



Pupil premium strategy statement 2023-2025(2 years)

This statement details our school's use of pupil premium (and recovery 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	
School name	Calmore Junior School
Number of pupils in school	204
Pupil premium eligible pupils (Sept 2024)	71 FSM 1 LAC
Academic year	2024 - 25
Date this statement was published	September 2023
Date on which it will be reviewed	July 2025
Statement authorised by	Full Governors Committee
Pupil premium lead	Cathy Ingram
Governor / Trustee lead	Rosemary Lethbridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£104,650

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of academic attainment.

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for PP funding are less likely to meet age-related expectations than non-PP. This gap has narrowed across the key stage in recent years but continued intervention is needed to further narrow the gap for new intakes.
2	Social, emotional and behavioural issues for a small number of children eligible for PP are having a detrimental effect on their academic progress.
3	Some pupils who are eligible for PP funding are entering the school at a significantly lower attainment level than their peers
4	Some children who receive PP suffer from poor attendance

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
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Pupil Premium eligible pupils make progress at least as good as that of all children and if starting points were lower, they catch up and keep up. (To be measured through data, pupil progress meetings, monitoring of feedback and planning).	Data shows swift progress and high attainment, work in books indicates rapid progress is secured.
Behavioural and social needs addressed and barriers to learning removed/ reduced.	Children to develop strategies to manage their behaviour and needs more successfully, demonstrated through case studies and resulting improved academic achievement and progress.
Children engage fully with school life and express that they are a valued member of the school community	PP children tracked and offered the same opportunities as all children.
Pupil Premium eligible pupils attend school as often and are as punctual as other pupils. Parents are engaged with the child's education and support them within school at home.	ELSA/ emotion coaching support to children and parents, rewards in school and increased profile of good attendance across school identifies improved rates of attendance of PP pupils and increased engagement with parents

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: £51,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Coaching support for all staff</p> <p>Improve the quality of teaching and learning provision for all and PP children. No children are disadvantaged by ineffective teaching. Teaching is consistently good across the school for all pupils enabling them to make good progress from their starting points in all areas of the curriculum. Feedback is precise and moves learning forward.</p> <p>x 5 mornings and 2 x afternoons</p>	<p>PP children historically (from KSI) have achieved less well than their peers. We need to close this gap so they achieve as well their peers by the time they leave us at the end of Y6.</p> <p>This approach to improving teaching and learning has enabled all children but pupil premium children in particular to make good progress from their starting points when joining CJS. Over time the gap between PP children and non-PP children's attainment has narrowed.</p>	<p>1 and 3</p>
<p>A contribution towards extra LSAs per year group to enable one LSA in each class for every English and maths lesson</p> <p>Improve the quality of teaching and learning provision for all and PP children Children are provided targeted inputs based upon accurate assessment for learning.</p>	<p>PP children historically (from KSI) have achieved less well than their peers. We need to close this gap so they achieve as well their peers by the time they leave us at the end of Y6.</p> <p>This approach to the implementation of our curriculum has ensured pupil premium children receive timely support and feedback at the point of learning.</p>	<p>1 and 3</p>

Targeted academic support

Budgeted cost: £32,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution towards Emotional literacy support workers (ELSA) Address individual needs that are impacting on a child's ability to effectively learn (24 hours a week) When families would benefit from additional support, this is signposted or accessed for them.</p>	<p>Children with social and emotional challenges are less able to focus on their learning in school</p> <p>As a result of the social and emotion learning that takes place in school, children feel safe, make progress against specific targets and in time are able to make and sustain academic progress.</p>	<p>2</p>

<p>Small group boosters Accelerate progress of PP children in RWM</p> <ul style="list-style-type: none"> o Regular reading o Mathematical fluency o Times tables o Addressing misconceptions 	<p>PP children are historically behind their peers and so bespoke teaching in small groups from a highly experienced teacher will accelerate their progress</p> <ul style="list-style-type: none"> o Reading fluency is a barrier to educational achievement. Reading plus has been used previously and results indicate that it played a significant role in improving fluency and, as a result, children made good progress from KSI attainment. o Maths booster groups have increased arithmetic knowledge and proved to secure rapid progress <p>Writing is a new gap due to the impact of covid that needs to be addressed</p>	<p>1 and 3</p>
<p>Targeted Interventions LSAs and teachers to run targeted interventions from 8.00 in each year group based on Autumn data harvest. Knowledge gaps identified will be addressed through targeted teaching enabling children to make better than expected progress and close the gap on their peers.</p>	<p>This strategy worked effectively with children last academic year who had made reduced progress and were in danger of not reaching ARE. Children's prior knowledge is activated before the start of the day so as new learning can more effectively be placed within their schema.</p>	<p>1 and 3</p>
<p>Youth and Families Matter Testwood Baptist Church to support</p>	<p>Some studies indicate that 20% of children have some form of psychological problem (Porteous</p>	<p>2</p>
<p>social and emotional development of our PP children.</p>	<p>1991); and that 70% of these are helped through the use of psychological based therapies such as play and creative arts.</p>	

Wider strategies

Budgeted cost: £18,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half Termly pupil progress meeting meetings to address gaps in progress Raise profile of PP children's needs and accelerate their progress through engaging increasing parental engagement, PPM meetings and working in class with PP children.	A senior leader raising the profile amongst all staff of these children is key.	1, 2, 3 and 4
CPD with all staff and parents on emotion coaching and how to better support children's emotions and behaviour needs	This approach has successfully ensured child engagement with specific need based goals	1, 3 and 4
Provide a range of parental engagement activities, come and do days, exit points, counselling groups, sports events, concerts, information evenings etc so as to support parents understanding of what their child is learning	What parents do with their children at home through the age range is much more significant than any other factor open to educational influence. (Desforges and Abouchaar 2203)	1, 2, 3 and 4
New assessment		1 and 3
Financial support for curriculum enrichment opportunities eg residential, trips, clubs, breakfast clubs/ child care clubs, music lessons	The Ofsted framework states that all educational settings need to provide learners with the knowledge and cultural capital they need to progress.	1, 2, 3 and 4

Total budgeted cost: £104,000

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 2023 to 2024 academic year.

<p>Pupil Premium eligible pupils make progress at least as good as that of all children and if starting points were lower, they catch up and keep up. (To be measured through data, pupil progress meetings, monitoring of feedback and planning).</p>	<p><i>15 minutes dedicated reading time in every year group every afternoon to monitor text choice, hear lowest 20% readers daily, Stamina has increased. Reading progress in year has been incredible some children reading age increased by over 3 years.</i></p> <p><i>Knowledge organisers in Science, History and geography provide children with key vocabulary and this is promoted in class throughout the day and also on the working walls.</i></p> <p><i>Children have been re tested on the SALFORD and have made good progress.</i></p> <p><i>Children been introduced to the SORA reading app and children are using it at home.</i></p> <p><i>Reading Buddies 3x week to support year 3 readers</i></p> <p><i>Teachers have focussed heavily on securing the maths foundations of the 4 operations, Place value, fractions and decimals to ensure that children know these basic skills.</i></p> <p><i>Work sampling in books looked good clear opportunities to support fluency, reasoning and problem solving. All year groups are providing good examples of SATS style questions to prepare the children assessments</i></p> <p><i>Clear programme of CPD to support the transition over to the HAM planning. Working with Hampshire advisors and PPI to support this.</i></p>
<p>Behavioural and social needs addressed and barriers to learning removed/reduced.</p>	<p><i>2 ELSA provide excellent support for children with social emotional needs</i></p> <p><i>YFM provide 2 counsellors to support children in school. Parents / children report great success with this.</i></p>

	<p><i>School supported by MHSTS DHT</i></p>
<p>Children engage fully with school life and express that they are a valued member of the school community</p>	<p><i>Children received a huge range of cultural experiences. School funded and or subsidised many PP children to take part in these activities including paying for music lessons, paying for trips, subsidising the year 6 residential and helping to fund visitors such a Marcus Dilly. We have also transported PP children to sporting events.</i></p> <p><i>Supported with costs for 2 PP children to go to Leeson House. Supporting other families with costs for Tile Barn.</i></p> <p><i>Supported a LAC child and another child to attend Breakfast club to get a good start to the day</i></p> <p><i>Paying for music lessons</i></p> <p><i>Budget supports some of the cost for Listen to me - African drums for year 4 children.</i></p>
<p>Pupil Premium eligible pupils attend school as often and are as punctual as other pupils. Parents are engaged with the child's education and support them within school at home.</p>	<p><i>Supported a LAC child and another child to attend Breakfast club to get a good start to the day</i></p> <p><i>100 club rewards for 100% attendance each week.</i></p> <p><i>TLR given to a member of staff to raise attendance.</i></p> <p><i>Attendance of parents to school events has increased.</i></p> <p><i>Parent questionnaires were mainly positive.</i></p> <p><i>LAC child attendance 23/24 98.2% no unauthorised or lates</i></p> <p><i>PP attendance 23/24 = 93.6%</i></p> <p><i>All children 23/24 = 95.3%</i></p>