

# West Byfleet Junior School Pupil Premium Strategy Statement 2022-3

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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.

## West Byfleet Junior School Overview

Detail	Data
Name of school	West Byfleet Junior School
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	14% (48)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-4
Date this statement was published	November 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Lesley Lawrence (Headteacher)
Pupil premium lead	Lesley Lawrence (Headteacher and Pupil Premium Lead)
Governor / Trustee lead	Jonathan S-Governor lead on Pupil Premium

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,920
FSM Pupils (38)	£52,630
Service Families (9)	£2880
LAC(1)	£2410
<b>Total budget for this academic year</b>	<b>£57,920</b>

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# Part A: Pupil premium strategy plan

## Statement of intent

At West Byfleet Junior School our intention is that **all** pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. This will be supported by the whole school ethos and culture of ensuring the whole child is supported and challenged. We recognise that to achieve at least good attainment the whole child needs to be provided with support for social and emotional well being. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Indeed this is a significant and important target for all children in our school as detailed in our School Development Plan 2022-3.

In planning to achieve our goal we will consider the different challenges faced by all our vulnerable pupils, such as those who have a social worker and young carers; single parent families; significant health challenges and impact of low income. The activities we have outlined in this statement are also intended to support their specific needs to ensure best value and progress from the pupil premium funding.

“Quality First” teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, whether by individual, small group or raised awareness within the class context by the class teacher. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to our wider school plans for recovery post Covid.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils be able to achieve and make at least good progress in all areas of learning. To ensure these approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- provide work that is appropriate to their needs to ensure at least good progress is being made and act early to intervene when progress is not being met
- adopt a whole school approach with regular updates from class teachers in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Impact of Covid and Home Learning not being as effective as School based learning, resulting in gaps in learning which have widened the attainment between pupil premium pupils and non pupil premium pupils. We are now seeing this close in the upper school but still wider with lower school.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
4	Our attendance data shows that the attendance of Pupil Premium pupils overall is below that of non pupil premium pupil premium pupils -92% compared to 96%. This percentage varies from year group to year group.
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues. Some families still lack enrichment opportunities after school. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. Out of 30 children receiving some ELSA support across the school, 33% of these children are from disadvantaged pupils.</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
Improved reading attainment and progress among disadvantaged pupils.	Years 3,4 5 and 6 target 100% as expected progress with 25% above expected progress in reading.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Years 3,4 5 and 6 target 100% as expected progress with 25% above expected progress in maths.
Improved writing attainment for disadvantaged pupils at the end of KS2.	Years 3,4 5 and 6 target 100% as expected progress with 25% above expected progress in maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• significant increase in participation in enrichment activities, particularly among disadvantaged pupils and meetings with school and HT to ensure Pupil Premium being used for this activity where possible.</li> </ul>
To achieve and sustain improved attendance for disadvantaged pupils	<p>Improved attendance for Pupil Premium pupils on average so more are at least matching attendance of other pupils who are not disadvantaged in the school.</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 92%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being from 4%.</li> <li>• The percentage of all pupils who are persistently absent being below 1%</li> </ul>

	is compared to 6% of non disadvantaged pupils in school. The target is to maintain this positive gap.
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## 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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments including Year 3 Cats and NFER test for reading, SPAG and Maths.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1 2 3</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 2 3</p>
<p>Phonics intervention for years 3 and 4 where applicable.</p>	<p>Strong evidence from previous years of phonics intervention when done early produces excellent progress for children in their reading, writing and spelling.</p>	<p>1 2 3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>PSHE approaches will be embedded into routine educational</p>	<p>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):</p>	<p>4 5</p>

practices and supported by professional development and training for staff.	<a href="https://www.eef.org.uk/eef-projects/social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> <a href="#">PSHE lessons, pastoral intervention and support by ELSA,Young carers groups</a>	
Lexia programmes	Good evidence from previous years use of Lexia	1 2 3
Nessy programme	Good evidence from previous years use of Nessy	1 2 3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions; 1:3 tutoring support)

Budgeted cost: £17,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 3

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

Budgeted cost: £28,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for daily intervention and check ins for children who need well being support.	<a href="https://www.eef.org.uk/eef-projects/social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> <a href="#">PSHE lessons, pastoral intervention and support by ELSA,Young carers groups</a>	4 5



Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1 2 3 4 5
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**Total budgeted cost: £57,920**

## 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.

Our internal teacher assessments in attainment for pupil premium pupils at the end of the Summer term showed the following for 2021-2:

**Reading:**

86% progress as or above expected progress with 18% being above expected progress.

**Writing:**

90% as or above expected progress with 16% above expected progress.

**Maths:**

82%% as or above expected progress with 22% above expected progress.

The latest EEF family of schools comparison report is listed below.

<https://v2.educationendowmentfoundation.org.uk/tools/families-of-schools-database/west-byfleet-junior-school-kt14-6ef/#yourFamily>

In summary Out of 31 schools in our family of like schools with the approximate similar composition and profile we had the highest RWM score at greater depth, highest average score for reading; 3<sup>rd</sup> highest RWM at expected and 3<sup>rd</sup> highest average score in maths.

Overall our targets for the pupil premium children were lower for some pupils and therefore not fully realised. This has been taken into account for the targets for the coming year.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources produced by WBJs staff.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Externally provided programmes

Programme	Provider
Volunteer readers	Volunteer readers programme
External free volunteer counselling	Matthew Hackney Foundation

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have a dedicated ELSA and Family Link worker who work with children supporting emotional needs as requested. Last year we focused on supporting any children help socialise with other service families by supporting their social development through clubs,
What was the impact of that spending on service pupil premium eligible pupils?	Data showed good progress at least for all service children and wellbeing surveys reflected children who had adjusted well and remained happy even after moves from different schools.

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. And this will lie within the Quality first teaching within all classes.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

We have used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.