



Pupil Premium Strategy Statement

Updated September 2023

School overview

Detail	Data
School name	Upton Junior School
Number of pupils in school	509
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	24/11/21 Last update Sept 2023
Date on which it will be reviewed	Jan 2024
Statement authorised by	Michaela Lewis
Pupil premium lead	Darci Arthur
Governor / Trustee lead	Phil Votta

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,500
Recovery premium funding allocation this academic year	£14,500
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£149,000

Part A: Pupil premium strategy plan

Statement of intent

Objectives for disadvantaged pupils:

- *To provide tailored and supported quality first teaching so that children meet their potential*
- *To provide teaching, learning and intervention which diminishes differences in learning and achievement*
- *To ensure that children access the full range of school experiences and activities in line with their peers*
- *To overcome specific learning and social barriers for children to ensure that they can access and be successful in their learning*

How the plan works towards achieving those objectives:

- *Staffing structures and learning groups to ensure that teaching and learning can be carefully adapted to meet children's needs*
- *Teaching and learning and targeted intervention focused on phonics, reading, fluency and application in Maths*
- *Staff and Leadership training on the design and delivery of high quality provision*
- *Support for children to access every aspect of the school day through the wider work of the school – attendance support, wrap-around care, financial support and social and emotional intervention and support*
- *Staffing structures and tailored support for learning and social and emotional barriers for school and to learning. Appropriate resourcing for this support*

Key Principles of the Strategy Plan:

- *Inclusivity – quality first teaching*
- *Appropriate resourcing, staffing and staff training*
- *Academic success through targeted teaching and learning*
- *Social, emotional and well-being support*
- *Support for families*

Challenges

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

Challenge number	Detail of challenge
1	Year 3&4 cohort with vast range of educational experiences during periods of school closures at previous settings – disruption to infant education – particularly phonics

2	Year 5 and 6 cohorts – have only experienced disrupted learning whilst at Upton due to school / class closures – differences in learning are wide, particularly in English
3	Barriers to learning due to emotional well-being, poor mental-health and anxiety
4	Poor speech and language and vocabulary acquisition / oracy
5	External barriers – family circumstances (including financial issues) affecting engagement or access to learning and participation in extra-curricular activities
6	Low attendance for some children
7	Cognitive differences – memory, dyslexia related difficulties, slower processing, cognitive overload

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
Difference between disadvantaged and non-disadvantaged children's outcomes and progress will be minimal	KS2 SATs results demonstrate diminishing difference in both progress and attainment for disadvantaged children and their peers. In house assessment data evidences that the gap is diminishing across the course of the children's time at Junior School
Support ensures that external barriers to learning can be broken down and well-being support ensures children are ready to learn	Pupil surveys, pupil conferencing, assessment screens demonstrate improvement in well-being and resilience. Behaviour records demonstrate improvements in social skills / learning skills and tools used effectively
Higher achieving disadvantaged children make sustained progress to achieve 'GDS' by the end of KS2	% of children leaving Year 6 at GDS continues to increase across three year plan and is above national average for disadvantaged children
Disadvantaged children access all areas of the curriculum and the school's educational offer without restriction	Pupil conferencing evidences disadvantaged children's engagement in all areas of school activities. Clubs and activities are promoted and signposted for disadvantaged children

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: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers for morning learning groups in Maths and English to reduce class sizes.	<p>EEF Teacher Toolkit: Reducing class size: “allows teachers to develop new skills and approaches” “increasing the amount of high quality feedback or 1:1 attention learners receive” (for 20 learners or fewer)</p> <p>Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Additional Teachers Deploying Staff effectively Reducing class size</p>	1 2 4 7
RWI in Year 3 and 4. RWI training, resources and support from Trust experts and external provider	<p>EEF Teacher Toolkit Structured Phonics: “Phonics is particularly beneficial for younger learners” Reading Comprehension Strategies: “carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not over-whelming challenge” Small group tuition: “greater feedback from teacher” “more sustained progress” “work closely matched to learner need”</p> <p>Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Deploying Staff effectively Reducing class size</p>	1 2 4 7
Additional Teaching Assistants to support morning learning groups	<p>Ofsted Evidence Report: “focus on high quality teaching for all learners rather than focus on one-off activities and events outside of school hours”</p> <p>Supporting the Attainment of Disadvantaged Pupils – DFE</p>	1 2 3 4 7

	<p>Successful strategies: Additional Teaching Assistants / hours Deploying staff effectively</p>	
Additional Teaching Assistants for afternoon interventions	<p>Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Additional Teaching Assistants / hours Deploying staff effectively</p>	<p>1 2 4 7</p>
Teaching Assistant training	<p>Kent Pupil Premium Select Committee: “Ensure that teaching assistants have the necessary training and expertise to make interventions and provide feedback”</p>	<p>1 2 4 7</p>
Wider Leader Training, coaching and support	<p>Ofsted Evidence Report: “good leadership of teaching and learning makes the biggest difference to school standards. The report found that talented leadership is particularly important in schools that serve the most disadvantaged communities”</p>	<p>1 2 3 4 5 6 7</p>
Coaching provided by wider leaders for teachers (RK, GS)	<p>Ofsted Evidence Report: “good leadership of teaching and learning makes the biggest difference to school standards. The report found that talented leadership is particularly important in schools that serve the most disadvantaged communities” Ofsted Evidence Report: “high quality teaching is essential to promoting social mobility and closing the attainment gap” Reason for success highlighted as “investing in teachers’ professional development”</p>	<p>1 2 3 4 5 6 7</p>

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Interventions - RWI and precision teaching	<p>EEF Teacher Toolkit: Smaller group tuition “greater feedback from teacher” “more sustained progress” “work closely matched to learner need”</p>	<p>1 2 3 6 7</p>

	Supporting the Attainment of Disadvantaged Pupils – DFE <i>Successful strategies: Deploying Staff effectively</i>	8
Speech and Language interventions – Talk Boost, Nelly	EEF guide to the Pupil Premium: <i>“Language acquisition must be a high priority in schools with explicit strategies for extending vocabulary as well as a language rich environment”</i>	1 2 3 6 7 8 9
1:1 Reading Support Intervention	EEF Teacher Toolkit: Successful approaches: <i>“targeted reading aloud and book discussion with young children”</i> <i>“explicitly extending pupils’ spoken vocabulary”</i> Rather than phonics: <i>“children aged 10 or more require a different approach such as comprehension”</i> <i>“carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not over-whelming challenge”</i>	1 2 7
Morning intervention for children just below expected standard Fluid interventions based on daily / weekly assessment for learning	Small group tuition: <i>“greater feedback from teacher”</i> <i>“more sustained progress”</i> <i>“work closely matched to learner need”</i>	1 2 7
S&L screens, licenses, resources and tailored support	EEF guide to the Pupil Premium: <i>“Language acquisition must be a high priority in schools with explicit strategies for extending vocabulary as well as a language rich environment”</i> Kent Pupil Premium Select Committee: <i>“Kent schools that have been narrowing the attainment gap have highly effective speech and language support”</i>	4 7
Intervention resources: TTRS, Nessy, Accelerated Reader quizzing	EEF Teacher Toolkit: <i>“clear evidence that digital technology approaches are more beneficial for writing and mathematics progress than spelling and problem solving and there is more evidence that they are more effective with young learners”</i>	1 2 3 6 7 8

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer. Learning mentor and SENCO hours and support, liaison with external agencies. Mini-bus run in the mornings and staffing for this Breakfast and After school club places Breakfast foods available for children at all times and for those not attending B/C Viking Holiday Club places</p>	<p>EEF guide to the Pupil Premium: <i>“interventions.... are likely to be most effective when deployed alongside efforts to improve teaching and attend to wider barriers to learning such as behaviour and attendance”</i> Supporting the Attainment of Disadvantaged Pupils – DFE <i>Successful strategies:</i> <i>Improving attendance</i></p>	<p>3 5 6</p>
<p>PSHE resourcing and staff training for teaching emotional literacy</p>	<p>EEF Teacher Toolkit: <i>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</i></p>	<p>3</p>
<p>Social and emotional support – intervention and social skills support (+re-sourcing through literature, social stories, visuals, sensory resources)</p>	<p>EEF – Teacher Toolkit Behaviour interventions: <i>“impacts are larger for targeted interventions matched to specific students with particular needs or behaviour issues”</i> <i>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</i></p>	<p>3 5 6</p>
<p>Financial support – contribution to clubs, trips, residentials, activities where there is a cost to parents (including music lessons, instrument hire and art club etc.)</p>	<p>EEF Teacher Toolkit: <i>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</i></p>	<p>3 5 6</p>
<p>School Uniform Grant</p>	<p>EEF Teacher Toolkit: <i>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</i></p>	<p>5</p>

Total budgeted cost: £150,000

Additional strategies in place

- Attendance officer and safeguarding team have been on house visits to follow up those who have poor level of attendance.
- Breakfast and After school club places ;Breakfast foods available for children at all times and for those not attending B/C. Free breakfast club places given to pupils based on need.
- Viking Holiday Club places – places have been given for free to families struggling to support children during holidays.
- Mini-bus run in the mornings and staffing for this -Minibus is full each morning
- Financial support – contribution to clubs, trips, residentials, activities where there is a cost to parents - school trips include reduced price for all trips and residentials for PPG children
- School Uniform Grant – has been used to support PP families struggling to purchase uniform

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 2020 to 2021 academic year.

UPTON	25	20 - 24	0 - 19
Mean Score = 22			
All (128)	52 (41%)	47 (37%)	29 (22%)
Boys (75)	35 (47%)	28 (37%)	12 (16%)
Girls (53)	17 (32%)	19 (36%)	17 (32%)
PPG (32)	11 (34%)	12 (38%)	9 (28%)
SEN (13)	4 (31%)	5 (38%)	4 (31%)
EAL (21)	15 (71%)	4 (19%)	2 (10%)

There is a small difference between PP children and 'all'. This will continue to be worked on through specific interventions for PP children. Also, 6 learning groups across the school with the children in mixed ability learning groups for the first time. Continuity for the children, by having the same teacher all morning.

KS2	GPS		READING		MATHS		WRITING TA	
National	72%		73%		73%		71%	
	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
ALL 128	72	34	79	34	80	31	91	23
BOYS 60	70	28	72	25	80	38	85	17
GIRLS 68	74	38	85	41	88	26	97	68
PPG 31	68	16	68	23	71	13	90	19
SEN 19	32	5	63	21	42	5	53	0
EAL 14	93	85	86	43	93	85	93	43

At expected +, there is the largest gap between PP and 'all' in Reading. We need to look to close this by ensuring PP children are listened to read more frequently and also supported more in regards to allowing them more opportunity to complete AR quizzes at school.

Our tracking systems and records demonstrate that children in receipt of the pupil premium grant display good standards of behaviour within the classroom and during playtimes. Their social skills have improved as a result of the classroom based strategies, staffing support and pastoral learning in place. There is clear evidence that the additional focus we have been able to provide through use of the PPG where required has had significant impact on the behaviour of specific pupils.

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
Read, Write, Inc	Ruth Miskin / Oxford Owl
Accelerated Reader	Renaissance