

Pupil premium strategy statement 2023-24

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 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	Minet Junior School
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024
Date this statement was published	April 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Kellie Ryan, Head teacher
Pupil premium lead	K Gubbin (DH)
Governor / Trustee lead	Joanna Palmer, PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,710
Recovery premium funding allocation this academic year	£10,883 (allocated April-July 23)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£235,710

Part A: Pupil premium strategy plan

Statement of intent

At Minet Junior School our intention is that all pupils in our community make at least good progress to achieve the highest attainment by the end of KS2. The pupil premium strategy provides important support to contribute to the attainment of all pupils from disadvantaged backgrounds. At Minet, we endeavour to use the pupil premium grant to help disadvantaged pupils to achieve in line with their peers, giving them the best life chances as they transition to Secondary school. We aim to do this regardless of starting points, background or challenges faced along the way. We are also committed to supporting those children who are vulnerable or young carers, regardless of whether they are disadvantaged or not.

First quality teaching is at the centre of our approach, along with key threads through the curriculum such as Rights Respecting and Philosophy for Children (P4C).

Delivering a curriculum that entwines the key threads develops important skills and knowledge such as collaborative and critical thinking, problem solving and resilience. Developing these skills along with strong core areas like Maths and English show excellent impact for the disadvantaged and the gap with their peers at the end of KS2 is very low. Further support is given through targeted bespoke intervention and tuition for identified pupils.

Our whole school strategy is based on these key principles:

- Provide first quality teaching
- Effective staff training and development
- Provide an exciting and challenging curriculum that encompasses our communities rich cultural diversity
- Ensure high quality pastoral care is given to all of our children and their families
- Provide adequate resourcing so that all pupils are equipped and ready to learn
- Give financial support to families to ensure they have the same range of opportunities as their peers.

At Minet Junior School we have excellent pastoral provision for all of our pupils and mental health and well-being is tackled implicitly through the curriculum as well as explicitly through other interventions with our Learning and Behaviour Mentors, Art Therapist, Family Support Worker and Thrive Practitioner. Together, they work to support families and children to break down barriers so that all pupils are ready to learn and progress.

Attendance is a key focus and our attendance team work very closely with families to ensure all pupils strive to meet the National expectation. Systems are in place to make early identification and ensure strategies are put in place quickly to support the children and families to ensure all pupils meet National Expectation.

Our wider strategy to help close the gap for our disadvantaged pupils include plans for education recovery. It is targeted support through whole school tuition for pupils whose education has been worst affected over the past two years. Our approach tackles the challenges and gaps that have deepened during the pandemic. Through thorough diagnostic assessment and skilful planning and resourcing, we ensure that our catch up programme is delivered to help each pupil excel and achieve their potential. This includes 'ELSA' sessions for emotional well-being as well as Maths and English support.

Challenges

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

Challenge number	Detail of challenge
1	Due to COVID-19, gaps and misconceptions in knowledge and skills have widened, resulting in attainment being below expectation for some pupils compared to their peers.
2	Some pupils have identified SEND needs. Speech, Language and communication difficulties have been identified as a high need and a barrier to learning.
3	84% of pupils do not have English as a first language and need additional support to meet expectation by the end of KS2.
4	Writing attainment has been impacted by COVID-19, along with other barriers (SEND/EAL). Attainment in writing has fallen and the gap has widened for PP pupils.
5	Some pupils are coming from very disadvantaged backgrounds where opportunities and experiences outside of school are limited.
6	Some of our families require additional support and guidance as they have complex social, financial and emotional needs.
7	Mental health and well-being support is needed to enable pupils to develop emotional and social strategies to learn, build relationships and become more resilient and reflective.
8	Attendance is lower than that of non-disadvantaged pupils.

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 increase the % of SEND pupils who meet the expected standard in reading, writing and maths. PP/SEND register will show provision made (provision map) for every individual pupil and monitor progress through data tracking, PP meetings, IEPs/EHCPs and the SSE cycle.	The gap between PP pupils and Non-PP pupils at the expected standard will be reduced and in-line with the NA by the end of KS2.
To decrease the gap between PP and Non-PP pupils at expected and greater depth. To ensure PP pupils meet National expectation % at the end of Key Stage.	Data will show a decreasing gap across the school between PP and Non-PP pupils. PP pupils will be consistently in line with or better than National PP % at the end of Key Stage.
To deliver bespoke teaching and in class support (resourcing) to the majority of EAL pupils in stages A and B so that they can make accelerated progress and be able to access the curriculum within 12 months.	80% of Stage A and B pupils will be able to access the curriculum in class within 12 months
The school and families work in positive partnership to ensure that financial constraints do not negatively impact the pupils' opportunities to life experiences –e.g. clubs, trips, workshops, music tuition	Parents can speak to/ get advice from the family support worker so that the school can support the child/ren to participate in a range of activities outside of the curriculum/wider school life including completion of homework and access to on-line platforms available.
Access to the School's Family Support worker, specialised outside agencies and resourcing will provide financial, emotional and educational support for families.	All PP families will have guidance on accessing information, services, educational devices, training and funding to support their own and their children's development and achievements inside and outside of school improving outcomes for their children emotionally and academically.
Children to learn a range of skills and strategies through P4C and Jigsaw, as well as receive bespoke social and emotional interventions to support their own mental health and develop positive thinking, resilience, empathy and the ability to ask for help and recognise this in others.	An increased emotional intelligence seen in the children throughout the school socially, emotionally and educationally so they can recognise how to manage their own thoughts and feelings respectfully, as well as others so they are ready to learn/ at least expected progress and attainment.
Improved attendance whole school. Increased attendance for vulnerable groups e.g. SEND/PP	Whole school attendance back to pre- covid levels of 96%+. Vulnerable pupils will have attendance of over 95% at National expectation.

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: £21,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide CPD for staff on key areas of the SDP –e.g. P4C/Meta-cognition, RRSA, mental health and wellbeing	Evidence from Sutton Trust and EEF shows that strong teacher pedagogy is very effective for quality first teaching. Areas such as meta cognition and P4C are key to developing lifelong learners	1, 4 and 7
Weekly bespoke training for TAs to deliver interventions e.g. read,write, inc, language link, numicon to support targeted children to close the gap.	EEF shows small group tuition/intervention has moderate impact on children to help close the gap.	1, 2 and 4
English lead to provide CPD for staff for POR and Shared/guided writing.	Evidence from Sutton Trust and EEF shows that strong teacher pedagogy is very effective for quality first teaching.	1, 2 and 4
ELT to continue training and development as writing moderators/WLH leads and NPQLTD facilitators.	Evidence from Sutton Trust and EEF shows that strong teacher pedagogy is very effective for quality first teaching.	1, 2 and 4

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

Budgeted cost: £67,704

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve speaking, listening and communication skills through delivery of bespoke programmes and 1:1 SALT interventions.	<p>Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>(DfE document alongside the Department of Social Care Appendix C)</p>	1, 2 and 4
To raise attainment and ‘close the gap’ in Reading, Writing and Maths for all PP children in line with their peers through targeted ‘gap’ booster sessions.	EEF shows small group tuition/intervention has moderate impact on children to help close the gap.	1 and 4
To deliver EAL programmes to new arrivals to support access to the curriculum.	A DfE report written by Professor S. Strand and Dr Ariel Lindorff shows that research has identified that it takes learners more than six years to progress from the lowest to the highest levels of English language proficiency. It has also shown that it is only at the highest levels of proficiency that learners are able to fully access the curriculum and therefore achieve their academic potential.	1 and 3
To provide personalised support and teaching for identified PP pupils with SEND to accelerate progress	Personalised learning is the drive to tailor education to individual need, interest and aptitude so as to fulfil every young person’s potential. (DfES, 2004a: 4)	1, 2 and 4

and close the gap with peers.		
To raise attainment and 'close the gap' in Reading, Writing and Maths for all PP children in line with their peers through targeted 1:1 and small group tuition.	EEF shows small group tuition/intervention has moderate impact on children to help close the gap.	1 and 4
To provide book bundles to develop 'reading for pleasure' and build knowledge in non-core areas.	DFE Reading for pleasure document 2012 Sutton Trust - The reading Gap 2013 EEF Improving Literacy at KS2 - 2021	1, 3 and 6
To attend the Brilliant Club Scholars Programme giving More Able pupils the opportunity to work with a PhD researcher to experience university style learning- aspiration to attend university.	EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact. EEF states that wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported	1,3,5 and 7

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

Budgeted cost: £146,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
To remove barriers to learning by supporting and improving behaviour, mental health, emotional well-being and social skills through weekly sessions with the Learning Mentors.	Internal monitoring shows that sessions to develop self- esteem, social skills and well- being have been very successful for children with high anxiety and SEND. The strategies can be used in class and help regulation to allow learning to happen.	5, 6 and 7
Family Key Worker to provide emotional support and educational strategies for parents at home.	Evidence from EEF and school show us that supporting and training parents has a positive impact on their children's behaviour, attitude, attendance and learning. Supporting our more vulnerable families also helps to support emotional	6

	needs and wellbeing – this can be seen in pupil outcomes. Sutton Trust –Parent Power -2018	
To support pupils with anger management/ behaviour/ self-regulation through bespoke mentoring programme.	School evidence shows a positive impact on behaviour and reduced incidents in the playground.	5, 6 and 7
To support pupils with complex emotional needs/trauma through Art therapy.	Research has shown that art therapy has been used quite successfully to help children learn to effectively communicate, have improved concentration, improved behaviours and develop closer relationships. It has shown to improve moods, promote relaxation, and decrease disruptive behaviours and attitudes. “Randomised controlled trial research shows that art therapy helped improve coping strategies.” (Penny Brohn, 2011, Online)	5, 6 and 7
To provide technology (laptop) for PP pupils to access the extended curriculum and complete homework.	EEF evidence shows that digital technology is successful in helping pupils work more independently. It allowed us to remotely teach successfully when needed and set homework across a range of subjects. It supports access to the wide range of learning platforms the school offers- e.g. Bug Club, IXL for extended learning.	1, 2 ,3, 4 and 5
To provide IT platforms – IXL, Bug Club to pupils outside of school for extended learning opportunities.	EEF evidence shows that digital technology is successful in helping pupils work more independently.	1, 2, 3, 4 and 5
To provide resources that will support learning inside and outside of the classroom.	Reducing barriers to learning (resources) leads to better outcomes	1, 5 and 6
Pupil attendance to improve and PP pupils to be in line with peers throughout the school.	Evidence shows that the higher the overall absence rate across Key Stage (KS2), the lower the likely level of attainment at the end of KS2. (DFE 2016 improving attendance at school)	1 and 8
To ensure a healthy start to the day by	A healthy start to the day impacts the body and brain supporting physical and	1, 2, 3, 4, 5, 6 and 8

providing breakfast club for all pupils so they are 'ready to learn'.	mental function, including mood, behaviour and concentration. (PHE: The link between pupil health and wellbeing and attainment 2014)	
To have a range of fruit to encourage healthy lifestyle choice.	Evidence shows healthy eating/ 7 a day helps to maintain a healthy body/mind. (PHE: The link between pupil health and wellbeing and attainment 2014)	1, 2, 3, 4, 5, 6
To widen extra-curricular learning opportunities through enrichment activities e.g. trips, residential, drama groups/workshops	EEF evidence shows this has moderate impact for moderate cost. School evidence shows that many of the children have little life experience or exposure and trips/workshops allow them opportunities to broaden their knowledge, skills and vocabulary through these experiences	5, 6 and 7
To provide tuition and coaching by specialist staff to widen life experiences.	EEF evidence shows greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Studies link music to better outcomes in SP&L and writing. Exercise/ competitive sports improve health and lifestyle choices as well as develop key areas such as strategy, spatial awareness and collaborative working.	1, 5, 6 and 7

Total budgeted cost: £215,710 (contingency £20,000) = £235,710

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.

Teaching

All staff have received CPD on key areas of the SDP – 3 members of staff have completed Level 2B training for P4C which has enabled them to support the continued development of P4C across the school, which has supported the pupils in being able to articulate their views appropriately, especially when they don't agree with one another. All members of staff have received training for the RRSA and the language and articles are filtering through the school successfully.

All TAs have attended weekly training led by relevant members of staff across the school. This has developed their ability to deliver interventions which has improved outcomes for the children.

The English lead has provided CPD for staff across the school and lesson observations and book scrutinies show improvements in teaching and learning through shared and guided writing.

ELT have had opportunities to train and develop and currently we have 2 writing moderators and a member of staff who has completed the NPQLL. This has had an impact on the moderation of English across the school and moderators agreed all of our judgements for writing in year 6 when we were moderated in June 2023. We also have a member of staff who facilitates the NPQs for schools in the teaching hub and two members of staff who facilitate the ECT professional development programme for schools within the South of the borough.

Targeted Support

The Speech and Language therapist attends school weekly. TAs also attend SALT sessions to ensure strategies are implemented in class. This has resulted in improved communication and speech and language skills. Bespoke plans are provided to parents to support their children at home. 34% of SEND children have Speech and Language support.

A Language Link assessment is carried out annually to all students who may have possible speech and language difficulties. 4% of children in the school, who achieved a low score in a language link assessment received daily Language Link Support. During the last assessment, 88% made progress and no longer needed the intervention. The

remaining children are being monitored and referrals to speech and language therapy will be made if no further progress is made.

Children have received targeted 'gap' booster sessions in Reading, Writing and Maths delivered as interventions by TAs and HLTAs supporting in their year group. The table below shows the attainment for PP and Non-PP children and the gap.

	READING ATTAINME NT % on track EXS+	READING ATTAINME NT % on track GDS	WRITING ATTAINMEN T % on track EXS+	WRITING ATTAINME NT % on track GDS	MATHS ATTAINMENT % on track EXS+	MATHS ATTAINMEN T % on track GDS
Year 3						
DISADVANTAGED /PP - 30	50%	20%	46%	10%	70%	16.7%
NON-DISADV/PP	73.7%	29.8%	70.2%	14%	75.4%	33.3%
	-23.7%	-9.8%	-24.2%	-4%	-5.4%	16.6%
Year 4						
DISADVANTAGED /PP - 47	57.4%	8.5%	42.6%		53.2%	14.9%
NON-DISADV/PP	67.7%	24.6%	61.5%	15.4%	70.8%	23.1%
	-10.3%	-16.1%	-18.9%	-15.4%	-17.6%	8.2%
Year 5						
DISADVANTAGED /PP - 44	70.5%	22.7%	54.5%	4.5%	75%	22.7%
NON-DISADV/PP	71.2%	32.9%	60.3%	8.2%	78.1%	37%
	-0.7%	-10.2%	-5.8%	-3.7%	-3.1%	-14.3%
Year 6						
DISADVANTAGED /PP - 41	80.5%	24.4%	65.9%		80.5%	17.1%
NON-DISADV/PP	82.4%	24.3%	75.7%	6.8%	82.4%	27%
	-1.9%	+0.1%	-9.8%	-6.8%	-1.9%	-9.9%

HLTAs and a TAs deliver bespoke interventions in English, maths and conversation skills. Out of the 16 new starters receiving support this year, 8 have moved up in proficiency from A to B and although they still require EAL Literacy support they are accessing the curriculum in other subjects with support. Students with little or no English receive daily support in EAL with additional support in class.

Termly meetings held with teachers to review PP students and ensure interventions are bespoke to ensure progression. Better progress outcomes have been achieved as a result. Percentages of children in making expected of better progress can be seen below:

READING Expected Progress	YEAR 3	YEAR 4	YEAR 5	YEAR 6	WRITING Expected Progress	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SEN	50%	33%	82%	89%	SEN	63%	33%	77%	67%
NON SEN	66%	61%	77%	80%	NON SEN	84%	59%	68%	83%
DIFFERENCE	-16%	-28%	5%	9%	DIFFERENCE	-21%	-26%	9%	-16%

MATHS Expected Progress	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SEN	75%	44%	77%	78%
NON SEN	84%	63%	81%	78%
DIFFERENCE	-9%	-19%	-4%	0%

Children have received targeted 1:1 and small group tuition sessions in Reading, Writing and Maths delivered by an experienced teacher. The table below shows the progress made across the year.

Steps Progress from July 22-July 23		Reading	Writing	Maths
Year 3 (5 children have no progress data)	All children	7.3	8.3	7.9
	PP children (26)	7.4	9.7	8.9
	PP + Tuition (19)	7.4	10.1	9.2
Year 4 (11 children have no progress data)	All children	5.9	5.9	6.1
	PP children (36)	5.7	5.7	6.0
	PP + Tuition (9)	5.6	5.1	5.9
Year 5 (4 children have no progress data)	All children	6.8	6.4	6.6
	PP children (40)	6.7	6.4	6.8
	PP + Tuition (14)	6.6	6.9	7.5
Year 6 (5 children have no progress data)	All children	6.8	7.0	6.8
	PP children (36)	6.8	7.3	6.9
	PP + Tuition (28)	7.1	7.4	7.2

All PP children chose 5 books they would like from the Autumn book fair. They had the opportunity to choose fiction and non-fiction books from an age appropriate selection. The children were overjoyed to have a selection of books to take home and read.

Wider Strategies

The Learning Mentor role is invaluable across the school. A learning mentor and a Thrive practitioner deliver a range of interventions ranging from sand therapy, lego therapy, Seasons for Growth, social skills, anxiety groups and friendship groups. 57% of children who attended a Learning Mentor group were PP. Children learnt strategies and skills to identify and regulate their emotions.

An Art therapist delivers personalised therapy to 5 PP students who have experienced trauma. This was very successful and the students no longer require further support.

Parent support groups are well attended with 60% of attendees being parents of PP children. There is an emphasis on providing support to improve attendance, strategies for parents on managing behaviour and healthy eating. Feedback from parents has been positive. One parent said *“the workshop was very useful and I found the suggestions very useful”*.

A mentoring programme is in place from an outside agency. 29 students received support of which 11 were pupil premium. This intervention has resulted in a reduced number of incidents in the playground and in the classroom and children’s confidence and self-esteem has improved. Our Thrive mentoring programme started in January. 7 children needed support for behaviour, of which 5 were pupil premium. As a result of interventions, these children no longer needed support.

PP children have been provided with a laptop to use at home. This has enabled the children to access their homework and the online learning platforms provided. 86% of PP

children are accessing online platforms where they can view and complete their homework and to support their learning.

All PP children are provided with the equipment needed within the classroom to access the curriculum (pens, pencils, glue sticks, whiteboard pens etc.) They are also provided with a school jumper and a school tie upon request each year.

In order to ensure attendance is at national average, it is monitored closely. When attendance drops, letters are sent to parents and where necessary mini panel meetings are held with the Attendance Officer and Assistant Headteacher for Inclusion. These meetings identify any additional concerns and support can be put in place where necessary. The average attendance gap between PP and non-PP children was 1.5% with PP children having an average attendance of 93% and non-PP children at 94.5%.

21% of PP children attend breakfast club. This ensures children have had breakfast before school and therefore they arrive in the classroom ready to learn.

100% of PP children have access to daily fruit to encourage healthy eating and provide them with part of their 7-a-day.

All children have access to enrichment opportunities, which have included a residential visit to Sayers Croft, 46 children attended of which 17 were PP, a trip to Thorpe Park for STEM day and visits to places of worship and other places linked to their curricular learning.

34% of PP children attend afterschool clubs. Each child is provided with one free club per term. Children also have the opportunity to attend clubs at lunchtime.

Children are offered the opportunity to attend choir with a view to participating in community events. One of the events was turning on the Hayes Town Christmas Lights at St Anselm's Church along with other schools in the Borough. Ten children participated in this event of which 6 of them were PP children.

Children also participate in team sports including, boys' football (13 children, 7PP), girls' football (14 children, 8PP) and netball teams (12 children, 6PP). They take part in regular training sessions and in competitive matches against other schools in the borough.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Language Link	SpeechLink Multimedia Ltd
IXL	IXL Learning
White Rose Hub	White Rose Education
Times tables rock stars	Maths Circle
Number Shark	Wordshark
Education City	Edmentum
Purple Mash	2simple
Bug Club	Pearson