



SOLENT JUNIOR SCHOOL

Pupil Premium (PP) Strategy Statement 2022-2023

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 December 2022
Total Number of Pupils	362	Number of Pupils eligible for PP	FSM 34	Date of next internal review of this strategy	Summer 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?
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
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?
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
Resourcing mental health and pastoral intervention. (link to outcome below)	Pupils who are mentally healthy are ready to learn (research heavy approach)	Case Studies SEAL APP (where relevant)	L Peterkin-Aldred HoS	Half termly Expected Cost £9,000

	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.	Universal pupil wellbeing survey – more targeted pupil conferencing	ELSA L Witt & Pastoral Team L Langford	
Desired outcomes: To provide staff to deliver high quality catch up / intervention groups run throughout the school.				
Learning Support Assistants to run intervention groups to support those pupils who have demonstrated that they have gaps in their learning.	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/ 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. 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.	Termly pupil progress meetings. Monitoring of class data by SLT and external verification. Monitoring of sessions as part of monitoring cycle. Work scrutiny to involve planning and learning associated with sessions.	L Peterkin-Aldred – Head of School K Young – Senco L Langford & L Witt – Lead LSAs S Smith – Maths Lead D Hill & H Pye – English Leads	Half termly Expected Cost £9,000 (Morning hours – not to be confused with afternoon intervention funded by Covid recovery fund 2020-2021) This will have increased due to wage increase.
Raise the attainment of pupils in reading and writing bridging the gap that has appeared as a result of Covid 19. Implement new spelling scheme across the school for all pupils, including those in interventions.	Autumn 1 data set – supported by Spellings – common exception points Writing moderation and portfolios Ongoing specialised CPD for class teams	CPD required prior to the implementation Monitoring Cycle – work share, moderation, standardisation, pupil conferencing, staff conferencing, pupil progress meetings.	L Peterkin-Aldred HoS H Pye English Lead D Hill English Lead Teacher and LSA phonics specialists	£
ii Other Approaches				
Desired outcome: To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subjects.				
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 cause a barrier to learning	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. Impact of positive mental health on ability to thrive in learning.	Identified pupils progress monitored during termly pupil progress meetings, monitoring, book looks and as part of monitoring cycle. Pastoral team to provide verbal and written feedback to class teachers	L Langford & L Witt – Pastoral Team K Young – SENDCo L Peterkin-Aldred – Head of School	Feedback half termly During termly pupil progress meetings Expected Cost: £8,761 This will have increased due to wage increase.

		and Head of School as sessions evolve.		
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
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

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)