

Pupil premium strategy statement – Sholing Junior School

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	349
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 until 2027-2028
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	M. Abbott - HT
Pupil premium lead	M. Abbott
Governor / Trustee lead	S. Vincent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138241
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery 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>	£138241

Part A: Pupil premium strategy plan

Statement of intent

Objectives:

The ultimate objective of the school's strategy plan is for disadvantaged pupils to have access to the same opportunities as non-disadvantaged peers: through high attendance, High Quality Inclusive Teaching and the chance to attend all educational experiences the school provides.

We want disadvantaged pupils in our care to feel unrestricted by circumstance and to have the opportunity to experience roles, responsibilities and aspirations that mean they can confidently access learning and improved life chances now and for the rest of their lives.

Current strategy:

Our current pupil premium strategy aims to achieve these objectives by:

- Ensuring that children are in school – by reducing persistent absence and encouraging and supporting families to achieve consistent attendance.*
- Giving children access to high quality teaching – by developing High Quality Inclusive Teaching, including by supporting and developing our less experienced staff.*
- Providing targeted support in core subjects (maths and English) for groups of disadvantaged children that may need help to catch up with peers or in a way that facilitates greater focus on these children in their class setting.*
- Providing targeted phonics support to increase the number of children reading fluently – allowing better access to learning in all areas of life.*
- Using funding and targeting of groups of children to increase participation in extra-curricular activities.*

Key principles:

The key principles of the school's strategy plan are simple:

- Maintain a focus on High Quality Inclusive Teaching that will benefit all pupils.*
- Ensure disadvantaged pupils are able to access this teaching by consistently being in school.*
- Develop disadvantaged pupils' confidence and life experiences through academic and non-academic support, roles and responsibilities.*

All actions within the strategy are rooted in research that show a link to positive outcomes.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low attendance: 88.5% for our disadvantaged pupils in 2023-24. This has increased by +0.4% from the previous year, but is still 3.1% lower than national attendance (91.6%) for disadvantaged pupils. National attendance for all pupils was 94.1%</p> <p>Persistent Absence for our disadvantaged pupils in 2023-24 was 30.6% - this was due in part to rising need in emotionally based school avoidance among this group.</p> <p>National Persistent Absence for all pupils was 16.2%</p>
2	<p>Attainment at the end of KS2 when compared to peers and national outcomes. The percentage of our disadvantaged children achieving combined expected outcomes in Reading, Writing and Maths (RWM) was 42%.</p> <p>For disadvantaged children nationally it was 44%. For non-disadvantaged peers both in school and nationally was 67%</p> <p>While maths outcomes at the end of KS2 were above the national average for disadvantaged children, the gap to peers within school was still too wide, with a difference of 21%. Closing this gap would raise the combined outcomes.</p> <p>The percentage of disadvantaged children reaching the expected standard in reading (62%) and writing (58) is slightly below the national average (-1% in each case) and increasing the percentage of children who are secure in writing at the expected standard would also help to raise the overall combined outcomes.</p>
3	<p>The percentage of disadvantaged pupils accessing:</p> <ul style="list-style-type: none"> • Roles and responsibilities • Clubs and trips • Residential experiences <p>These remain at a lower percentage of the group than their non-disadvantaged peers.</p> <p>19% of children attending Stubbington Study Centre qualified for Pupil Premium funding – compared to around 27% for the whole school.</p> <p>26% of children attending Wye Valley qualified for Pupil Premium funding – compared to around 27% for the whole school.</p> <p>11% of children attending the Wales trip qualified for Pupil Premium funding compared to around 27% for the whole school.</p> <p>By the end of KS2 in 2023-2024 75% of the group had accessed at least one of these opportunities.</p>

4	<p>Social, emotional and behavioural issues which impact on children’s attendance, learning and potential social isolation – for example:</p> <p>Recurring Social Emotional and Mental Health needs linked to traumatic events – which affect a wide range of pupils both disadvantaged and non-disadvantaged, academically and socially.</p> <p>At least 45% of the existing group of disadvantaged children in our school could benefit from support in these areas.</p> <p>Increasing higher behavioural needs leading to suspension:</p> <p>2022-23 Total suspensions = 8 Number of different children 5 of which 100% were disadvantaged. 2023-24 Total suspensions = 20 Number of different children 7 of which 71% were disadvantaged. 2024-25 Total suspensions = 26* Number of different children 9 of which 67% or disadvantaged/</p> <p>*In first half-term.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Significant improvement year-on-year for the attendance of our disadvantaged pupils.</p> <p>Attendance is improved and in line with National primary markers.</p>	<p>Attendance for our disadvantaged pupils to be consistently at or above 92% by 2027-2028</p> <p>Persistent absence for our disadvantaged group to be consistently at 10% or below by 2027-2028.</p>
<p>Combined outcomes for our disadvantaged pupils to increase to be in line with or above peers nationally by the end of Year 6.</p>	<p>Attainment for our disadvantaged children in Reading, Writing and Maths (combined outcome) to be consistently above the national average for similar peers at the end of KS2 SATs.</p> <p>For disadvantaged group to be consistently within 5% of non-disadvantaged peers for combined outcomes by the end of KS2.</p>
<p>For all disadvantaged pupils to have access to life enriching extra-curricular experiences and life developing opportunities.</p>	<p>All disadvantaged children across the school to have accessed a form of extra- curricular experience including representing the school for sports trips, holding a key responsibility (eg prefect), going on a residential trip or taking part in additional lessons (for example for music) – before the end of their time in KS2.</p>

<p>To ensure that the children within the disadvantaged group that need additional support with mental health, wellbeing or counselling are given access to impactful support.</p>	<p>All children from disadvantaged group identified as needing some form of counselling or additional support with wellbeing are able to access group or individual support within the school year.</p> <p>This could include:</p> <ul style="list-style-type: none"> • Emotional literacy support • Mental Health Support Team counselling • Specific counselling linked to issues such as Domestic Violence, bereavement or young carer support • Wellbeing and friendship building experiences.
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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: £75262

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Mentoring and coaching for teachers including:</i> <i>High quality Professional Development for three Early Career Teachers with support from an additional highly experienced mentor. This provision allows: Targeted behaviour coaching for teachers. Targeted curriculum coaching for teachers.</i></p>	<p>An ECT quickly progressed onto a leadership role in another school following two successful years of ECT development with carefully targeted mentoring and coaching.</p> <p>The school's current group of two 1st Year ECTs and one 2nd Year ECTs are making good progress and are developing a very reflective approach to teaching.</p> <p><i>'Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</i></p> <p><u>EEF</u></p>	<p>2</p>

<p>Developing high quality teaching that responds to the needs of pupils: Investment in release time for training for subject leaders and for teachers with a focus on developing the teaching of maths reasoning, reading and writing teaching across the school.</p>	<p>See above.</p>	<p>2</p>
<p>Recruitment and retention: Release time for key leaders to undertake NPQ for leadership.</p>	<p>We are keen to continue to develop the quality of our teachers and of future leaders and for them to continue to develop their own learning and practice to improve learning for all our children. Three staff are currently undertaking NPQ training: NPQLL, NPQSL, NPQLBC.</p> <p><i>'...never underestimate the importance of recruiting and developing the best teachers and leaders. Invest in the workforce. Great teachers change lives.'</i></p> <p>DFE</p>	<p>2</p>
<p>Recruitment and retention: Release time for trained lead moderator to support staff in and beyond school.</p>	<p>Writing remains a key area that we are seeking to improve – specifically to help more disadvantaged children to achieve successful combined outcomes at the end of KS2. Successful training for a lead moderator in the previous year means that the school can now use this expertise in school.</p>	<p>2</p>

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

Budgeted cost: £38916

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Small group academic tuition: <i>Intervention group teaching from an experienced teacher for specific groups of Year 6 children – focusing on English and Maths.</i></p>	<p>Research shows that ‘... teacher quality is the single biggest influencing factor in pupil outcomes.’ Therefore, we are continuing to invest in daily focused group teaching from an outstanding teacher.</p> <p>‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers...’ Sutton Trust</p>	2
<p>Teaching Assistant Deployment: <i>Investment in release for trained teaching assistants to deliver the school’s SSP programme – Little Wandle – Rapid Catchup programme.</i></p>	<p>We are extremely keen for all children to have the reading skills they need to help them access all areas of learning and life.</p> <p>Explicit teaching of phonics is known to have a positive impact overall (+5 months) and is an important part in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF</p>	2

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

Budgeted cost: £31487

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting attendance: <i>Additional time for Family Inclusion Support Officer to work with Assistant Head and families to support</i></p>	<p>If children are in school, they can access the learning that is on offer and will also be able to develop socially.</p> <p>Government research found that ‘...pupils who performed better both at the end of primary and secondary</p>	1

<p><i>ways to help maintain or improve attendance.</i></p> <p><i>Subsidised places for Breakfast Club and After School Club.</i></p> <p><i>Investment in resources and rewards to promote good attendance.</i></p>	<p><i>school missed fewer days than those who didn't perform as well.'</i></p> <p>Gov.uk</p> <p>Working Together to Improve School Attendance</p>	
<p>Supporting pupils' social, emotional and behavioural needs:</p> <p><i>Investment in Saints' Foundation events to support specific groups of children with positive impacts for all children in school.</i></p> <p><i>Additional uniform for children that may need this (including to help with access for residential trips).</i></p>	<p>The school is investing in support from The Saints Foundation – Premier League Primary Stars to target specific social skills and self-esteem development in school.</p> <p>The importance of building self-esteem is widely documented.</p>	1, 4
<p>Extracurricular activities:</p> <p><i>Subsidised groups targeting disadvantaged children first for extracurricular clubs, trips, experiences and peripatetic music lessons.</i></p>	<p>Participation in extra-curricular clubs and opportunities is linked to higher attainment in school.</p> <p><i>'...this can specifically affect disadvantaged students.'</i></p> <p>Learning Hive</p>	1, 3

Total budgeted cost: £138,241

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, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

This data shows that writing is an area that we need to focus on - developing the quality of teaching and learning of this subject in order to benefit all children. This is particularly true for developing the percentage of disadvantaged children achieving Greater Depth in this area.

For Reading, Writing and Maths our disadvantaged children achieved broadly in line with national peers at the end of last year.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. With this in mind, the school will also continue to build on successes in maths that were seen last year, as this is an area the school is continuing to develop for all pupils and which has seen disadvantaged children benefit.

The data demonstrated that the children in our school who are logged as being disadvantaged did not achieve as well as their peers in school regarding their attendance, despite a small improvement in this group's attendance year on year.

This will continue to affect academic outcomes and is still an area that the school is seeking to improve. Attendance for this group was 3.1% lower than disadvantaged children across the country and this gap must be reduced.

School behaviour logs still indicate that disadvantaged children at our school were represented proportionately around the same as their non-disadvantaged peers, which is a positive outcome.

Although the percentage of the disadvantaged group receiving an external suspension has dropped over the past three years, the actual number of disadvantaged children receiving an external suspension has increased and this is something we must be mindful of and will aim to reduce.

Based on all the information above, the performance of our disadvantaged pupils only partially met expectations overall, and we are at present not on course to fully achieve the outcomes we set out to achieve by the end of 2023-24, as stated in the Intended Outcomes section above. However, the intended outcomes have been reviewed and the activities to achieve these have been altered to help ensure positive progress towards these aims.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, retaining and building on areas of success where applicable.

Outcomes of last year's intended outcomes

1. Significant improvement year-on-year for the attendance of our disadvantaged pupils. Attendance is improved and in line with National primary markers.

Outcome: not achieved. Although the school's attendance for PP children 0.4% higher than the group outcome for the previous year, we have higher aspirations for the children in our school in this group and did not achieve our target of 92%.

Persistent absence remains a big challenge for this group. Although there were successes with specific children, the school remained a long way from its target.

A more consistent approach to tackling low attendance in this is needed to build on some of the successful strategies which have been adopted.

2. Combined outcomes for our disadvantaged pupils to increase to be in line or above peers nationally by the end of Year 6.

Outcome: Achieved.

Disadvantaged pupils at Sholing Junior School achieved combined outcomes of 42%, which was broadly in line with disadvantaged peers nationally at 44%. The school is aiming to increase this percentage further to reduce the gap to non-disadvantaged peers.

3. For all disadvantaged pupils to have access to life enriching extra-curricular experiences and life developing opportunities.

Outcome: Partially achieved.

85% of the children in the disadvantaged group experienced having a responsibility, attending a residential or taking part in an extra-curricular club before they left at the end of KS2.

Tracking systems and promotion of opportunities within this group has improved meaning that children can also be more carefully targeted for similar experiences over time.

4. To ensure that the children within the disadvantaged group that need additional support with mental health, wellbeing or counselling are given access to impactful support.

Outcome: Partially achieved. The school was ambitious in trying to reach all of the children who might require this level of support. However, 75% of the key group of children identified as potentially needing support received either ELSA support, access to 1-1 support in school or external counselling following referrals. Restricted external counselling capacity was an unforeseen issue.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

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Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>This was used to pay for peripatetic music lessons, which continued to support a service child’s emotional wellbeing.</p> <p>We do not currently have any service pupil premium children in school.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>This child had very positive attendance and made good progress with their music. They had successful outcomes in their end of KS2 SATs tests achieving EXS+ in all reading, writing and maths.</p>

Further information (optional)

Further activities that the school is undertaking to support disadvantaged pupils:

Recruitment of Assistant Head teacher with a pastoral focus including attendance and behaviour.

Development of ELSA provision within school including training for staff and release time to deliver in-school ELSA programmes.

Involvement of key agencies to support mental wellbeing and resilience for example Stop Domestic Abuse, Mental Health Support Team and other agencies.

Deployment of school minibus to pick up children that might otherwise have an issue in getting to school. This includes continuing to work closely with our main feeder school to support wider families.

Prioritisation for club access, experiences and opportunities alongside key responsibilities such as prefects, head boy/girl and sporting opportunities beyond school.