

# Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Meon Junior school
Number of pupils in school	344
Proportion (%) of pupil premium eligible pupils	22.38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2024
Date this statement was published	31.12.21
Date on which it will be reviewed	July 2022
Statement authorised by	Sara Paine
Pupil premium lead	Laura Roberts
Governor / Trustee lead	Ellen Collins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,548
Recovery premium funding allocation this academic year	£13,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£147,743

## Part A: Pupil premium strategy plan

### Statement of intent

At Meon Junior School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points during the four years at our school. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our school serves a diverse community where deprivation is average. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We ensure our disadvantaged children receive the pastoral and emotional support they require. All stakeholders work closely together to identify the needs of our children and families and we are very aware that these needs can differ across our families. We ensure good relationships and pastoral support for our families and we know their needs well.

We aim to improve our children's cultural capital, providing them with opportunities and experiences they would not normally have. We define 'cultural capital' as the essential knowledge that we want all children to have to be educated citizens, as well as being well-prepared for future success. We therefore ensure that all of our pupils have a broad range of experiences they need to engage fully in the Meon Junior school curriculum.

Our key objective is to be responsive to the common needs and challenges of our disadvantaged pupils as well as their individual barriers.

#### **Our Key Principles**

- Ensure disadvantaged pupils are challenged in their work across the curriculum.
- Act early to intervene at the point that need is identified
- High expectations and inclusive teaching are imperative. Classrooms provide challenge and support through building trusting relationships.
- Our approach to teaching meta-cognition builds life-long learning habits such as resilience, self-regulation and resourcefulness. Children build self-esteem and confidence through successful engagement with high quality, challenging tasks.
- We continue to target our funding on training additional support staff in **proven** interventions that raise attainment and impact upon pupils' emotional well-being.
- We have a strong pastoral team who work with our families to ensure good attendance and to provide emotional support, as well as support with developing socially.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals; we know that our best practice benefits all of our children.

## Challenges

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

Challenge number	Detail of challenge
1	Some pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments. This adversely impacts children's ability to reach their full potential.
2	Our disadvantaged children do not have many opportunities to improve their cultural capital. This is a barrier to them fully engaging in the Meon Junior school curriculum.
3	Children from our disadvantaged families have lower than average attendance. The attendance of children who received Pupil Premium for the last academic year was 93.95% compared with 96.36% for all pupils. High levels of intervention are needed to maintain this and to continue to improve.
4	Some disadvantaged children have limited resilience, less established metacognitive habits and less likely to self-regulate. When faced with high expectation and challenge, some children lack self-esteem.
5	Due to lost learning in previous years, our year 3 children have entered the school at low starting points. Children's reading, vocabulary skills and mathematics is lower than in previous years.
6	Children's physical and mental health have been negatively impacted by the recent lockdown. Some parents/carers of disadvantaged pupils lack motivation and knowledge to combat this without school intervention.

## 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
1. Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 73% of disadvantaged pupils meet the expected standard.
2. To enhance disadvantaged pupils' cultural capital.	Children will take part in activities as outlined on the 'school passport'. The curriculum will have more planned opportunities for enrichment and all children have access to enrichment activities.

<p>3. To achieve and sustain improved attendance for our disadvantaged pupils.</p>	<p>Attendance for disadvantaged children is in line with other children.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers does not increase and further reduces.</p> <p>The number of persistently absent pupils continues to reduce.</p>
<p>4. Children have a positive view of themselves as learners and will be independent in their learning.</p>	<p>Pupil surveys will show that disadvantaged pupils view themselves positively as learners.</p>
<p>5. Year 3 pupils' outcomes to be in line with previous years.</p>	<p>Assessments and observations indicate significantly improved oral language among year 3 disadvantaged pupils. Maths and reading outcomes for year 3 show that the percentage of disadvantaged pupils achieving end of year expectations will be in line with those who are not disadvantaged.</p>
<p>6. To achieve and sustain improved wellbeing for our disadvantaged pupils.</p>	<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> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: £49,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> <li>• Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching.</li> <li>• Staff development and quality CPD</li> <li>• ECT is effectively supported</li> </ul> <p>NQT+1s are effectively supported.</p>	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>School continue to support those teachers who took part in the DFE Early Career teachers framework – staff are supported by colleagues across the trust. The school supports 1x ECT.</p>	1, 4, 5
<p>Two qualified, experienced teachers out of class full time to support in the teaching of reading, writing maths in year 6 and year 3.</p>	<p>The EEF shows that small groups tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,4,5

High quality texts in class used in guided reading, across the curriculum and in our library	<p>The Centre for Literacy in Primary Education states that ‘the use of high quality books within the reading curriculum is at the heart of a school’s successful approach to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers.’</p> <p>Using high quality texts in reading linked to topics in the past has improved children’s understanding of the topics they are learning.</p>	1,5
Jigsaw curriculum to be used across the school for SRE	<p>The DFE RSE and Health Education guidance states that ‘in primary schools, subjects need to put in place the building blocks of healthy, respectful relationships, focussing on families, in all contexts, including online.’</p> <p>We have looked at a range of PSHE schemes to meet the statutory requirements, whilst also meeting the needs of our children and we believe Jigsaw does this: ‘The Jigsaw curriculum is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.’</p>	4
Retrieval to be a focus for all teachers in their own career development, looking at impact on children’s learning	<p>Research shows that retrieval practice improves children’s recall. (Roediger and Karpicke, 2006) It also helps to identify gaps in knowledge and aids later retention, allowing children to make links in their next unit of study. (Roediger, Putnam and Smith 2011)</p> <p>As a Thinking School, this is something we have had training on and used within school and we know from using low stakes assessments previously, it improves their recall.</p>	4

Core expert group provide ongoing support and quality CPD for teaching and learning.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 5
Pupil particular SEND to have increased access to 1:1 devices	Review of the evidence commissioned used to inform the Using Digital Technology to Improve Learning.  <a href="#">Using Digital Technology to Improve Learning   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>	4

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

Budgeted cost: £89,163

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target disadvantaged for 1-1 tutoring with a member of support staff to run each day after school for 30 minutes.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind  <a href="#">One to one tuition   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>	1,3,4
TA interventions to take place focusing on misconceptions in lessons	EEF shows +4 months progress and a large positive impact on learner outcomes, as long as they are deployed effectively.  We have used same day interventions for maths previously and there is clear evidence of progress in their books when using this approach so we will transfer this to other subjects.	1,3,4

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Purchase of a spelling programme to support pupils with dyslexia (Nessie)	EEF toolkit: Phonics (spelling intervention) high impact low cost +5ths	5
Pre-teach in maths taught by core expert teachers	EEF – small group tuition has average impact of four months' additional progress over the year	4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3,4
Metacognition CPD for staff.	EF toolkit: Very high impact and low cost. +7months EEF CPD report	4
Speech and language interventions	CPD from Speech and Language therapist/director provided for 2 TAs. Identified children have regular, dedicated SALT time.	1,5

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

Budgeted cost: £8,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later	6



emotional (SEL) learning. Train 2 members of staff as ELSAs.	life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.eefoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
Establish an experienced and well-trained inclusion team	Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in school, which need specialist support. From our own experience in school, having good communication with families improves their attendance and learning in school.	6
Visitors, trips and other experiences to be planned throughout the curriculum to enhance children's cultural capital	Many of our disadvantaged children do not have the experiences which will help with social mobility and Ofsted have identified this as a key area in their judgements of schools' effectiveness. The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)	2
Provision of free or reduced cost places at Breakfast Club or before sports School Clubs for disadvantaged pupils who need it.	Gov guidance Breakfast Clubs Programme 2021-2023 states that 'the evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.'  From past experience in our school, providing some children with breakfast club places has improved their attendance.	2

<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice though attendance officer and inclusion team.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	3
<p>In- school reviews with outside agencies: MABs, EP, MHST</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	

Total budgeted cost: £147,743

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Gaps between disadvantaged and non-disadvantaged were diminishing across the school as evidenced in December and March internal data 2020. Due to Covid lockdown there has been no national testing for the past two years.

Internal data is evidencing that in some areas gaps are closing, however in others they have increased particularly writing.

Internal data evidenced that disadvantaged pupils have achieved better attainment compared to 2019 and the school has minimised the impact of the pandemic.

Subject	All Pupils Entry data (KS1) % at age expectation	All pupils Internal testing 2021 KS2 % at age expectation	Disadvantaged pupils Entry data (KS1) % at age expectation	Disadvantaged pupils Internal testing 2021 KS2 % at age expectation	Disadvantaged pupils 2019 SATs results	Disadvantaged pupils 2018 SATs results
Reading	79%	76%	64%	57%	55%	47%
Writing	70%	77%	50%	57%	73%	74%
Maths	78%	77%	59%	57%	55%	47%

SATs week was conducted in school with the usual rigour using 2019 papers. The school submitted this test data to local authority for analysis.

Disadvantaged pupils Reading Results			
Year	2017/2018	2018/2019	2020/2021
Nos of pupils	18	22	20
Reading progress	-5.4	-3.0	-1.1

Disadvantaged Pupils Reading Results			
Year	2017/2018	2018/2019	2020/2021
Pupils	18	22	20
Reading Progress	-5.4	-3.0	-1.1
Writing Progress	-2.7	-4.1	-0.8
Maths progress	-4.4	-5.4	-0.5

*MJS's curriculum is clearly mapped and underpinned by research and embraces knowledge / skills, deliberate practice and learning habits, memory and schema development, and thinking tools. Together this acts to operationalise the school's mission and include the recognition of close links between*

*emotional wellbeing and academic achievement, encouragement of ambition, curiosity, positivity and resilience and parental engagement.* (Thinking Accreditation report, Exeter University October 2021)

SEND Pupils Reading Results		
Year	2018/2019	2020/2021
Pupils	12	10
Reading progress	-7.1	-6.8
Writing progress	-8.6	-5.8
Maths progress	-5.1	-5.2

Disadvantaged pupil attendance: 93.95%

Non-disadvantaged pupil attendance:

All pupils attendance 96.36%

Data for all persistently absent pupils:

2016/17	9%
2017/18	11.1%
2018/19	7.5%
2019/20	8.1%
2020/21	6.67%

Remote learning attendance during lockdown:

Year Group:	% cohort (Remote or in school)	% PP (Remote or in school)	% SEND (Remote or in school)
3	99%	98%	100%
4	96%	93%	88%
5	97%	98%	96%
6	97%	98%	98%

School has evidence through case studies that the impact of school support has improved attendance and punctuality. The school has had significant successes with pupils who have demonstrated school refusal due to the impact of lockdown.

Staff work closely with parents to help keep pupils safe. Leaders know pupils' families well. They identify and tackle concerns promptly, so that they are dealt with quickly and effectively. When the need arises, leaders work with external agencies to support pupils' well-being. (Ofsted September 2021)

Internal data evidence that service family pupils' attainment is in line with attainment of non-service family 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We provide them with extra-curricular activities</p> <p>We ran a specialist club called 'jigsaw' for our service children.</p> <p>Learning support assistants target these children for extra interventions.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teachers observed improvements in wellbeing amongst service children.</p> <p>Assessments demonstrated progress in subject areas where extra support classes were provided.</p>

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.