

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 vulnerable pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2024-25) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Iver Heath Junior School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	53
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Elaine Anglin
Pupil premium lead	Louise Collins
Governor / Trustee lead	Justin Whittsit

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-25)	£86930
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£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	£86930

Part A: Pupil premium strategy plan

Statement of intent

We will continue to 'know' our children and their families and make decisions about how best to support them. These decisions will be flexible and take into consideration the challenges the children face both academically and socially and emotionally. This will include considering the context of the school and the research conducted by the EEF. This school experiences common barriers which are recognised nationally including: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues. We are also aware of the complex family situations that may prevent children from flourishing. In view of the wide range of challenges the vulnerable the children at our school experience, we are prepared to be flexible to meet the needs of the children and how the funding is used. All teaching staff will be involved in the analysis of data and identification of pupils, so they are fully aware of strengths and weaknesses across the school.

Principles

- To ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- We will adequately assess and address the needs of the socially vulnerable pupils.
- In making provision for socially vulnerable pupils, we recognise that not all pupils who receive free school meals will be socially vulnerable.
- We also recognise that not all pupils who are socially vulnerable are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially vulnerable.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives

- Close the gap in learning
- Support readiness for learning including:
 - Articulation
 - Attendance
 - Emotional understanding
 - Independence
 - Reading
 - Resilience
 - Social awareness and respect
 - Wider vocabulary

- Targeted teaching to close identified gaps in learning and keep up with peers.
- Participation in all curriculum based learning activities, including having appropriate uniform, equipment and attending school trips.
- Participation in extra-curricular activities, after school clubs

Aims of our Pupil premium strategy 2024-25:

- To reduce the attainment gap between vulnerable pupils and their peers in reading, writing and mathematics.
- To encourage attendance and punctuality.
- To improve resilience, social awareness and respect.

The EEF advises the following:

The EEF Guide to the Pupil Premium – The tiered approach to Pupil Premium spending

Teaching and whole school strategies	Targeted approaches	Wider strategies
<ul style="list-style-type: none"> ➤ Develop high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils ➤ Professional development to support the implementation of evidence-based approaches ➤ Mentoring and coaching for teachers ➤ Recruitment and retention of teaching staff ➤ Technology and other resources to support high quality teaching and learning 	<ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Targeted interventions ➤ Extended school time (Breakfast and after school clubs) 	<ul style="list-style-type: none"> ➤ Supporting pupils’ social, emotional and behavioural needs ➤ Supporting attendance ➤ Extra-curricular activities ➤ Breakfast clubs and meal provision ➤ Communicating with, and supporting, parents

Challenges

The key challenges to achievement that we have identified among our vulnerable pupils, based on assessment, observation and current research.

Challenge number	Detail of challenge
1	Language and vocabulary - assessments, observations, and discussions with pupils indicate continued underdeveloped oral language skills and vocabulary gaps among many vulnerable pupils. These are evident through all year groups in general and are more prevalent among our vulnerable pupils than their peers. This can be attributed in part to the lack of focused language development resulting from school and pre-school closures, as supported by National studies. This impacts on the children's reading and writing.
2	Phonics, reading fluency and comprehension. Internal whole school analysis of data and feedback from class teachers suggest that there is a higher proportion of pupils eligible for pupil premium who struggle with segmenting and blending words, reading fluently and making meaning from a text.
3	Writing skills and content. A general lack of knowledge of the world around them and experiences, which following discussions with children and their families, are a result of the lockdown and the lack of funds, coupled with under-developed oral language skills and limited vocabulary have a significant impact on the standard of children's writing. Their grammar, spelling and punctuation is generally of a lower standard than their peers and this also impacts on their writing progression.
4	Mathematics - Internal whole school analysis of data and feedback from class teachers suggest that there is a higher proportion of pupils eligible for pupil premium who struggle with remembering and retaining information, being able to apply their learning with the concrete into pictorial and abstract calculations and difficulties in problem solving and reasoning in mathematics.
5	<p>Social and emotional needs</p> <p>Over half of our vulnerable children experience family difficulties with some experiencing tragic circumstances with a long-term impact (PTSD symptoms), which affects their learning and their social interactions and emotional state. Assessments, observations and discussions with these pupils suggest that they have greater difficulties in accessing the curriculum than their peers and their progress is affected by some difficult family circumstances.</p>
6	<p>Social and Emotional needs</p> <p>A high proportion of our vulnerable children require specific support developing self-esteem, confidence and resilience. Observations, assessments and pupil voice indicate that the many of the children are scared of failure. Some children have refused to participate in lessons and when they have, they are unable to accept or use constructive support. In addition, parents of some children have encouraged their children to only complete the work they feel comfortable in engaging with, including reading and completing homework especially mathematics homework.</p> <p>Some of these children received extra support in their previous education establishment at Iver Heath Infant School. The impact of some families who were unable to access birth-5 years support during national lockdowns and in the periods following, which resulted in a lack of broader experience and a level of separation anxiety experienced by some families continues to be a challenge in Junior school.</p>

7	<p>Home Support Assessments, observations and discussions suggest that parents of vulnerable pupils generally lack confidence when supporting with home learning including supporting reading, writing and basic mathematics. In addition, more families are supporting children with challenging behaviour, including neurodiverse behaviour without external support or expertise. Additional focused support in school is needed to ensure children have access to individual, targeted support with their learning and support for parents.</p>
8	<p>Attendance, punctuality and school uniform The attendance data for vulnerable children has improved but it is still lower than the other children’s attendance and this contributes to less progress and lower attainment. Punctuality for the vulnerable children has become more of an issue with neuro-diverse behaviours being cited by parents. Lateness affects the children’s engagement and involvement until they are settled. Family difficulties and some family’s attitudes towards learning impact on punctuality as well as attendance. Family poverty, for some families, affects the ability to provide a standard school uniform, especially adequate shoes. In addition, to this, some families do not place uniform high on their list of priorities and although some of our vulnerable children do not have practical footwear, they do have the latest technology or designer coats. We are unable to make the distinction between low income or priority and aim to ensure that all children have the correct school uniform.</p>

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
To raise the profile of Pupil premium children with all staff and focus on supporting these children.	Continued CPD to all staff on the successful strategies to remove barriers to learning for vulnerable students and also on the role of the LSA in assisting the students in removing these barriers. Pupil Progress meetings will continue to have a focus on the vulnerable children and their progress.
To continue to ensure that vulnerable pupils who do not have a cognitive SEND make at least expected progress with many achieving age-related expectations in reading, writing and mathematics.	75% of vulnerable pupils who do not have a cognitive SEND need or SEMH will reach age-related expectations in R, W, M. Those that have a SEND need we aim for them to make at least expected progress from their individual starting points.
All families feel supported and equipped to actively participate in their children’s learning.	Parents of vulnerable learners engage more readily with school and support learning effectively at home. Improved attendance at consultation evenings and school activities such as assemblies and information sharing.
Pupils have a greater understanding and awareness of their social and emotional wellbeing and will develop the skills to improve their mental health and attitude to learning.	Children recognise and can express their emotions. They have a toolkit of strategies to enable them to manage these and so support their social and emotional development. Incidents of outbursts to decrease. Less reliance on adults demonstrated through fewer CPOMS incidents.

Children attracting pupil premium funding are able to experience a range of opportunities to develop skills and potential.	Increased engagement and uptake of extra-curricular clubs and activities for children in receipt of pupil premium funding.
Children attend school regularly and arrive punctually.	Attendance rates will be in line with school attendance targets and also in line with that of other children nationally. Punctuality will be in line with that of other children in school and nationally.

Activity in this academic year

This details how we intend to spend our Pupil Premium **this academic year** (2024-25) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **48300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the new schemes of work across the curriculum including training, planning, resourcing, assessing and reviewing.	EEF Guide to the Pupil Premium <u>The tiered approach</u> Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of the pupils. EEF Improving Literacy in KS2 Guidance Report and Summary of Recommendations Target teaching and support by accurately assessing pupil needs. EEF Improving Mathematics in KS2 Guidance Report and Summary of Recommendations Use assessment to build upon pupils' existing knowledge and understanding.	1 2 3 4
CPD for all new and existing staff. Further training to support adaptation of lessons including assistive technology.	EEF Guide to the Pupil Premium <u>The tiered approach</u> Professional development to support the implementation of evidence-based approaches. Recruitment and retention of teaching staff. Technology and other resources to support high quality teaching and learning.	1 2 3 4
Mentoring by Assistant Heads and Inclusion Leader to support all staff in adaptive, assessing and monitoring.	EEF Guide to the Pupil Premium <u>The tiered approach</u> Mentoring and coaching for teachers Recruitment and retention of teaching staff.	1 2 3 4 5 6 7
Continue to develop speaking and listening skills and to develop children's vocabulary and use of language.	EEF Improving Literacy in KS2 Guidance Report and Summary of Recommendations Develop pupils' language capabilities. EEF Guidance in Teaching and Learning Toolkit Oral language interventions have a very high impact based on extensive evidence.	1 3

<p>Employ a range of age-related strategies to support reading development, providing additional opportunities to develop comprehension, engagement and enjoyment.</p> <p>Monitoring of reading and the effectiveness of VIPERS system of reading.</p>	<p>EEF Improving Literacy in KS2 Guidance Report and Summary of Recommendations</p> <p>Support pupils to develop fluent reading capabilities.</p> <p>Teach reading comprehension strategies through modelling and supported practice.</p>	<p>2</p>
<p>New whole school approach to writing targeting improved spelling, grammar and punctuation skills.</p>	<p>EEF Improving Literacy in KS2 Guidance Report and Summary of Recommendations</p> <p>Teach writing composition through modelling and supported practice.</p> <p>Develop pupils’ transcription and sentence construction skills through extensive practice.</p> <p>Target teaching and support by accurately assessing pupil needs.</p>	<p>3</p>
<p>Continue to develop and use concrete resources and pictorial representation to aid understanding of mathematics and support the children to move confidently into abstract methods.</p>	<p>EEF Improving Mathematics in KS2 Guidance Report and Summary of Recommendations</p> <p>Use manipulatives and representations</p> <p>Teach strategies for solving problems</p> <p>Enable pupils to develop a rich network of mathematical knowledge</p> <p>Develop pupils’ independence and motivation</p>	<p>4</p>
<p>Raise the profile of metacognition to improve the children’s understanding of how they learn and support them in using this in lessons. Ongoing training for teaching staff including LSAs.</p>	<p>EEF Improving Mathematics in KS2 Guidance Report and Summary of Recommendations</p> <p>Develop pupils’ independence and motivation</p> <p>EEF Guidance in Teaching and Learning Toolkit</p> <p>Metacognition and self-regulation have a very high impact for very low cost based on extensive evidence.</p>	<p>1 2 3 4 6</p>
<p>Continue to provide opportunities in class for social and emotional learning.</p> <p>Introduction of a whole school approach using PRU version of Norfolk Steps and Zones of Emotional Regulation.</p>	<p>EEF Guide to the Pupil Premium</p> <p><u>The tiered approach</u></p> <p>Supporting pupils’ social, emotional and behaviour needs.</p> <p>EEF Improving Social and Emotional Learning in Primary Schools Summary of Recommendations</p> <p>Teach SEL skills explicitly.</p> <p>Integrate and model SEL skills through everyday teaching.</p> <p>EEF Teaching and Learning Toolkit</p> <p>Behaviour interventions have a moderate impact.</p>	<p>5 6</p>

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

Budgeted cost: **20000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions, targeted at vulnerable children who require further support and for those children who have not achieved in KS1 phonics testing by using a range of approaches.	<p>EEF Improving Literacy in KS2 Guidance Report and Summary of Recommendations Use high quality structured interventions to help pupils who are struggling with their literacy.</p> <p>EEF Guidance in Teaching and Learning Toolkit Phonics interventions have high impact based on extensive evidence.</p>	2
Additional reading intervention groups, targeting children who require further support with academic or emotional development.	<p>EEF Guidance in Teaching and Learning Toolkit Reading comprehension strategies have a very high impact.</p> <p>EEF Improving Literacy in KS2 Guidance Report and Summary of Recommendations Use high quality structured interventions to help pupils who are struggling with their literacy.</p>	2
Feedback sessions to support individualised learning and aid children to work independently.	<p>EEF Guidance in Teaching and Learning Toolkit Feedback has a high impact.</p>	3
White Rose Maths intervention to narrow the gap in basic skills and to support poor short term memory difficulties.	<p>EEF Improving Mathematics in KS2 and 3 Guidance Report and Summary of Recommendations Use structured interventions to provide additional support.</p> <p>EEF Guidance in Teaching and Learning Toolkit Use targeted interventions to support numeracy.</p>	4
Precision monitoring sessions to support short term memory difficulties.	<p>EEF Guidance in Teaching and Learning Toolkit Use targeted interventions and resources to meet the specific needs of vulnerable pupils with SEND.</p>	2 4
Pupil progress meetings to identify focus areas of the curriculum in reading, writing and mathematics for PP children.	<p>EEF Guidance in Teaching and Learning Toolkit EEF Toolkit “High quality assessment is essential to great teaching. It can help to monitor pupil progress, particularly as they reestablish classroom routines and recover any learning loss.” EEF July 2020</p>	1 2 3 4

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

Budgeted cost: **18630**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved parental involvement in academic activities including: Book Fair Book swap Class assemblies Consultation evenings I Love Reading sessions Support for trips including swimming Support in art and DT projects Stay and Learn sessions for Mathematics, Reading and Resilience.	EEF Guidance in Teaching and Learning Toolkit Parental engagement EEF Guide to the Pupil Premium <u>The tiered approach</u> Communicating with, and supporting, parents.	6 7
Subsidised breakfast club available to targeted families to ensure children have a healthy breakfast and are in school before the official start to the day.	Children who have a punctual start to the day coupled with a healthy breakfast are more receptive to learning and therefore make good progress (Healthy Schools agenda)	8
Subsidised access to uniform purchase, school trips, extra-curricular activity to ensure all children have opportunities to experience outings and afterschool enrichment clubs.	EEF Guidance in Teaching and Learning Toolkit Ensure all children and their families are able to fully engage in all aspects of school life and develop the cultural capital of learners, by overcoming social barriers arising from experienced-based disadvantage.	8
Personalised support for families, including consultations focused around supporting engagement and home-school partnership.	Parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF toolkit suggests effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF Parental Engagement Evidence review and Guidance Report (Oct 2021)	5 6 7 8

Total budgeted cost: £

Teaching

£48300

Targeted academic support

£20000

Wider strategies

£18630

Total

£86930

Part B: Review of outcomes in the previous academic year (2023-24)

Pupil Premium strategy aims and outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

Teaching

- Continued use of Rapid Read and Rapid Phonics have improved the reading progress of most vulnerable children. We identified the need for a phonics intervention for the children who were not at the required level for Rapid Phonics and this was implemented.
- Guided Reading/VIPERS has continued and training of all staff has been ongoing with the English Leader monitoring, supporting and advising all members of staff.
- Pupil Progress meetings have continued to support staff and SLT in identifying ongoing needs of the children and formulation of targeted interventions.
- Continuous CPD has been extended and LSAs attend training meetings.
- Verbal feedback and marking have supported the children in understanding their next steps.
- Curriculum development has been key in providing a curriculum which is enjoyable, engaging and enriching.

Targeted Support

- Additional phonic interventions have supported the children who entered the school in Y3 not having passed the Y1 Phonics Screening Test in Y2.
- Additional Rapid Reading interventions have supported the children whose parents have not been able to support or engage.
- Small focus groups in the classroom have successfully ensured the children who attend are not highlighted as leaving the room and pupil voice indicates the children have appreciated this change.

Wider Strategies

- Attendance and punctuality have improved with the provision of free breakfast club places.
- Inclusion on trips and with visitors has enriched the children's learning.
- Extra sessions in school to access and learn using technology has been a positive experience according to the children.

Assessment of how successful the intended outcomes were for this period

Total PP pupils	Number of PP pupils	Number of PP pupils with SEND	Made expected progress or greater in reading.	Made expected progress or greater in writing.	Made expected progress or greater in maths.
49					
Year 3	14	5 (30%)	14 (100%)	14 (88%)	14 (100%)
Year 4	14	7 (50%)	12 (86%)	14 (100%)	14 (100%)
Year 5	12	5 (41%)	12 (100%)	12 (100%)	12 (100%)
Year 6	9	2 (22%)	9 (100%)	9 (100%)	9 (100%)

Over the year we had 2 vulnerable children who left the school and returned in the new academic year and 3 vulnerable children who joined mid-year without assessment data and these 5 children have not been included in the data above.