



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	Laughton Junior and Infant School
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 2023 – 2024 2024 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Claire Hill
Pupil premium lead	Emma Jackson
Governor / Trustee lead	Joanne Ware

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021-22 - £40,350 2022-23 - £39,100
Recovery premium funding allocation this academic year	2021-22 - £4,060 2022-23 - £4350

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£43450

Part A: Pupil premium strategy plan

Statement of intent

For all of our pupils (disadvantaged or not) we want them to develop key life skills in order for them to be able to face the realities of the world we live in and we want each and every child to reach their full potential, whilst having an enjoyable and memorable time at school. We aim to address SEMH to ensure this has minimal impact on learning time, whilst also having high quality adult support through targeted intervention.

This strategy plan places the children's needs at the heart of all the funding choices including the specific interventions for academic and SEMH. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

We expect all our pupils (disadvantaged or not) to engage in all aspects of school like equally and therefore this strategy plan allows these opportunities to be opened up.

At Loughton Junior and Infant School, we strive to ensure **that all pupils make at least expected progress** in all subjects through:

- Quality First Teaching
- High Quality, relevant CPD for all staff.
- Targeted, specific academic and pastoral support
- Inclusive practice with a robust pastoral support system
- Positive engagement with families, promoting good attendance and punctuality and a climate of trust and mutual respect.

Support and promote positive mental health and well-being of pupils, staff and families

Challenges

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

Challenge number	Detail of challenge
1	Cost of living crisis will affect children being ready to learn on a daily basis
2	Due to SEMH needs, children are not always ready to learn after unsettled times during the day e.g. before school, break time, lunch time etc.
3	Children may not have equal opportunities and experiences e.g. educational visits, musical experiences
4	Targeted interventions to support Reading, Writing and Maths gaps
5	Attendance data over since the pandemic indicates that attendance among some disadvantaged pupils is below our whole school target
6	Internal and external (where available) assessments indicate that writing and reading attainment among disadvantaged pupils is below 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
Improve well-being for our pupils particularly our disadvantaged pupils	Sustained high levels of well-being demonstrated by qualitative data from student and parent voice and teacher observations
More children to be able to attend clubs, residential and music lessons	An increased number of Pupil Premium children attending clubs and accessing the music lessons
To close the gap even further between disadvantaged and non-disadvantaged pupils	Children will access targeted interventions and Y6 pupils will to be provided with revision SATs books and work books to support their learning
For children to be ready to learn which will minimise disruption in lessons.	Sustained high levels of engagement demonstrated by qualitative data from student voice and teacher observations Pupil Premium children will have uniform and water bottles to ensure they feel ready to learn.

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: £5831

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all day to day teaching meets the needs of each learner, so that those children eligible for PPG, but already working at or above EXS, continue to progress and retain their current levels of achievement.	RoSIS remains the school's main provider for CPD and, as a Rotherham-based and part LA funded provision, focuses its CPD offer on common needs identified. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1, 4
Ongoing CPD to improve the teaching of English and Maths across the school	English and Maths subject leaders to have time out of class to enable them to support staff providing quality first teaching. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1, 4, 6

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

Budgeted cost: £37619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 to have revision books	Parent feedback says that a structured revision guide has helped them support their child at home with methods, strategies and terminology that staff use at school.	4, 6
Additional sessions for reading, writing and maths targeted at disadvantaged pupils (and other children where appropriate).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4, 6

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

Budgeted cost: £32449

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Employment of Family Liaison Support Assistant to work alongside children and families</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>To reduce pupils' anxieties so that they feel happy, safe and ready to learn.</p>	<p>Many pupils, including PPG pupils have accessed Learning Mentor support throughout various parts of the school day. This has proved to be effective in reducing pupils' anxieties and enabling readiness to learn.</p> <p>Interventions include LEGO therapy, Play Therapy and ELSA</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>2</p>
<p>To ensure that children eligible for PPG are able to take part in the wider school provision.</p>	<p>Using evidence from registers (Breakfast Club & Sports Clubs) a smaller proportion of Disadvantaged children access this provision than non-disadvantaged. Tracking contributions prior to Educational Visits, a greater proportion of Disadvantaged families don't offer a contribution. Although we wouldn't not include them in the visit, school needs to be able to fund their places on the visit without impacting on the likelihood of the visit being cancelled for all children.</p> <p>Research into Disadvantaged children and the use of PPG also shows that it is these children who gain most from Educational Visits.</p> <p>Pupil Premium children will therefore receive a 25% discount on educational visits and music lessons and free admission to Breakfast and Sports club.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Access to Uniform Swap Shop</p>	<p>It is evident that children do not want to participate in lessons if they look or feel different/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	

Total budgeted cost: £

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.

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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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)