

# Pupil premium strategy statement – West Byfleet 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024-25 2025-26 2026-27
Date this statement was published	18.12.2024
Date on which it will be reviewed	December 2027 (with annual published reviews each December)
Statement authorised by	Ben Wasserberg, Headteacher
Pupil premium lead	Emily Strawson, Anna Thomson
Governor	Jonathon Scott, governor for PP pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,560
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b>	£64,560

## Part A: Pupil premium strategy plan

### Statement of intent

At West Byfleet Juniors, we intend that all pupils, irrespective of their background or the challenges they face, achieve highly and make good progress in all subjects. The intention of our pupil premium strategy is to support disadvantaged pupils to achieve that goal by removing social, emotional and academic barriers to learning. We include the progress of those who are already high attainers.

While planning for disadvantaged pupils we will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, regardless of whether they are disadvantaged or not.

Our approach is rooted in quality first teaching, with a focus on areas in which disadvantaged pupils require the most support. 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.

Through targeted intervention on a one to one and small group basis we will ensure all pupils, including those who are disadvantaged, are not adversely affected by their backgrounds.

We will use diagnostic assessments and robust teacher assessment to ensure the approaches we use meet the needs of individuals. To ensure our approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach 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	There has been a significant increase in the number of referrals made to the inclusion team regarding the wellbeing of pupils, particularly those that are disadvantaged. There is a significant number of children who currently require additional support with social and emotional needs, and are receiving one to one or small group interventions. How much of this can be attributed to the school closures and their greater impact on disadvantaged children is unknown.
2	Assessments, observations and general conversation show a deficit in the quality of oracy and the use of vocabulary amongst disadvantaged pupils.
3	Our attendance data consistently indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that persistent absenteeism is negatively impacting disadvantaged pupils' progress.
4	Observations and assessments of all pupils show that disadvantaged pupils find it more challenging to apply the phonic knowledge they have acquired in both reading and writing. On entry, disadvantaged children have lower attainment than their peers in reading and writing.
5	Internal data demonstrates attainment in maths for disadvantaged pupils is lower than non-disadvantaged pupils. On entry, some of our disadvantaged pupils arrive below age-related expectations compared with other pupils.

## 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
Improve reading attainment of disadvantaged children by making accelerated progress in order to close the gap to their peers.	Improved reading attainment and progress among disadvantaged pupils. Years 3, 4, 5 and 6 target 100% as expected progress with 30% above expected progress in reading.
Improve writing attainment of disadvantaged children by making	Improved writing attainment for disadvantaged pupils at the end of KS2. Years 3, 4, 5 and 6 target 100% as

accelerated progress in order to close the gap to their peers.	expected progress with 30% above expected progress in writing.
Improve maths attainment of disadvantaged children by making accelerated progress in order to close the gap to their peers.	Improved maths attainment for disadvantaged pupils at the end of KS2. Years 3, 4, 5 and 6 target 100% as expected progress with 30% above expected progress in maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained improved levels of wellbeing from 2023/24 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 among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our 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>• overall absence rate for all pupils being no more than 4%-i.e. 96% attendance.</li> <li>• The percentage of all Pupil Premium pupils who are persistently absent was 32% compared to 12% for all pupils in school persistently absent. West Byfleet Junior School Pupil Premium Strategy Statement 2024-27 The target is to close this gap. National average for persistently absent pupils is 22%.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.  (NFER)	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	2, 4, 5
Quality First Teaching CPD for staff.	Quality First Teaching for all pupils ensures the best possible outcomes. CPD ensures that QFT is consistent and embedded across the school and curriculum, supporting our vulnerable and disadvantaged pupils to be engaged and make progress in all areas. CPD will include questioning and feedback, modelling, teaching of vocabulary and curriculum design. <a href="#">1. High-quality teaching   EEF</a>	2, 4, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	5
Improve the quality of social and emotional (SEL) learning, by implementing Zones of Regulation.  These approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	1

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

Budgeted cost: **£26,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Little Wandle) to secure stronger phonics teaching for pupils who do not have the sufficient phonics skills on arrival.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	4
Continued subscription to Nessy.	Internal monitoring shows good progress for those pupils who use Nessy regularly and consistently.	2, 4
One to one and small group support for pupils in need of additional support, delivered by an LSA in addition to, and linked with, normal lessons.	In-class group and 1:1 support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	All
Booster classes for small groups of Year 6 children in Spring and Summer terms.  Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	All

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

Budgeted cost: **£28,060**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free access to our Extended before and after school Discovery and Rise and Shine	Based on previous years experiences, this provides valuable opportunities to ensure children can have enrichment opportunities at the clubs, are well fed and have numerous opportunities to develop their social skills.;	1, 3
ELSA support for daily intervention and check ins for	<a href="#">Social and emotional learning   EEF</a>	1, 3

children who need well-being support.		
Free School Meals and access to Meal Vouchers	This is taken up by the vast majority of children who are Pupil Premium and ensures daily access to a hot nutritious meal	1, 3
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .  The attendance team work to monitor attendance, instigate early intervention for attendance issues and support parents with addressing specific issues surrounding attendance.	<a href="#">Parental engagement   EEF</a>	1, 3
Provision of School Uniform including school PE uniform	This ensures all Pupil Premium children are treated equally and can feel part of the school. We support this through new and second hand provision which the PTA manage.	1, 3
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.	All

**Total budgeted cost: £64560**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2023-24), drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that at the end of key stage two, PP children attained broadly in line with their peers and above national averages. Whilst this represents very good outcomes for our PP children, it must be noted that the cohort is relatively small, so much so that the data is suppressed when published nationally.

Y6 outcomes for PP children were above non-PP in writing and maths for both children attaining the expected standard, and for those working at a higher standard. Outcomes were slightly below for reading, although they were within one child.

All outcomes were above the national averages for disadvantaged children and, with the exception of reading at the higher standard, above national averages for non-disadvantaged children. Again, the small cohort means that data is treated with caution, and as the difference each child makes in percentage terms is so large, it is safer to conclude that the PP children attained broadly in-line with their non-PP peers, making similar good progress.

The school's internal data also demonstrated that in years 3 to 5 outcomes for PP children are generally lower than their peers. However, those PP children started from lower starting points in Y3 than non-PP children and there is good evidence of the attainment gap closing in some areas. All year groups met the progress measures aimed for in the 2023-24 pupil premium strategy. Y4 PP children narrowed the gap to their peers at expected standard for maths, and at expected standard and greater depth for reading. Y5 PP children narrowed the gap at greater depth for maths and reading. Where the gap has not narrowed, or where attainment remains below non-disadvantaged children, we will provide targeted support to the PP children in those year groups in the next academic year and share best practice amongst teachers. There have been improvements in the children's achievement however, there is still a gap between disadvantaged children and whole-school data. This will be addressed as a priority using the strategies outlined above.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Pupil premium attendance was 92.83%, compared to whole school attainment of 95.1%. Targeted support for families has improved attendance of individual families. However, closing the gap, and improving attendance for all, will be an on-going priority for the academic years 2024-2027 with everyone taking responsibility for it, using the strategies listed above.

Continued financial support, such as, payment towards residentials and trips, support from school sourced charities and the provision of food vouchers, was offered to an increasing number of families. Feedback from families showed that this had a positive impact on the pupils and allowed them to be included in the wider school life or cared and provided for at home.

Based on all the information above, the performance of our disadvantaged pupils met expectations in many areas. Progress of children met the targets set and in some areas exceeded it. Pastorally and where necessary financially, pupil premium children were well

supported, although this will be an on-going piece of work for the school. Attendance was below the targets set out, and although there has been considerable success with individuals, this will remain a focus.

Our evaluation of the approaches delivered last academic year indicates that high quality first teaching, especially in reading, pastoral intervention, focused intervention and structured intervention such as Nessy and ELSA were particularly effective.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## **Service pupil premium funding (optional)**

### **How our service pupil premium allocation was spent last academic year**

Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps where they join part way through a school year. Service pupil premium funding is also used to ensure services children play a full part in school life through the provision of club places, uniform where necessary, funding of trips.

### **The impact of that spending on service pupil premium eligible pupils**

Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.