

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

School overview

Detail	Data
School name	Limpsfield Junior School
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	38.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 2024/25 2025/26
Date this statement was published	23.10.23
Date on which it will be reviewed	September 2024
Statement authorised by	Limpsfield Junior School Governing Body
Pupil premium lead	Jemma Jeavons
Governor / Trustee lead	Nicky Jowitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,860
Recovery premium funding allocation this academic year	£13,000.50
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	£131,860.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide a safe, inclusive and enabling learning environment that allows all pupils to be successful. We want all children to reach their full potential both academically and socially and be able to use their educational experiences to make informed choices in their lives. We recognise that all children are different and aim to ensure that no child is left behind socially or academically because of disadvantage. Our aim is to remove low expectations, raise lifelong aspirations and remove barriers to academic and social development.

The key principle of our pupil premium strategy is to recognise the individual needs of our children and the barriers that hinder their success. This understanding is then used to ensure that provision meets pupil needs ensuring success in our school as well as preparing pupils for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Disproportionate impact of missed learning on disadvantaged pupil from covid-19
2	Greater gaps for children with multiple indicators of disadvantage including SEND
3	Gaps across the curriculum that will impact on future learning if not addressed
4	The time constraints for older children to become secondary ready
5	The mental health of identified pupils creates a barrier to successful learning
6	Some children have limited access to extra-curricular activities outside of school

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
There will be a clear and effective leadership structure for the schools pupil premium and recovery strategy (MLS)	Senior leaders will have clear understanding of the rationale and impact of the pupil premium and recovery strategy and be able to make informed decisions about future resource allocation
The school will have clear systems to identify and prioritise those children with the greatest needs	Accurate data is available and used strategically to target identified pupils
Children identified as disadvantaged will make sustained progress across the curriculum in line with their starting points	Tracking data and quality assurance procedures will show appropriate progress based on pupil needs
Children will be made secondary ready before leaving Limpsfield	Disadvantaged children will have developed key knowledge and skills in the KS2 curriculum allowing them to make a successful transition to secondary education and continue making progress
Teaching staff are supported to ensure that they consistently provide a good/outstanding quality of education	Data and quality assurance shows that the quality of education across school is having a positive impact on pupil outcomes
Those children at the start of their reading journey will make rapid progress with their acquisition of phonics skills and knowledge	A robust model for the teaching of phonics will be implemented and effectively resourced. Quality of teaching and support will be quality assured on a regular basis to ensure that provision is good or better. Tracking data will show the narrowing of the gap between disadvantaged pupils and their peers
The importance of pupil wellbeing will be embedded across school with a clear and effective strategy of support in place	Disadvantaged children will be supported with their wellbeing through targeted interventions, a whole school culture of valuing wellbeing, and improvements will show an impact on pupil 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £76,530.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of the 'trauma informed approach' across school to focus on establishing positive relationships which support the needs of our disadvantaged pupils.	'Improving behaviour in schools' EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	2,4,5
Teaching and Learning focus on evidence based strategies to support Quality First Teaching	Supporting the Attainment of Disadvantaged Pupils (DFE2015)	2,3,4,5
Inclusion Lead leading on whole school strategy to support disadvantaged pupils	'Special Educational Needs in Mainstream Schools' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,3,4,5,6
Mentoring and coaching across teaching and support staff	The EEF guidance on 'Effective Professional Development' https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217	1,2,3,4
Retention of staff through effective CPD including engagement with NPQs.	The EEF guidance on 'Effective Professional Development' https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217	1,2,3,4

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

Budgeted cost: £39,600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutor for 6 hours per week working 1:3 for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF research evidence (July 2021) 'High impact for moderate cost' and has shown progress of up to +6 months	1,2,3,4
Use of Lexia computer-based reading programme to support accelerated progress in reading and writing	EEF research evidence (January 2020) low cost programme resulting in average 2+ months progress Brook's What Works for Literacy Difficulties'(6 th edition 2020) highlights 'substantial gains in comprehension'	1,2,3,4
Use of pre-teaching to support greater understanding (mastery) within Quality First Teaching	EEF research evidence (September 2021) highlights the need for 'additional support for pupils that struggle to master topic areas'	1,2,3,4
Use of Narrowing the Gaps (post lesson teaching) to support greater understanding (mastery) within Quality First Teaching	EEF research evidence (September 2021) highlights the need for 'additional support for pupils that struggle to master topic areas'	1,2,3,4
Effective deployment of teaching assistants to support key children and year groups	EEF research highlights positive impact on attainment from TAs	1,2,3,4,5
Specialist teaching assistant focused on SPLD, Birmingham Toolkit support, phonics	EEF research highlights positive impact on attainment from TAs	1,2,3,4

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

Budgeted cost: £15730.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training	The EEF guidance on 'Effective Professional Development'	2,5
Re-deployment of Teaching Assistants to cover lunchtime duties	The EEF guidance on 'Effective Professional Development'	5,6
Peer wellbeing Champions	The EEF guidance on 'Effective Professional Development'	5,6
Appointment of SLT Attendance Champion	The EEF guidance on 'Effective Professional Development'	1,2,3,4,5,6
Part funding of School Learning Mentor to support social and emotional needs of pupils and families	EEF research recognises the impact of social and emotional support on academic outcomes and on wider benefits to the child	5
Development of Mental Health Strategy to support social and emotional needs of the school community	EEF guidance on wider strategies- Importance of SEL, Well-being and Mental Health	5
Development of an SEND parents group to provide support for families who children with SEND	EEF publication 'Working with Parents to Support Children's Learning' recommendation 4 – Offer more sustained and intensive support where needed	1,2,3,4,5
Subsidising trips and visits	Providing broader experiences for disadvantaged children to support educational outcomes	6
Extra-curricular clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

A robust model of tutoring using the National Tutoring Programme and School Led Tutoring allowed for vulnerable pupils to be identified through the use of the PASS survey and Boxhall Profile, and given additional support, resulting in improved outcomes for learners. In the role of Mental Health Lead/Inclusion Lead, the Deputy Headteacher put in place a 'Wellbeing Strategy' which included improved SEMH provision for disadvantaged pupils, a clear system for identifying SEMH needs.

Training for all teaching assistants on Read Write inc has supported staff to be able to offer effective support and teaching for groups of children in school.

Pupil premium funding was used to subsidise trips including visits to Creswell Craggs, Conisborough Castle and Yorkshire Wildlife Park.

An inspection by Ofsted in March 2022 confirmed that use of pupil premium was effective and that provision and outcomes for disadvantaged pupils was good.

Externally provided programmes

Programme	Provider
Read Write Inc	
Lexia	
TT Rockstars	