

# Pupil premium strategy statement 2023-2024

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	Droxford Junior School
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	21 <sup>th</sup> October 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Matthew Dampier (HT)
Pupil premium lead	Joe Lowndes
Governor / Trustee lead	Melanie Tibbs

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,995
Recovery premium funding allocation this academic year	£0
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	£36,995

## Part A: Pupil premium strategy plan

### Statement of intent

At Droxford Junior School, we aim for complete equitable experiences for all our children. This is not just academically but also in terms of access to our curriculum and enrichment opportunities.

Our most vulnerable pupils must have the opportunity to experience cultural events, learn and retain core and facilitating knowledge across the full range of subjects. The intention to expose these children to high quality learning experiences will help to extend their vocabulary, have a greater appreciation of creativity and achievement, develop new skills and know how to stay safe, whilst broadening their life chances.

### Challenges

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

Challenge number	Detail of challenge
1	Unstable family dynamics resulting in social and emotional needs
2	Financial – Some children continue to have reduced access to cultural and social experiences which would enhance their skills, knowledge and understanding (Cultural capital)
3	Some pupils have lower attainment in writing and maths than their peers.
4	Language acquisition- some children have fewer opportunities to develop their vocabulary leading to a less advanced lexicon than their peers.
5	Attendance - 22% of Pupil Premium children are classified as 'persistent absentees' (Attendance less than 90%).

## 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
English and Maths outcomes in line with peers.	Pupil attainment is in line with their peer group as shown by formative and summative assessment and external statutory assessment.
Disadvantaged children will have opportunities to access the full richness of the school experience.	<p>Children have access to all school trips and residentials, clubs and peripatetic music classes. They can attend breakfast club. School uniform is provided for them.</p> <p>Pupil premium children fully engage with enrichment opportunities such as visiting experts and secondary school workshops.</p> <p>Pupil premium children actively take roles within the school council, eco- team and playground buddy team.</p> <p>Pupil premium children attend regular extra-curricular sporting events and clubs, supported by the school's sports coach.</p>
Pupils emotional needs have been supported so that they can learn effectively.	<p>Children's emotional needs do not impact negatively on their learning.</p> <p>Children are emotionally supported by trained staff and school therapy dog, Luna.</p> <p>ELSA provided for all pupil premium children.</p> <p>Well developed PDL curriculum that focuses on pupil well-being through the Zones of Regulation.</p>
Pupils have access to technology and resources at home has not inhibited their learning.	<p>All pupil premium children have access to high-quality texts to read in school and at home (physical copies and ebooks)</p> <p>Children have access to technology to support with home learning e.g. wifi and devices.</p>
Disadvantaged children have access to a rich and varied vocabulary.	<p>Evidence in English books of word banks and an increased use of Tier 2 words.</p> <p>Evidence in foundation subject books of tier 3 vocabulary being used appropriately within context.</p>

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: £ 8,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lower attaining readers provided with improved access to resources and interventions to support fluency and understanding.</p>	<p>Purchase a greater range of banded books at age appropriate level addressing decoding and fluency in poorer and pupil premium readers.</p> <p>Staff consultation with librarian to allow for a better understanding of pupil book choices.</p> <p>Fluency programme continued across the school-staff training time and TA employment to allow for this intervention.</p> <p>‘Reading skills’ programme in Year 5/6- staff training and release time for English lead and new year 5 and 6 teachers.</p> <p>Subscription to Hampshire Library Service e-library through SORA app.</p> <p>Children given free books from the school to increase their home library and to help encourage a love of reading.</p>	<p>3, 4 and 5</p>
<p>Implementation of phonics training. Synthetic Phonics sessions taught daily as part of English curriculum in year 3 and 4. Training provided for staff to deliver phonics effectively.</p>	<p>Allow teachers to develop planning that meets the needs of lower attaining pupils.</p> <p>Allow teachers to plan lessons which build on children’s prior phonics knowledge in key stage 1.</p> <p>Enable teachers to identify and address gaps in pupils phonics knowledge and understanding.</p> <p>Develop teaching assistant understanding of phonics to deliver high quality interventions.</p>	<p>3 and 4</p>

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

Budgeted cost: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention groups (employing a new TA) to target lower attaining and 'disadvantaged' readers.	TA employed to support this intervention time TA training Read Write Inc Resources Book bag books Training for all staff on phonics.	3 and 4
TA timetabled specifically to booster children one to one in reading, writing and maths in Year 5 and 6	Plans of intervention timetables Booster books to track interventions	3 and 4
Visitors to attend school to enrich children's experiences and increase cultural capital.	Evidence of author visits Local business people South Downs National Park workers Artists visiting to enrich Art Young Shakespeare Company Living History workshop	2
Read Write Inc spelling programme use throughout year 3 and 4 and used as a spelling intervention in year 5 and 6.	Differentiated spelling programme taught to address misconceptions and plug spelling gaps.	3 and 4
SENCo/PDL lead has taken part in CPD with HIAS to develop the PDL curriculum.	A well-developed PDL curriculum. Class PDL journals	1 and 5
Subscription to PSHE association.	Access to premium and up to date resources to enhance learning.	1 and 5

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

Budgeted cost: £9,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
All extra curricular activities paid for to allow disadvantaged children to access residential and clubs	Breakfast club paid for. Residential trips and school trips paid for. Funding available for pupil premium children to participate in any school club including peripatetic music lessons.	2, 5
ELSA employed by school	Pupil premium children a priority for ELSA support to meet emotional needs- shown by list of ELSA children Half termly ELSA meetings with Hampshire and IOW Education Psychology Resources and books to support ELSA sessions	1
The use of a range of strategies (ELSA support, TA support, Home visits, School therapy dog) to promote attendance.	Attendance of pupil premium pupils to be in line with their peers. Evidence on individual pupil timetables of 'Luna time'. Meet and greet with 'key person'. Communication and correspondence with parents. Headteacher and SENCO attendance meetings with inclusions team.	1, 5
A well rounded PDL curriculum and subscriptions to various resources to support with emotional and social aspects of the curriculum	SCARF resources Life-Ed bus	1, 5
Promoting the importance of wellbeing across the school	School well-being committee meet regularly. Wellbeing taught as part of PDL curriculum. Opportunities for learning to take place outside of the classroom. Through training teachers are encouraged to take lessons outside.	1, 5

**Total budgeted cost: £ 36,995**

## Part B: Review of outcomes in the previous academic year

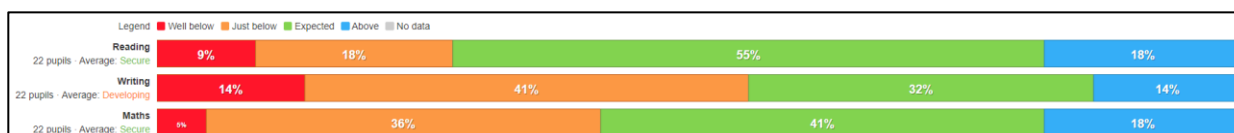
### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

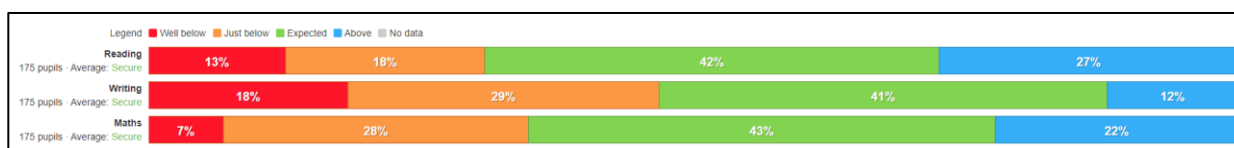
#### Year 6 data 22-23 Compared with County PP.

DJS PP ARE% Combined	71% 5 pupils
County PP ARE% Combined	36%
DJS GDS in 2 subjects	42% 3 pupils
DJS GDS in 1 subject	70% 5 pupils
DJS PP GD% Combined	0% 0 pupils
County PP GD%	3%

#### Whole School Teacher Assessment of PP children in 22-23



#### Whole School Teacher Assessment of all pupils in 22-23



Analysis of data demonstrates an imbalance in writing attainment between Pupil Premium children and non-Pupil Premium children. Throughout the next academic year we will be implementing a phonics scheme (Read Write Inc) to target gaps and ensure rapid progress in writing. We will also be bringing in targeted spelling interventions to address gaps (Read Write Inc.)

The use of multiplication rewards, times table booklets and TT Rockstars has seen an improvement in multiplication recall, particularly in the year 4 times table check.

Splitting the classes into year groups for maths has allowed for targeted teaching and 87% of pupil premium children are now meeting ARE or above (up from previous year).

The use of the Read Write Inc phonics scheme has seen an increase in fluency, spelling and decoding skills

The school dog has regularly been used to target Pupil Premium children in order to increase attendance and pupil wellbeing.

The development of the PDL curriculum has allowed for areas of the curriculum to be adapted to target anxiety which has increased pupil attendance.

Successful introduction of precision teaching for Pupil Premium children through the allocation of additional TA hours.

Pupil premium children are receiving regular guidance with respect to appropriate text selection in order to improve reading.

Pupil Premium children have been prioritised with regard to access to ELSA support leading to increased pupil wellbeing.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Chris Quigley resources	Chris Quigley
SCARF	Coram Life Education
Reading Fluency Project	IEE
Read Write Inc	Ruth Miskin
Chris Cheale Phonics Training	Hampshire LA
Read Write Inc Spellings Scheme	Read Write Inc