

West Bridgford 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	West Bridgford Junior School
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year that our current pupil premium strategy plan covers	2024/25
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	James Willis
Pupil premium lead	Cat Bancroft
Governor lead	Lucy James

Funding overview

Detail	Amount
Total pupil premium allocation for this academic year	PP- £32560 LAC/Post adoption- £7710 Total - £40270

Part A: Pupil premium strategy plan

Statement of intent

We believe that Pupil Premium funding must be aimed at accelerating progress so that the vast majority of children leave WBS at, or above, the national standard.

With this in mind, the Pupil Premium grant is targeted specifically at accelerating the progress for all PP pupils in all areas in order to meet/or exceed Age Related Expectations [ARE] based on starting points.

There is clear accountability for the funding so that its use is carefully monitored and the impact of it tracked, by class teachers and senior leaders.

Quality first teaching is used to meet the needs of the learners. Interventions in English and Maths are carefully planned and supported by the use of achievement data. These interventions are reviewed regularly to ensure all learners are getting the support they need.

Feedback is given to all staff about which children are eligible for the support and the progress they are making.

All PP children are given access to a block of small group tutoring at some point during the academic year.

We also want and expect our PP children to make progress in other areas, developing their confidence, improving their social skills and finding ways to manage their emotions more effectively; all these elements are key skills that we know will help them prepare for the next stage of their education. This is why we give any PP children who need extra support access to talk therapies through our ELSA provision or counselling support. Several of our PP children have access to our nurture provision which supports their progress both academically and emotionally.

All PP children will also benefit from after school clubs, music tuition, trips and residential visits and we believe this will help improve their wider learning experience, which in turn will have a positive impact on their progress.

Challenges

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

Challenge number	Detail of challenge
1	Children falling further behind their peers in writing attainment.
2	Children falling further behind their peers in maths attainment.
3	Children needing increased levels of support to improve their social, emotional and behavioural development.
4	Children not having access to the same extra-curricular opportunities as their peers.

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 narrow the gap between disadvantaged and non-disadvantaged pupils in writing.	All children have made better than good progress over the year. There has been an increase in the % of PP children working at ARE in writing.
To narrow the gap between disadvantaged and non-disadvantaged pupils in maths.	All children have made better than good progress over the year. There has been an increase in the % of PP children working at ARE in maths.
To adapt teaching and learning to meet the needs of all PP pupils.	Planning and work in children's books has been appropriately adapted to meet the needs of all pupils, resulting in improved progress.
The emotional well-being of PP children improves.	Children feel happy at school and are able to fully engage with the curriculum, making good progress.
PP children have accessed the same opportunities as their peers.	Children have accessed a wide range of extra-curricular activities and taken part in all trips and residential available.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching</p> <p>Lesson Study Programme – metacognition focus</p> <p>Whole school CPD on subject knowledge and misconceptions.</p> <p>Coaching programme for identified staff.</p>	<p>The EEF states that, 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.' With this in mind, we want to focus on providing high quality CPD to improve teaching and learning and ensure all children are benefitting from improved teaching.</p> <p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils, so this will become the focus of our lesson study.</p> <p>Professor Robert Coe (Evidence based education) says 'there is good evidence to support the use of coaching as an approach to teacher development that leads to improved student outcomes.</p>	<p>1, 2</p>

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring	We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that pupils who receive one-to-one or small group tuition can make between 3 to 5 months' additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs. All PP pupils will access a small group tutoring programme at some point during the academic year.	1, 2
Maths intervention groups	The EEF guide on Pupil Premium states that, 'There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.' These intervention groups, carried out by TAs and teachers, have been successful in previous years and helped to accelerate progress.	1, 2
Writing intervention groups		1, 2

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

Budgeted cost: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA 1:1 talk therapy	We know that children learn better when they are happy and emotionally well. We have seen that the long lasting impact from the pandemic and experiencing lockdowns has increased the anxiety of many children. The opportunity for talking therapies to be used in school to support these children is vital in improving their emotional health and helping them to be ready to learn.	3

Nurture Group	Between 8 and 12 children benefit from our nurture group each day. The group is planned and run by two of our most experienced TAs. Children access the provision for the first 45 minutes of each morning and the last 30 minutes of each afternoon. This supports their transition between home and school. They also have a longer session every Tuesday afternoon, which focuses on developing life skills as well as the emotional and social aspects of the school curriculum.	3
Trips and residentials Music tuition and other extra-curricular activities	We value the importance of children developing 'cultural capital' and having access to the same experiences and opportunities as their peers. Our curriculum is enriched with a wide range of trips, residentials, visitors and experiences and we ensure that no child misses out on those experiences for financial reasons. We know how important these experiences are to the development of the whole child. They help develop important qualities such as; independence, resilience, perseverance and teamwork.	3, 4

Total budgeted cost: £55,000

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.

Last academic year, we identified 4 key challenges to achievement that we wanted to tackle with the support of the pupil premium funding. These were as follows:

1. Children falling further behind their peers in writing attainment.
2. Children falling further behind their peers in maths attainment.
3. Children needing increased levels of emotional support to improve their wellbeing.
4. Children not having access to the same extra-curricular activities as their peers.

We approached these challenges using three different strands: High quality teaching, targeted support and wider strategies.

All staff received CPD which supported them to deliver best outcomes for all children. Staff worked closely together on the Lesson Study Programme which had a key focus on maths. Staff also had high quality input on writing and maths.

We used the Test Base reading assessments and White Rose termly assessments in order to support staff in making accurate judgements and identify next steps for all pupils.

Each year group put together a comprehensive intervention timetable, ensuring all PP children's needs were carefully considered. Pupils were carefully tracked through half termly barrier to learning checks and termly pupil progress meetings.

All PP children accessed small group tutoring in the autumn or spring term with a focus on either maths or writing depending on the need of the children. The tutor worked closely with class teachers to ensure gaps in knowledge were being filled.

Identified children also had access to talking therapies through our trained ELSA or our counsellor. This was hugely beneficial, as supporting children's emotional well-being helped ensure they were ready to learn and facilitated better progress and outcomes.

A number of our more vulnerable children, several of whom are PP pupils, accessed out nurture provision last year. This supported their social and emotional needs as well as their transitions between home and school.

Year Group	Number of children	Reading	Writing	Maths
Year 3	6	67%	67%	67%
Year 4	8	63%	50%	63%
Year 5	7	100%	100%	100%
Year 6	8	63%	38%	51%

As can be seen from the teacher assessment and end of KS2 data recorded above, the attainment of PP children in Year 5 was particularly strong. The attainment of the PP children in writing is a particular concern and will need to remain a focus moving into this academic year. Many of our PP children are also on the SEN register so have significant barriers to learning and these need to continue to be taken into consideration when planning our approach this year.