

# Buttsbury Junior School Pupil Premium Strategy statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	Buttsbury Junior School
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2021-22 to 2024-25
Date this statement was published	July 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Ann Robinson, Headteacher
Pupil premium lead	Adam Graves, Deputy Headteacher
Governor / Trustee lead	Brad Beadon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,604
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£46,604

# Part A: Pupil premium strategy plan

## Statement of intent

At Buttsbury Junior School we have high expectations of all children, irrespective of their background or the challenges that they face, and we expect all children to make at least good progress and achieve at least age-related expectations across all areas of the curriculum. Our Pupil Premium strategy is designed to support all disadvantaged children within our school achieve this goal.

As a school, we rigorously monitor all children to understand the challenges that they face and how their situations could make them vulnerable and impact on their learning. When monitoring the children at Buttsbury Junior School we take into consideration (but not limited to) assessment data, staff observations, pupil perceptions, attendance, behaviour and contextual and pastoral information. The result of these activities therefore identifies the children who require support, and not just those children who qualify as pupil premium, e.g. those who are all also young carers or those children whose attendance is affected due to medical needs.

An ambitious, broad and balanced, mastery-based curriculum for all is at the heart of our approach. We believe that this results in high standards in both progress and attainment for all children and is the main contributor for closing the gap between our disadvantaged and non-disadvantaged children. We do recognise that high quality teaching alone may not be enough to close this gap so additional support is planned for including curriculum interventions, bounce back groups and pastoral support.

They key principles of our strategy include:

- High expectations for all children, without bias
- Regular and rigorous analysis of all children's needs
- Diagnostic identification of challenges that children face
- Act early in response to identification of need
- Adopt a whole school approach of shared responsibility for disadvantaged children

## Challenges

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

Challenge number	Detail of challenge
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1	<p>Observations and discussions with pupils and families have identified social and emotional issues for a high proportion of our disadvantaged children including anxiety, self-esteem, confidence, attachment and resilience. These challenges were heightened as a result of COVID-19 school closures which resulted in reduced peer engagement and enrichment opportunities.</p> <p>This has resulted in an increased number of children seeking reassurance in their learning, less independence, increased reliance on staff and peers to access tasks and decreased levels of active engagement within lessons. In the last two years, we have observed a decline in general behaviour from our new intake.</p>
2	<p>Our assessments and observations indicate that the education of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. Within the lower school significant gaps are noticeable in relation to arithmetic skills, fractions, time and geometry; in the upper school fractions, decimals and percentages are the areas for development.</p>
3	<p>Our assessments and observations have identified that gaps in accurate spelling, handwriting and punctuation are having a noticeable impact on standards in writing, especially for those children who are disadvantaged.</p> <p>Partial school closure resulted in targeted interventions in these areas not taking place and as a result, gaps preventing children from achieving age-related expectations could not be closed. In addition to this, effective, high quality feedback was reduced which also impacts on progress and standards in these areas.</p>
4	<p>Our attendance data over the last year indicates that 78% of our disadvantaged children did not achieve the school attendance target figure of 97%. 22% of our disadvantaged children are also being tracked for Persistent Absenteeism. This indicates that a high proportion of our disadvantaged children missed a significant amount of high-quality education in addition to the lost learning time as a result of school closures.</p> <p>Our assessments and observations suggest that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Our assessment and observations have identified reading comprehension and breadth of language and vocabulary is a challenge for a significant proportion of our disadvantaged children, but more noticeably for those from a lower starting point and those who have English as an additional language.</p> <p>Partial school closure has limited the opportunities for children to develop comprehension techniques as well as explore and immerse themselves within the rich language environment of school. This impacts not just the children's ability to read and comprehend but also their ability to write at age-related expectations and reason and problem solve in maths.</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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard and that at least 20% achieve greater depth standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard and that at least 20% achieve greater depth standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard and that at least 20% achieve greater depth standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall school attendance target of 97.7% being achieved</li> </ul> <p>The percentage of disadvantaged children who do not meet the whole school target attendance figure is reduced by at least half to at least 26%</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> <p>a significant increase in participation in enrichment activities among disadvantaged pupils, with each child attending at least one activity</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ an additional maths teacher in Years 3 and 6.</p> <p>This will enable smaller class sizes of up to 16 children providing greater opportunities for individual feedback and high-quality interaction and modelling between pupil and teacher. This will specifically be valuable relating to use of manipulatives and representations and development of problem solving and reasoning strategies.</p>	<p>Evidence from EEF suggests that 3 months additional progress for pupils, on average, can be achieved when class sizes are between 15 and 20 pupils per class as a result of increased feedback, interaction and modelling between child and teacher. Key recommendations for improving outcomes in maths sets out that using representations, manipulatives and teaching of problem solving are key drivers for improvement.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p>	<p>2, 5</p>
<p>Develop whole school social and emotional learning (SEL) through enriching the curriculum by offering different workshops such as Basildon Youth Theatre, Anti-Bullying Workshops and First Aid.</p> <p>This will give all children a common message and strategies towards developing SEL. In addition to this it will provide SMSC enrichment opportunities and contribute towards further developing all</p>	<p>The Improving Social and Emotional Learning in Primary Schools publication outlines that the development of these behaviours has a profound impact on outcomes at school and in later life.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>A report (Extra Curricular Inequality) from the Sutton Trust includes data from The Office of National Statistics that top earners are almost four times more likely than bottom earners to have paid for out of school enrichment classes therefore reinforcing to us the importance of providing equal opportunities for children in school.</p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality-1.pdf">https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality-1.pdf</a></p>	<p>1, 4</p>

children's cultural capital.		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £31,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Support – interventions will be used to close identified gaps for disadvantaged children who are not on track to achieve their target. These will be delivered by Teaching Assistants.</p> <p>The school's Inclusion Manager line managers the Teaching Assistants and monitors the delivery of these interventions. The Teaching Assistants also receive regular CPD.</p>	<p>Evidence from EEF shows that Targeted Teaching Assistant Interventions on average make four months additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Buttsbury Junior School has previously adopted this approach and the impact of these interventions have been very positive in terms of pupils' outcomes and confidence in their abilities.</p>	1, 2, 3, 5
<p>Catch Up tuition – small group tuition will focus on closing gaps and accelerating progress of identified children who are not on track to achieve their end of Key Stage target. This will be delivered by qualified teachers and monitored regularly at pupil progress meetings.</p>	<p>Evidence from EEF shows that small group tuition is effective because it can result in an additional four months of progress. Small Group Tuition provides opportunities for intensive, targeted input and support to overcome barriers to learning. It also enables greater opportunities for feedback from the teacher and higher levels of sustained engagement from the children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 3, 5

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

Budgeted cost: £7,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to One Mentoring will support children's social and emotional wellbeing; helping to improve self-esteem, manage anxieties and reduce incidents of poor behaviour. This will be delivered by the school's Learning Mentor.</p>	<p>Evidence from EEF states that effective Social and Emotional support can have, on average, four months additional progress on attainment as well as valuable impact on attitudes to learning and social relationships in schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1, 4</p>
<p>Pyramid Club will support a group of up to 12 children's social and emotional wellbeing. Helping to improve self-esteem, emotional intelligence, interpersonal communication skills and reduce incidents of poor behaviour. This will be delivered by the school's Learning Mentor and additional Teaching Assistants.</p>	<p>Evidence suggests that Pyramid club is a cost-effective strategy of increasing children's academic progress by at least two months. It also has a range of positive impacts on children's social and emotional wellbeing.</p> <p><a href="https://guidebook.eif.org.uk/programme/pyramid-club-primary">https://guidebook.eif.org.uk/programme/pyramid-club-primary</a></p>	<p>1, 4</p>
<p>Extended School Support entitles all disadvantaged children to one paid club per half term and free school visits. Also, this includes a subsidy towards residential trips in Year 4 and Year 6. This ensures that disadvantaged children have equal opportunities to their peers in accessing learning and enrichment beyond the curriculum.</p>	<p>An EEF report recognises the positive benefits of physical activity on health, wellbeing and physical development but it also highlights the positive impact that it can have on academic attainment particularly in Literacy and Mathematics. Academic attainment may improve by an additional month.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>A report (Extra Curricular Inequality) from the Sutton Trust includes data from The Office of National Statistics that top earners</p>	<p>1, 2, 3, 4, 5</p>

	are almost four times more likely than bottom earners to have paid for out of school enrichment classes therefore reinforcing to us the importance of providing equal opportunities for children in school. <a href="https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality-1.pdf">https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality-1.pdf</a>	
Equipment – support is offered to disadvantaged families for the purchasing of equipment and uniform which may create a barrier to learning. This ensures that disadvantaged children have full and equal access to the curriculum and are not excluded from activities.	A report from the Sutton Trust advises that schools should be well resourced and use allocated funding to support families with the ‘hidden costs’ that may impact their education. <a href="https://www.suttontrust.com/our-research/parent-power-2018-schools/">https://www.suttontrust.com/our-research/parent-power-2018-schools/</a>	1, 5

**Total budgeted cost: £ 46,604** Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Funding towards an additional Maths teacher in Year 3 and 6

This allocation of funding has enabled sets of lower attaining children in Year 3 and 4 to be 16 rather than 32. Due to the smaller class sizes, adult to child ratios are at least 1:8 with 1:6 in three of the four sets. The smaller sets allows for the sequence of learning to be adapted and personalised to the children’s starting points and for greater opportunities for personalised, incisive feedback.

The data shows the proportion of children who made at least expected progress in maths and achieved at least EXS+.

	21/22	22/23	23/24	
			Progress	EXS+
Year 3	40%	33%	100%	17%
Year 6	88%	100%	100%*	40%*
*Based on Spring 2 assessment data				

The data suggests that the approach to teaching children is having a positive impact as all children are making the expected progress. In order to achieve our target, we need to accelerate progress so that a higher proportion of children are achieving at least age-related progress.

### Curriculum Enrichment

Curriculum enrichment has included First Aid Workshop, Basildon Youth Theatre, Dance Workshops, Our World, Our Future theatre group, Science Dome and Anti-bullying workshops. These opportunities have enriched the children’s learning experiences exposing them to a range of arts and cultures and contributing to the development of the

whole child and their social, emotional and moral learning. Development of the whole child was a suggested area for improvement from a parental survey in recent years. Using this fund in this way has enabled all children within the school to share the same experiences collectively.

### **Targeted Support – Intervention Groups and Catch Up Tuition**

Throughout the year, targeted support has run for children from Years 3 – 6 across all ability ranges. Targeted support has included Maths, Multiplication Facts, Reading, GPS, Spellings, Phonics, Handwriting, Comprehension, Lego, Lexia, Gym trail and EAL group. Targeted support groups have been utilised to close gaps and accelerate progress to enable children to achieve their potential. Children identified for this support were closely monitored and reviewed at termly pupil progress meetings; once the gap was closed, children were removed from the registers and new children identified. At least 700 interventions and/or catch up tuition slots were available each term.

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Y3</b>	83%	83%	100%
<b>Y4</b>	75%	100%	100%
<b>Y5</b>	86%	58%	71%
<b>Y6</b>	100%	100%	100%

The table above shows the percentage of disadvantaged children who made at least expected progress this year in Reading, Writing and Maths. The targeted support contributed to children achieving this progress.

### **Mentoring**

Mentoring continues to be an invaluable resource in supporting children with their social and emotional needs. Sessions take place weekly in varying forms which could include 1:1 or small groups. Seven children from the disadvantaged register have accessed this provision this year with three others who are closely monitored also benefitting from support. The impact of mentoring is challenging to measure using data however, anecdotal feedback from children, staff and parents highlights the positive impact of this intervention.

### **School supplies support**

Funding allocated has been used to purchase PE kits, school uniform, winter coats and shoes. This has ensured that children have full and equal access to the curriculum and are experiencing opportunities equal to their peers. The need to access this support has increased from 2 to 3 children this year. In addition to this, the school provides a healthy break time snack for two children on a daily basis. At times, this has also included breakfast.

### **Extended School Support**

The offer of extended school support has been embraced by our families. Funds have been used to enable children to develop their experiences beyond the classroom and interact with their peers in extra-curricular clubs including basketball, gymnastics, football, tennis, languages and forest schools. There has been a 20% increase in the proportion of children who are accessing these opportunities but it is noticeable that less children in Year 3 access this. In addition to this, it has contributed to allow children attend residential visits in Year 4 and 6..

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Lexia	Lexia
Times Tables Rock Stars	Math Circle Ltd
Pyramid Club	University of West London
Lego Therapy	
Word Blaze	Rising Stars

## Further information (optional)

Below sets out additional activities that we are undertaking and that will further supplement the Pupil Premium Strategy:

### **Introduction of a daily class novel slot**

We have extended the school day by an additional ten minutes. This has allowed us to rearrange our timetable so that we can include two reading sessions a day: class novel slot and reading comprehension. We believe that this will give children the opportunity to develop their comprehension strategies and also contribute to creating a love of reading through sharing and modelling high quality texts, reading and discussion of language. We believe that this will have a positive impact on all children.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>

### **Daily Readers**

In addition to our targeted afternoon support, we also identify children who would benefit from reading daily to an adult; a teaching assistant or a parent volunteer. This may be a child who has a lower than expected chronological reading age or a child who does not engage in reading regularly outside of school, which does include a significant proportion of our disadvantaged children. All adults who support with daily readers have had CPD in order to optimise impact of this session.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>

### **White Rose Maths**

An area for whole school development this year is maths so we have adopted the White Rose approach to teaching maths. Analysis has shown that there are a significant number of gaps in children's knowledge and understanding across the maths curriculum and we believe that the WRM approach is the best way of addressing this and increasing the number of children achieving age related expectations. The approach is based on blocks of units, progressing in small steps with an emphasis on reasoning and understanding which is delivered using a concrete pictorial abstract approach (CPA). This will be beneficial to all children, especially those who are disadvantaged. WRM provides plentiful opportunities for mastery for all children, at all levels.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>

### **Live Marking and Feedback**

We have a Live Marking approach to feedback within class. This enables all children to get live, in the moment feedback about their learning where misconceptions can be addressed or further challenges to progress and deepen learning can be introduced. This approach benefits all children as it is an opportunity for one-to-one dialogue to be held about a child's learning.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>

### **Metacognition and Self-regulation**

All teachers, teaching assistants and learning support assistants have received CPD relating to metacognition and self-regulation. This is invaluable in promoting independent, positive learning behaviours amongst children which helps all children be more resilient. All members of staff carefully and purposefully model, explain and question all children to develop their metacognitive and self-regulation skills.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

### **Engagement in Essex's *Addressing Educational Disadvantage Project***

We are engaging with the Essex wide project which is being delivered by the local authority's School Effectiveness Partners and other external experts including Mark Rowland. The project aims to tackle the issues relating to educational disadvantaged through termly training and collaboration. It is research led and provides a wide framework to raise the attainment of disadvantaged children.

### **Adaptative Learning and Scaffolding**

All teachers now plan lessons that apply the principles of adaptive learning and scaffolding. Teachers are expected to adapt the learning to in response to the children's needs and starting point. This may require plugging a gap in the children's prior knowledge, before working towards the age appropriate learning. Equally, this could include accelerating pupils' learning should they be secure and confident with the content. The scaffolding approach intends for all children to achieve the main learning outcome without lowering the expectation of learning. The scaffold is carefully designed to overcome a barrier a child may have in achieving the core learning. This may include an adapted task, additional resources or an adjustment to reduce the cognitive load.

### **Wise Words**

A clear, progressive approach of developing Tier 2 and 3 vocabulary has been introduced. Tier 3 vocabulary is identified within subject progression documents and is included within medium term plans, weekly plans, on display and used within lessons. Tier 2 vocabulary is incrementally taught within each year group across the school. The expectation is that teachers teach and model to children how to use this language which may be transferable between subjects. The aim of this initiative is enhance children's vocabulary, develop their cultural capital and give them the skills and knowledge to

better access texts and tests which in turn will make them more successful in the future.