

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Langstone Junior Academy
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2023
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jane Bush
Pupil premium lead	Stephne Wessels, Georgina Harris
Governor / Trustee lead	Irene Baldry

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155, 940
Recovery premium funding allocation this academic year	£ 14,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 170 730

# Part A: Pupil premium strategy plan

## Statement of intent

*We aim to ensure that pupil premium children are able to achieve their full potential. The needs of all children are met by carrying out an initial assessment of need. The areas we consider are Academic requirements, Welfare (including behavioural, social and mental well-being) and finally, Enrichment as these are the areas of need we believe our children to have. We want all children with this entitlement to benefit from this holistic approach where all possible needs are considered.*

Academic – Children’s academic needs are identified in class and their progress and attainment is analysed. Any individual or group gaps in performance to other children in their class or more widely those nationally, will be addressed through interventions such as ‘Better Reading Program’, ‘1:1 tutoring’ or ‘small group support’. This is overseen by the Inclusion & Intervention Team’ who support staff in the identification of target groups/ individuals and deliver and evaluate interventions. These gaps are currently cohort specific but are linked to the areas of Maths and Reading.

Welfare - The Nurture Team closely monitors children with an entitlement, separately to the rest of the school. They provide support for both family and child/ children when it is needed. In addition to this, the Data Officer will work closely with families to ensure barriers to good attendance are addressed. We will also look to purchase additional support where it is appropriate.

Enrichment - this enables the school to be fully inclusive by supporting the cover of costs to build a curriculum based on experience. This funding partly enables the school to meet the needs of individuals with updating technology and providing resources that teachers identify as helping to address gaps in learning or valued experiences.

## Challenges

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

Challenge number	Detail of challenge
1	In internal and external assessment, children’s achievement and progress particularly in maths and reading is below that of non-disadvantaged pupils. This is particularly evident in children with an entitlement that have additional needs (SEN) and often gender specific to cohorts.
2	Through research, it was identified that the mindset and children’s social and emotional health was a barrier to learning and in ensuring that they had a readiness to learn.
3	Our observations of learning showed that a limiting factor for children with an entitlement was their lack of experiences limiting their cultural capital and ability to make links in learning.

4	<p>Our attendance data indicates that disadvantaged pupils has been lower than their peers with last year showing a difference of 1.4%</p> <p>12.5% of disadvantaged pupils have been 'persistently absent' compared to 6.7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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## 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
Children are achieving in-line with their peers in maths and reading	<p>Whole school data shows a closing of the attainment gap with peers</p> <p>Observations and feedback show children demonstrate a positive attitude to learning in maths and reading</p> <p>Children are able to access learning with increasing independence</p>
Children have the emotional stability and self-esteem to access secondary education	<p>Children are well supported and incidents of exclusions or inclusions are rare</p> <p>Children demonstrate being reflective, resilient thinkers</p>
Children use knowledge and experiences to improve understanding	<p>Children are able to share experiences and how these have impacted on learning</p> <p>Children are motivated and engaged by experiences</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2021/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no less than 97.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>• the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 7%.</li> </ul>

## 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: £ **19643**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Accelerated Reader</b> and associated tools are fully implemented and embedded for all children	(EEF +5 Months, <b>***</b> ) Project Report on Accelerated Reader	1
Work with Maths Hub & University to develop Maths Leader in order to support staff pedagogy for <b>Mastery Math</b>	(EEF +2 Months, <b>***</b> ) Mathematics mastery – Primary Report	1

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

Budgeted cost: £ 123,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
To utilise <b>1:1 tuition</b> for targeted children in Maths and core learning – provided by Inclusion & Intervention Team and 1:1 tutor	(EEF +5 Months, <b>****</b> ) Reports on 1:1 and small group tuition	1, 2
Two more senior teachers assigned to the other year groups to provide <b>small group tuition</b>	(EEF +4 Months, <b>**</b> ) Reports on small group tuition	1, 2

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

Budgeted cost: £ 48,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop staff knowledge and capacity to support a range of <b>social and emotional learning</b>	(EEF +4 Months, <b>****</b> ) Report on Social and Emotional Learning	2, 4

<i>linking to mental health development</i>		
Provide opportunity in <b>broadening the curriculum</b> through experiences both on site and off	That children within Portsmouth need to be exposed to broader cultural awareness/ experiences in order to drive aspirations and provide exposure to the wider world.	3, 4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

### Total budgeted cost: £ 192 376

Priority	Activity	Projected Spend
Priority 1	Additional teacher (supply but consistent) to support each year group with cover –will work in a year group for 6 weeks working with identified vulnerable children to support identified barrier(s) to enable gaps to be addressed in Maths and Reading. The intervention will be based on a baseline assessment as well as an exit assessment to measure impact. Children in Y6 will also have this support around SATs week and post SATs support with writing.	£ Awaiting confirmation from DFE for funding
Total spend		£

## 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 2020 to 2021 academic year.

Accelerated Reader was successfully launched in 2019 and at the start of this year all children were engaging well and teachers were able to use the tools of assessment to inform teaching. With its success, it was decided to also take on an additional part of the program with MYON which was an online reading tool where children would access books. This was a timely decision as we soon were faced with remote learning and this time children could sustain reading activities with text available online.

The impact of this was that upon return, children were clearly able to sustain rates of progress over this time – evidence is available in the schools data and available upon request. There is also a report outlining the overall impact on reading age of classes across the school.

With regards to developments in Maths, an identified area for Pupil Premium children, we have had a leadership pair working on guiding all staff through the challenges of missed content and remote learning. These staff worked alongside the maths hub and using the 'Ready to progress' criteria to create progression documents with clear links to resources for all staff. As a result of this work, teachers were able to continue teaching the maths curriculum under difficult circumstances of lockdown. They were provided with expert support from the Maths Leads who disseminated their own findings effectively.

Improvements to teaching as a result of support from Assistant Headteachers has led to improved knowledge of pupil premium groups and their performance. Children have benefited from the work of Assistant Head Teachers in driving the pupil premium focus and agenda for all teachers. Their expertise has been used to provide interventions of coaching and mentoring across the school in reading during Autumn term - the priority area identified from last year. This focus changed to providing interventions in maths as a reflection of the impact of the January lockdown.

Through focused reading and phonics interventions in the Autumn term, teachers identified that pupils felt more comfortable in the classroom and engaged in their learning. They are more confident and independent in tackling tasks. Children are increasingly using the knowledge gained in these sessions within the classroom situation. Where parental support was sought, there was greater engagement than previously. In the summer term, 48% (64 out of 132) of pupil premium children received interventions and of these children, 88% made progress in the area of maths they were focussing on. When in class, it was noted that all children were more engaged in maths, willing to answer questions and explain their thinking.

(A detailed report of data is available upon request)

The Nurture Team of a Learning Mentor and A Home Family Support Worker are partially funded by Pupil Premium and ensure that children are emotionally ready to learn – this has been a huge challenge this year. They have supported at varying levels with 63 children, 73% of these pupils were pupil premium – caseloads are still made up from largely pupil premium children. The support can involve intensive periods of support where a child may become part of their caseload (interventions on self-esteem, anger etc) or temporary short term nurture. During lockdown, this has been invaluable in supporting some of the most vulnerable children and families both remotely and in-school.

Before and after the Covid-19 closures, the nurture team built strong working relationships with all pupils. This was extremely helpful particularly to those on their caseloads and more so for their 1:1 pupils and their families. This assisted them, when working with the vulnerable families, once school had closed to them. Structured IBP's for the high profile children were created and the team helped several families with Early Help Assessments, which in turn helped to cement those relationships. These actions helped to provide stability in class for the most vulnerable, offering the chance to go to their safe space to self-regulate when they needed to. This allowed them to reflect, then return to class and engage in their learning.

During the Covid-19 closures the pastoral team provided direct support to 55 pupils through providing resources, 1:1 sessions, pastoral support, family support, FSM vouchers and regular check ins. These pupils were identified through weekly discussions with the Local Authority Coordinator and vulnerabilities within school (Tri-venns) and reviewed weekly. 35 of these pupils (64%) were also pupil premium. During Covid Closures, the pastoral team provided the identified vulnerable families Key Worker contact and constant support.

Due to Covid restrictions, there were limited off-site activities. However, planned activities through zoom workshops and interactive experiences (such as titanic and science) were used to support learning in school, broadening life experiences for all children.

IT became this year an even more valuable resource for all children. This year pupil premium has assisted in ensuring that resources for a stimulating curriculum are available and that children who struggle to engage have access to a range of technology at all times. During remote learning, 31% of pupil premium children received technology to support them with their online learning with a further 29% of children attending school during this time. Therefore 60% (78/132) PP children received support and this enabled more children to access learning. Looking at the engagement from week 1 of remote learning (4th January 2021) to week 7 (22nd February 2021), all year groups showed an increase in children completing the majority of work. On average, there was an increase of 35% across the whole school with an increase of 40% for PP children.