

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	441
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	April 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Kellie Ryan, Head teacher
Pupil premium leads	R Taylor (AHT) /K Gubbin (DH)
Governor / Trustee lead	Joanna Palmer, PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,750
Recovery premium funding allocation this academic year	£4,713 (April 2022-July 2022)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£28,186
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	£235,936 + (4,713 RPF)

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	88% 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: £42,012

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: £60,518

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	Personalised learning is the drive to tailor education to individual need, interest and aptitude so as to fulfil every	1, 2 and 4

identified PP pupils with SEND to accelerate progress and close the gap with peers.	young person's potential. (DfES, 2004a: 4)	
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

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

Budgeted cost: £123,087

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 needs and wellbeing – this can be seen in pupil outcomes. Sutton Trust –Parent Power -2018	6

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	Evidence shows that the higher the overall absence rate across Key	1 and 8

to be in line with peers throughout the school.	Stage (KS2), the lower the likely level of attainment at the end of KS2. (DFE 2016 improving attendance at school)	
To ensure a healthy start to the day by providing breakfast club for all pupils so they are 'ready to learn'.	A healthy start to the day impacts the body and brain supporting physical and mental function, including mood, behaviour and concentration. (PHE: The link between pupil health and wellbeing and attainment 2014)	1, 2, 3, 4, 5, 6 and 8
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: £225,638

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 2021 to 2022 academic year.

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. 25% of SEND children have Speech and Language support.

8% of children in the school, who achieved a low score in a language link assessment are receiving daily Language Link Support. During the last assessment, all the children progressed, however 35% no longer need intervention. 12% will be referred onto speech and language support and the remaining children will be re-assessed at the end of term.

Booster groups are delivered by teachers in English and maths. The attainment at expected for PP and Non-PP can be seen in the table:

2022			
	Reading	Writing	Maths
Year 3			
PP	66%	46%	59%
Non-PP	72%	67%	73%
Difference	-6%	-21%	-14%
Year 4			
PP	67%	48%	62%
Non-PP	67%	59%	77%
Difference		-11%	-15%
Year 5			
PP	67%	58%	64%
Non-PP	78%	66%	75%
Difference	-11%	-8%	-11%
Year 6			
PP	61%	68%	71%
Non-PP	81%	63%	89%
Difference	-20%	+5%	-18%

The attainment at Greater Depth for PP and Non-PP can be seen in the table:

2022			
	Reading	Writing	Maths
Year 3			
PP	15%	7%	20%
Non-PP	28%	11%	27%
Difference	-13%	-4%	-7%
Year 4			
PP	19%	14%	19%
Non-PP	36%	19%	36%
Difference	-17%	-5%	-17%
Year 5			
PP	25%	3%	25%
Non-PP	25%	1%	35%
Difference		+2%	-10%
Year 6			
PP	26%		26%
Non-PP	21%	5%	35%
Difference	+5%	-5%	-9%

HLTA and a TA deliver bespoke interventions in literacy and numeracy and conversation skills. Out of the 11 new starters this year, 6 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. There were 4 students with little or no English. These students receive daily one-to-one support in EAL with additional support in class. One student is now receiving no EAL support (C) and is working towards his current group level.

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. End of Key Stage 2 results are:

2022	SEND		Non-SEND	
	SS	VA	SS	VA
Maths	98	+1.3	105	+2.7
Reading	103	+0.1	105	+0.5
Writing	98	-0.7	99	-0.3
GPS	111	+8.9	110	+6.1

All MH/P4C/RRSA training has been completed by staff. This is now seen in planning and lesson observations across the school. Skills such as empathy, active listening, debating and resilience can be seen on and off the playground. P4C language is being used to discuss and debate. Incidents in class and on the playground have decreased.

Of the 19 children who had a behaviour record, 6 children were PP. Since receiving interventions there have been no further reported incidences.

Identified children are in class ready to learn, able to manage their emotions leading to good progress and better outcomes. Staff support identified children daily and impact reports are completed.

Attendance has improved and behaviour in class and in the playground have significantly decreased. Of the 19 children who had a behaviour record, 6 children were PP. Since receiving interventions there have been no further reported incidences.

Parental communication has increased due to having bespoke coffee mornings. ESOL and GROW promote their programmes and as a result these courses have been fully booked with 15 parents attending each one.

Quote from parents:

“it’s been worthwhile attending and I’ll definitely try some of the ideas I was given”

“I like the confidence I’ve seen in my son since joining the group”

“I learnt a lot from GROW. Now I am ready for a job. I am very thankful to Minet Junior School who told us about GROW”

“I was very happy to have joined the GROW programme. It was really helpful for parents who stay at home and look after children. This programme has boosted my confidence and I am ready to apply for jobs”.

10 students have attended a bespoke mentoring programme focusing on self-esteem, anxiety and behaviour and attendance. 50% of children who attended were PP. Teacher feedback is positive with children gaining more confidence in lessons and with improved attendance and punctuality.

A new Art therapist delivers personalised therapy to 2 students who have experienced trauma. Learning mentors deliver a variety of support groups ranging from Sand therapy, lego therapy, Seasons for Growth, social skills, anxiety groups and friendship groups. 54% of children who attend a Learning Mentor group are PP. Children learn strategies and skills to identify and regulate their emotions.

PP children have been provided with a laptop to use at home This has enabled children to access homework and online platforms. 73% of PP children are accessing online platforms where they can complete their homework and use the online platforms to support their learning.

32% PP children attend after school clubs. Each child is provided with one free club.

Students are closely monitored and PP attendance reviewed fortnightly. Additional meetings with parents and mini panels are held with parents whose children’s attendance is below 95%. Currently 25% of PP children have attendance below 95%.

50% of children who attend breakfast club are PP. This ensures children have breakfast before school and arrive at their classroom ready to learn.

100% 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 Butlins, of which 33 children attended and 11 were PP, a visit to the Uxbridge RAF Bunker and the local Gurdwara.

Children are offered the opportunity to attend choir with a view of 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. Eight children participated in this event of which four of them were PP children.

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	
IXL	
White Rose Hub	
Times tables rock stars	
Number Shark	
Education City	
Purple Mash	
Bug Club	