embed the principles of Attachment and Trauma Informed practice. Hampshire County Council recognise that 'An attachment aware school is one where the staff understand the neuroscience behind attachment and trauma that stops vulnerable children from accessing learning.'	1,2,3,4,5,6
Whole school CPD – Behaviour for Learning developed by SENDCo in consultation with staff and pupils	EEF supports that whole school consistency is key in managing behaviour. 'Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level.'	1,2,3,4,5,6

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

Budgeted cost: £35,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions in place to close learning gaps as identified within pupil progress meetings ('Every child Counts')	Pupils are identified during these meetings to identify those children who require targeted academic support. These sessions take place weekly and focus on elements of reading and maths explicitly linked with normal lessons (EEF).	1,2,3
Learning Support Assistant allocated to each year group (non-class based) to enable children to 'keep up' with the curriculum	EEF suggest that strategic deployment of LSAs is important to ensure priority pupils are supported. Pupils are identified who we believe would benefit from additional support from a teaching assistant. On selected afternoons, Learning Support Assistants then deliver carefully selected intervention based on the needs identified.	1,2,3
ELS – a whole school systematic synthetic phonics program.	High Quality Inclusive Teaching of a full Systematic Synthetic Phonics for a target group of pupils who have been identified in rigorous assessment systems.	1,2
'Learning By Questions' – Year 6 Springboard	EEF 'Improving Mathematics in KS2/3' suggests that Interventions should include explicit and systematic teaching. This should include providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. EEF also recognises the part in which technology can enable children to make gains in learning.	1,2,3,4,5,6

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

Budgeted cost: £49,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training, new cohort of children introduced to The Art of Being Brilliance approach to mindset	'Schools may consider whole-school approaches to social and emotional support' suggest the EEF. Purbrook Junior School is a 'Brilliant School', 'An Outstandingly Happy School'. We will provide training for any new members of staff and new school entrants. We will also be able to access online materials to ensure The Art of Brilliance improves the mental health of all. The language will form part of the school's adapted behaviour policy. This mindset and approach to life will be shared with parents.	1,2,3,4,5
Children attend a set of structured sessions with the ELSA to provide social and emotional support to ensure a readiness to learn	'Social and emotional skills support effective learning and are linked to positive outcomes later in life.' EEF. Interventions that target social and emotional learning seek to improve pupil's interaction with other's and self-management of emotions which are linked to positive outcomes later in life. Based on the Every Child Counts Strategy, pupils are identified who would benefit from bespoke emotional support from our school ELSA. ELSA and HSLW will support our wider school community by hosting Well-being Workshops and contribute to the school newsletter.	5
Children and families are supported by our HSLW (Part funding of)	Levels of parental engagement are consistently associated with improved academic outcomes. Based on the Every Child Counts Strategy, parental self-referral and/or Children's Services requests, families are identified who may require additional support to improve the outcomes for their child. Our Home School Link Worker also supports families with improving their punctuality and attendance. ELSA and HSLW will support our wider school community by hosting Well-being Workshops and contribute to the school newsletter.	4,5
Families of Purbrook Junior School can have support provided to them by the Cluster Parent Support Adviser (Part funding of)	Based on the Every Child Counts Strategy, parental self-referral and/or Children's Services requests, our Cluster Parent Support Adviser guides and advises parents to support their children from home. This might include support with challenging behaviour at home, routines at home, debt management and mental health and wellbeing. Our Parent Support Adviser also runs course such in order to support parents with their parenting.	4,5
Some of our pupils require support from our Nurture Teaching Assistant providing weekly structured, but adaptable, sessions	Based on the Every Child Counts Strategy, parental self-referral and/or Children's Services requests, some children may need some support with our Nurture Teaching Assistant'.	5

(Part funding of)		
Regular attendance meetings allow Purbrook Junior School to internally monitor the attendance of all children. Support can then be offered to our families to encourage better attendance.	Based on the Every Child Counts Strategy, pupils are identified whose attendance and punctuality needs to improve. The Attendance Team meets regularly to evaluate the impact of actions as a result of these meetings in order to promote attendance. Staff will also attend at local 'Attendance Hubs'. As a group, pupils who attract the pupil premium grant often attend less well and are late more regularly.	1,2,3,4
Extracurricular activities are an important part of education and we offer financial support to our families	Support with such experiences we know build confidence and cultural capital.	5
Enhance the cultural capital and experiences of children at Purbrook Junior School so that they might learn about and name things that are, for many, outside their daily experience.	OFSTED suggest that children should be exposed to 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'	5

Total budgeted cost: £ 152, 573

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.

See additional data

Intended outcome	Success criteria	
<p>1. Children eligible for Pupil Premium funding will have improved their attainment in reading by the end of KS2</p>	<ul style="list-style-type: none"> Internal data will show improved reading and comprehension ages using Salford assessments Standardised scores will have improved The % of pupils achieving ARE in reading by the end of KS2 is closer to that achieved by non-disadvantaged. 	<p>Children at Purbrook Junior School enjoy whole class reading lessons and the wide variety of texts that are shared. This year has seen the introduction of a 'loyalty card' programme to encourage home reading and further develop their passion for reading. Learning walks undertaken by SLT and subject leaders demonstrate the 'Hampshire Reading Toolkit' and is a model drawn upon from year 3 through to 6. Evidence of this can be seen in the children's ability to explain the skills of reading such as 'inference'.</p> <p>Alongside this universal provision, targeted group work and work with individuals have also made positive impacts on the children's understanding of texts.</p> <p>86% of children eligible for Pupil Premium funding have increased their word reading age within year 3/4/5 and 70% of children have increased their comprehension ages. 67 children eligible for funding are working above their chronological age in word reading in year 3/4/5.</p> <p>Children at Purbrook Junior School, as identified in internal data need to continue developing their word reading skills and stamina for reading.</p> <p><u>Reading NTS (Y3 – Y5):</u> 51% of children have made improvements of their standardised scores. 43% of children achieving a standardised score of 100+</p> <p><u>KS2 outcomes:</u> 65% of children eligible for Pupil Premium achieved ARE+ with an average standardised score of 103. All other children achieved standardised scores of between 90 and 99. 2 children were exempt from the test.</p>
<p>Children eligible for Pupil Premium funding will have</p>	<ul style="list-style-type: none"> Internal data will show improved engagement in the practise of spelling rules 	<p>Application of spellings remain a high priority at Purbrook Junior School and will continue to be the case. We have</p>

<p>improved their attainment in writing by the end of KS2</p>	<ul style="list-style-type: none"> • Moderation opportunities will show an increased application of spellings and punctuation • Internal data will show an improvement in spelling ages • Standardised scores will have improved <p>The % of pupils achieving ARE in writing by the end of KS2 is closer to that achieved by non-disadvantaged.</p>	<p>continued in our weekly celebration assembly which is an acknowledgement of the class who engaged the most with home learning on Spelling Shed. During Year 6 moderation, it was evident the children had used spelling strategies to make corrections to their work.</p> <p>76% of children who are eligible for pupil premium funding have improved their spelling scores within year 3/4/5. Currently, there are 18% of children who have achieved and/or maintained a spelling age of 10.8 and above. 41 children are working above their chronological age within year 3/4/5.</p> <p>Pupil progress meetings have indicated there is the need for increased CPD in writing and the assessment of writing. Teachers will therefore increase moderation opportunities in the next academic year.</p> <p><u>KS2 outcomes:</u></p> <p>57% of children eligible for Pupil Premium achieved ARE+ with an average standardised SP&G score of 101. 2 children were exempt from the KS2 test.</p>
<p>Children eligible for Pupil Premium funding will have improved their attainment in maths by the end of KS2</p>	<ul style="list-style-type: none"> • Internal and external data will show improved outcomes of the times table check year on year • Standardised scores will have improved • Internal monitoring will demonstrate teachers planning adaptations to include more problem-solving opportunities • The % of pupils achieving ARE in maths by the end of KS2 is closer to that achieved by non-disadvantaged. 	<p>The implementation of the Hampshire Model for mathematics is on the journey to becoming embedded at Purbrook Junior School. It has allowed for greater coverage and application of mathematical skills. Children recognise problem solving approaches such as a 'The Polya Model'. Book looks demonstrate that children are exposed to problem solving opportunities at all levels. It has been recognised, within internal data, that children need to better retain mathematical facts now such as times tables and conversions. Memory joggers, a form of retrieval practice for the children, have evolved to be more specific to enable children to repeatedly practice the skills required to be a good mathematician.</p> <p><u>Maths NTS (Y3 – Y5):</u></p> <p>41% of children have made improvements of their standardised scores.</p> <p>37% of children achieving a standardised score of 100+</p> <p><u>KS2 outcomes:</u></p> <p>44% of children eligible for Pupil Premium achieved ARE+ with an average standardised score of 99. Of the 19 children who did not meet ARE+, 10 had a standardised score of 95-99. 3 children were exempt from the KS2 test.</p>

Children eligible for Pupil Premium funding will have improved attendance. Children who are absent more often will be supported to improve their overall attendance.	<ul style="list-style-type: none"> Attendance of Pupil Premium children match that of Non-Pupil Premium at 95% and above The gap will have narrowed Children who have attendance of below 90% will have improved attendance through support. 	Attendance	Pupil Premium	Non-Pupil Premium
		2022-2023	94.5%	95.1% (+0.6%)
		2023-2024	94.2%	95.6% (+1.4%)
<p>A dedicated 'attendance team' meet regularly to bring to attention any trends in attendance. Persistent absentees are supported with a plan to get back into school. EBSA training took place this year in order to support children who find coming to school a challenge.</p> <p>As the number of persistent absentees have risen this year, we continue to look for ways to support families in getting children into school.</p>				

Children eligible for Pupil Premium funding will show an improved readiness and attitude towards learning and believe in our school vision to 'Dream Big!'	<ul style="list-style-type: none"> Pupil surveys will show an improvement in wellbeing scores and children will feel empowered to 'take charge' of their learning in the classroom. ELSA, Thrive and other pastoral sessions will note improvements in well-being and attitudes of the children in and out of the classroom Teachers notice an improved attitude towards learning. Children believe they can achieve well and do! 	<p>The numbers of children and their families receiving pastoral support continues to grow at Purbrook Junior School and we strive to support them the best we can. We continue to embed The Art of Brilliance philosophy. Teachers recognise when there is a need for pastoral support to enable better learning in the classroom and systems and structures support quick action.</p> <p>Teachers note that children return to class feeling more 'ready' following sessions with a member of the pastoral team. Teachers work quickly to put in place suggestions from pastoral team.</p>
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2023-2024 End of KS2 results					
	Pupil Premium	Local Authority	National	Non-Pupil Premium	The Difference
Reading	65%	58%	63%	72%	-7%
Writing (SP&G)	57% (56%)	54%	59%	78% (80%)	-21% (-24%)
Maths	44%	53%	59%	65%	-21%
Combined	33%	39%	45%	57%	-24%

2023-2024 End of KS2 results					
	Disadvantaged	Local Authority	National	Non-Disadvantaged	The Difference
Reading	63%	58%	63%	73%	-10%
Writing (SP&G)	53% (53%)	54%	59%	80% (65%)	-27%
Maths	40%	53%	59%	67%	-27%
Combined	28%	39%	45%	57%	-29%

2023-2024 End of KS1 vs KS2	KS1 (Yr 2, Spring – due to Covid)	KS2	The Difference
Reading	64%	65%	+1%
Writing (SP&G)	45%	57% (56%)	+12%
Maths	51%	44%	-7%
Combined	45%	33%	-12%

2022-2023 vs 2023-2024 End of KS2 results			
	22-23	23-24	The Difference
Reading	55%	65%	+10%
Writing	59%	57% (56%)	-2%
Maths	55%	44%	-9%
Combined	46%	33%	-13%

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
The Art of Brilliance	Art of Brilliance Ltd

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?	<ul style="list-style-type: none"> Troopers Club developed with 2 service family staff members – further development expected in 2024-2025 Children invited to join the club in recognition of their family's service Research has been undertaken on how best to support our families Some children have received additional pastoral support while their family was in active service
What was the impact of that spending on service pupil premium eligible pupils?	<p>Children felt safe at school. If family member was deployed, pastoral support proved to settle and keep the children motivated in school.</p> <p>Children from service families do well at Purbrook Junior School. The majority of children are working at 'Age Related Expectation' or at 'Greater Depth'. Children are identified if not making expected progress and interventions provided.</p> <p>End of KS2 outcomes: 2 children met 'Age Related Expectations or above'.</p>

Further information- linked to Service Premium

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