



SOLENT JUNIOR SCHOOL

Pupil Premium (PP) Strategy Statement 2022-2023 REVIEW

Summary Information					
School	Solent Junior School				
Academic Year	2022-2023	Total PP budget for the academic year	FSM £47,090	Date of most recent PP review by the governing body	<ul style="list-style-type: none">● Pupil Premium Review September 2023
Total Number of Pupils	362	Number of Pupils eligible for PP	FSM 34	Date of next internal review of this strategy	September 2023



Planned Expenditure					
Academic Year 2022 - 2023					
The headings below enable the school to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired Outcome: For all pupils to make at least expected progress in maths.					
Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Review Impact Statement
School to engage in Maths Mastery programme for maths delivery throughout the school (Year 4)	Sustaining Maths Mastery is led by The Solent Maths Hub with proven impact across a range of schools with a strong evidence base of proven success. It is a transformational approach to maths teaching which stems from high performing nations such as Singapore. The school started at year 1 (2019 – 2020) and progressed into year 2 (2021-2022) the third year will be embedding (2022-2023) and this academic year will be the final year, sustaining maths mastery. https://www.mathematicsmastery.org/	-Continue with project leads within school – monitor staff training input and impact upon learning -Year group meetings to agree strategies and learning profile for year 3 -Oversight of training attended by lead (HoS) – Observations in line with school monitoring programme.	Maths Mastery Project Lead – S Smith Head of School – L Peterkin- Aldred	This will be reviewed termly when analysing whole school data. Pupil Progress termly meetings when appropriate Expected Cost £4,551	X3 development days monitoring in Mathematics show clear delivery using mastery approach Approach embedded within the teaching and learning of Mathematics. Expected standard plus 17% increase in pupils reaching expected. Greater depth 19% of pupils, which has increased by 10% over two academic years. Professional discussion during pupil progress meetings, demonstrated strong pedagogy and knowledge of children. FSM case studies show KS2 data for pupils making better than expected progress in Mathematics relative to starting points.

Desired outcomes: To resource a purpose driven space for high quality intervention to be delivered to pupils from across the school.					
Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Review Impact Statement
Resourcing for interventions particularly with a focus on maths and spelling resources for classrooms and also the intervention areas.	White Rose resources have been used successful to support planning and teaching of mathematics. The aim is to embed this approach this year and to enhance this with resources that can be used to stretch these pupils yet further most specifically with critical thinking and problem-solving skills.	Termly pupil progress meetings. - Monitoring as part of ongoing cycle; book looks, work moderation and pupil conferencing.	S Smith – Maths Mastery Project Lead Jane James – school mentor K Young SENDCo	Half termly Expected Cost £9,000	Of the% of FSM pupils, 53.9% who did not meet expected in Maths at the end of KS2, all made expected or better than expected progress, across KS2. 60% of FSM pupils who achieved expected standard at the end of KS2 made better than expected progress across KS2. 30 minutes daily writing and maths intervention group provided for all FSM pupils throughout the year at point of need. Termly pupil progress meeting included individual FSM pupil discussion linked to progress.
Resourcing mental health and pastoral intervention. (link to outcome below)	Pupils who are mentally healthy are ready to learn (research heavy approach) Pupils requiring pastoral support have doubled in the past 18 months – ELSAs now require a larger space within which to work and also two confidential meeting spaces.	Case Studies SEAL APP (where relevant) Universal pupil wellbeing survey – more targeted pupil conferencing	L Peterkin-Aldred HoS ELSA L Witt & Pastoral Team L Langford	Half termly Expected Cost £9,000	Additional ELSA trained and providing extra hours of support, now to ELSA spaces with refreshed resourcing. Pupil well being survey shows pupils are confident in sharing needs and feel safe and listened to in school. Emotional and health well being delivered at least weekly all year. SENDCO now fully trained senior mental health lead. Emotional support page for families established. Families are using this to share concerns with school.

Desired outcomes: To provide staff to deliver high quality catch up / intervention groups run throughout the school.					
Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Review Impact Statement
Learning Support Assistants to run intervention groups to support those pupils who have demonstrated that they have gaps in their learning.	<p>National research into marking and quality feedback has shown that unless misconceptions are addressed quickly progress can be limited. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback/</p> <p>Class based LSAs to work alongside teachers to deliver sessions aimed at targeted pupils. These 'catch up' hybrid sessions have had a proven impact with pupils in years one and two in previous years.</p> <p>There was a significant impact of these intervention groups in 2021-2022 which is why the decision was made to continue these groups in this academic year.</p>	<p>Termly pupil progress meetings. Monitoring of class data by SLT and external verification.</p> <p>Monitoring of sessions as part of monitoring cycle. Work scrutiny to involve planning and learning associated with sessions.</p>	<p>L Peterkin-Aldred – Head of School</p> <p>K Young – Senco L Langford & L Witt – Lead LSAs</p> <p>S Smith – Maths Lead D Hill & H Pye – English Leads</p>	<p>Half termly</p> <p>Expected Cost £9,000</p> <p>(Morning hours – not to be confused with afternoon intervention funded by Covid recovery fund 2020-2021)</p> <p>This will have increased due to wage increase.</p>	<p>All classes in Y3-6 have class based LSAs 5 mornings a week for entire year. Additional funding used to provide half hour intervention sessions, in addition to normal provision. 53.9% who did not meet expected in Maths at the end of KS2, all made expected or better than expected progress, across KS2.</p> <p>60% of FSM pupils who achieved expected standard at the end of KS2 made better than expected progress across KS2.</p> <p>Case studies of SEND FSM pupils show better than expected progress in reading. 60% of FSM pupils made better than expected progress in reading.</p> <p>Dual statues FSM and SEND pupils made better than expected progress than starting points.</p> <p>40% of FSM pupils without dual status achieved GDS.</p>
Raise the attainment of pupils in reading and writing bridging the gap that has	<p>Autumn 1 data set – supported by</p> <p>Spellings – common exception points Writing moderation and portfolios Ongoing specialised CPD for class teams</p>	<p>CPD required prior to the implementation Monitoring Cycle – work share, moderation, standardisation, pupil</p>	<p>L Peterkin-Aldred HoS H Pye English Lead</p>	<p>£</p>	<p>CPD programme followed in full. Half termly development days with follow up actions. Information shared with all governors, at termly assessment points. Curriculum</p>

<p>appeared as a result of Covid 19. Implement new spelling scheme across the school for all pupils, including those in interventions.</p>		<p>conferencing, staff conferencing, pupil progress meetings.</p>	<p>D Hill English Lead Teacher and LSA phonics specialists</p>		<p>and standards FSM data now as standing agenda item. Consistent spelling programme throughout the school. Full writing moderation in July 2023. Full programme of CPD linked to writing and disadvantaged pupils. SJS staff begun training in Little Wandle, next step 2023, identify FSM for pupils for Little Wandle. Case studies of SEND FSM pupils show better than expected progress in reading. 60% of FSM pupils made better than expected progress in reading. Dual statues FSM and SEND pupils made better than expected progress than starting points. 40% of FSM pupils without dual status achieved GDS.</p>
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ii Other Approaches

Desired outcome: To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subjects.

<p>Increase the amount of time that the pastoral team dedicate to supporting pupils with social and emotional challenges that are either causing or could potentially</p>	<p>Two ELSA staff to support pupils using resources applied during Rainbow sessions, themed approach and group structure to support a range of pupils in developing strategies to cope with social and emotional challenges such as self- confidence, resilience and social communication skills.</p> <p>Impact of positive mental health on ability to thrive in learning.</p>	<p>Identified pupils progress monitored during termly pupil progress meetings, monitoring, book looks and as part of monitoring cycle.</p> <p>Pastoral team to provide verbal and written feedback to class teachers and</p>	<p>L Langford & L Witt – Pastoral Team K Young – SENDCo L Peterkin- Aldred – Head of School</p>	<p>Feedback half termly</p> <p>During termly pupil progress meetings</p> <p>Expected Cost: £8,761 This will have increased due to wage increase.</p>	<p>Increased offer of FSM pupils. Family support offer published on website, in newsletters and during 1:1 meetings with FSM families. Full case studies for FSM pupils to identified longer term pastoral needs. SENDCo trained as senior mental health lead to support ELSAs. Trick Box purchased ready for implementation 2023. Training from staff from MHST team and also MHST family hubs</p>
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cause a barrier to learning		Head of School as sessions evolve.			provided regular meetings for families.
To facilitate ELSAs attending supervision sessions	Supervision for those who work with social and emotional education is effective in supporting wellbeing. New ELSA to undergo formal training	Discussions between ELSA and HoS – appraisal review and progress reports.	L Langford L Witt	Half termly at the end of each half term. £380 Formal intense training for ELSA role TBC as training is on hold from PCC until Spring 2023.	
Desired outcome: To ensure higher attaining pupils experience stretch in maths which allows continued progress.					
Work alongside Maths Mastery specialist teacher to identify how resources can be enhanced to support further stretch within mathematics.	White Rose resources have been used successful to support planning and teaching of mathematics. The aim is to embed this approach this year and to enhance this with resources that can be used to stretch these pupils yet further most specifically with critical thinking and problem-solving skills.	Termly pupil progress meetings. Monitoring as part of ongoing cycle; book looks, work moderation and pupil conferencing.	S Smith – Maths Mastery Project Lead Jane James – school mentor	Feedback following school review visits Shared with Governing Body Expected Cost: £500	Of the % of FSM pupils, 53.9% who did not meet expected in Maths at the end of KS2, all made expected or better than expected progress, across KS2. 60% of FSM pupils who achieved expected standard at the end of KS2 made better than expected progress across KS2. Continued with Maths Mastery sustaining Year 4, continued work with Solent Maths Hub. Developed White Rose Materials. KS2 applied to partake in Mastery Number Programme in 2024 including FSM pupils. Following monitoring, clear focused in CPD on use of CPA. Integrated with Neuro Diversity Project, full review of Maths learning environment, working walls and use of visuals.

Desired outcome: To develop the Environmental area to provide a rich curriculum for our pupils including the disadvantaged pupils					
Outdoor Lead to work alongside the site team to develop the area for use during and after the school day to provide enrichment in the curriculum offer	An after school enrichment club for disadvantaged pupils has proven to promote positive attitudes towards school enabling our disadvantaged pupils to feel part of a community. It also enriches the curriculum offer they have access to, developing skills and promoting a love of learning.	Termly attitudinal surveys. Progress reports. Progress data. Feedback from families and pastoral team.	S Sweatman – Outdoor Lead L Peterkin-Aldred HoS	Termly. Anticipated Cost tbc	Full monitoring of FSM attendance at after school clubs. Places saved and prioritised for FSM pupils. Record kept of attendance. Attitudinal surveys show that families are very positive about after school opportunities for FSM pupils.

Further Priorities

Many of the items above will continue due to demonstrated positive impact within school. In addition to this;

- Resources to support the teaching of handwriting in the homes of disadvantaged pupils (home packs)
- Consider how the development of the Environmental area and the STEM space could be used to benefit PP pupils (both within and extended school hours)