

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Langstone Junior Academy
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jane Bush
Pupil premium lead	Stephne Wessels, Georgina Harris
Governor / Trustee lead	Irene Baldry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173, 106
Recovery premium funding allocation this academic year	£ 17,110
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	£ 190, 216

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that pupil premium children are able to achieve their full potential becoming resilient, reflective thinkers who challenge the world around them. The needs of all children are met by carrying out an initial assessment of need. The areas we consider are Academic requirements, Welfare (including behavioural, social and mental well-being) and finally, Enrichment as these are the areas of need we believe our children to have. We want all children with this entitlement to benefit from this holistic approach where all possible needs are considered.

Academic – Children’s academic needs are identified in class and their progress and attainment is analysed. Any individual or group gaps in performance to other children in their class or more widely those nationally, will be addressed through interventions such as ‘Better Reading Program’, ‘1:1 tutoring’ or ‘small group support’. This is overseen by the Inclusion & Intervention Team’ who support staff in the identification of target groups/ individuals and deliver and evaluate interventions. This team engages with the Pupil Premium Network (PEIA) These gaps are currently cohort specific but are linked to the core areas of Maths, Reading & Writing. Teachers will be supported to engage with research to further develop practice.

Welfare - The Nurture Team closely monitors children with an entitlement, separately to the rest of the school. They provide support for both family and child/ children when it is needed. In addition to this, the Data Officer will work closely with families to ensure barriers to good attendance are addressed. We will also look to purchase additional support where it is appropriate.

Enrichment - this enables the school to be fully inclusive by supporting the cover of costs to build a curriculum based on experience. This funding partly enables the school to meet the needs of individuals with updating technology, engaging with the digital strategy and providing resources that teachers identify as helping to address gaps in learning or valued experiences.

Challenges

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

Challenge number	Detail of challenge
1	In internal and external assessment, children’s achievement and progress in core learning is below that of non-disadvantaged pupils. This is particularly evident in children with an entitlement that have additional needs (SEN) and often gender specific to cohorts.
2	Through research, it was identified that ability to communicate and children’s social and emotional health was a barrier to learning and in ensuring that they had a readiness to learn.

3	Our observations of learning showed that a limiting factor for children with an entitlement was their lack of experiences limiting their cultural capital and ability to make links in learning.
4	Our attendance data indicates that disadvantaged pupils has been lower than their peers with this year showing a difference of 4.5% between those pupils eligible for Pupil premium and those who aren't. 19% of disadvantaged pupils have been 'persistently absent' compared to 6.7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Children are achieving in-line with their peers in core learning, particularly writing	<p>Whole school data shows a closing of the attainment gap with peers</p> <p>Observations and feedback show children demonstrate a positive attitude to learning in maths and reading</p> <p>Children are able to access learning with increasing independence</p>
Children have the emotional stability and communication skills to access next stage of learning	<p>Children are well supported and incidents of exclusions or inclusions are rare</p> <p>Children who are supported achieve targets of personal development</p> <p>Children demonstrate being reflective, resilient thinkers</p> <p>Children are confident speakers</p>
Children use knowledge and experiences to improve understanding	<p>Children are able to share experiences and how these have impacted on learning</p> <p>Children are motivated and engaged by experiences</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no less than 97.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 7%.

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: £ 56 075

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerated Reader and associated tools are fully implemented and embedded for all children</p>	<p>(EEF +5 Months, ***) Project Report on Accelerated Reader Accelerated Reader EEF (educationendowmentfoundation.org.uk) Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and gives children a Zone of Proximal Development (ZPD). This focuses their attention on books which will challenge and support them to make progress. This year, Langstone Junior school has consistently been in the top 3 schools ranked for engagement with E-books. Children engage with MyOn and AR to complete quizzes, supporting their reading comprehension. AR provides personalised reading practice. Through its adaptive quizzes and extensive library, it fosters literacy growth, boosts confidence, and enhances comprehension skills. Its data-driven approach enables staff to tailor interventions, track progress, and ensure equitable learning opportunities for all children..</p>	<p>1</p>
<p>Embed phonics interventions program to address gaps</p>	<p>(EEF +2 Months, ***) Phonics Report https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	<p>1</p>

	<p>VD - Phonics: Yr 3 focus, 14 pupils, 3 groups 8/14 pupil premium, 8/8 pupils made at least accelerated progress(<+1) and 4/8 made more than accelerated progress (+2).</p>	
<p>Work with Maths Hub & University to develop Maths Leader in order to support staff pedagogy for Mastery Math</p>	<p>(EEF +2 Months, ***) Mathematics mastery – Primary Report</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF educationendowmentfoundation.org.uk</p> <p>Recommendation 4 - Enable pupils to develop a rich network of mathematical knowledge</p> <p>Maths lead and representative teachers have had continued training from the maths hub to develop mastery teaching and use of spines</p> <p>Maths hub have supported our development of using the NCETM spines to ensure planning develops the children's fluency and includes more maths mastery. Training has been given to staff members to develop pedagogy.</p>	1
<p>To develop oracy in children in order to develop communication</p>	<p>(EEF +7 Months) Communication & Language Approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Overall, 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. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Oracy champion and leader attended trust training. Teacher and TA research focused on oracy. Reintroduction of P4C this year, with all teachers attending P4C training. There is a greater awareness of oracy and the impact of oracy on learning.</p>	1,2

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

Budgeted cost: £ 95 207

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To utilise 1:1 tuition for targeted children in Maths and core learning – provided by Inclusion & Intervention Team and 1:1 tutor</p>	<p>(EEF +5 Months, ****) Reports on 1:1 and small group tuition</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>VD - Phonics: Yr 3 focus, 14 pupils, 3 groups 8/14 pupil premium, 8/8 pupils made at least accelerated progress(<+1) and 4/8 made more than accelerated progress (+2).</p>	<p>1, 2</p>
<p>Two senior teachers assigned to year groups to provide small group tuition</p>	<p>(EEF +4 Months, **) Reports on small group tuition</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>SW (Year 3): Group 1: 10 chn - focussed writing group (3/3PP made accelerated progress)</p> <p>GH (Year 4): Group 1: 9 chn - focussed writing group (7/7PP made progress, 6/7 PP made accelerated progress) Group 2: 7 chn - focussed writing group (4/4PP made accelerated progress)</p> <p>GH (Year 5): Group 1: 9 chn - focussed writing group (5/5 PP made accelerated progress) Group 2:</p>	<p>1, 2</p>

	<p>9 chn - focussed writing group (6/7 PP made accelerated progress)</p> <p><u>NB (Year 6):</u></p> <p>Group 1 maths:</p> <p>9 chn - focussed maths group (4/4 PP made progress and 2/4 made accelerated progress)</p> <p>Group 1 English:</p> <p>10 chn - focussed writing group (4/4 PP made accelerated progress)</p> <p>Group 1 reading:</p> <p>13 chn - focussed reading group (4/4 PP made progress and 2/4 PP made accelerated progress)</p> <p>Group 2 Maths:</p> <p>16 chn - focussed reading group (6/6 PP made progress and 3/6 PP made accelerated progress)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 47 153

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture Team – working with small groups and 1:1 support to support emotional and behavioural needs.</p>	<p>(EEF +5 Months, ****) Reports on Behaviour Interventions and Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Nurture/pastoral support provided (including group intervention, 1:1 intervention, in class support and withdrawn etc) has been provided for 59 pupils in total so far this year (March 2024). 40 of those pupils are in receipt of pupil premium (68%). This has resulted in a range of positive impacts individual to each of the pupils (this includes</p>	<p>3</p>

	<p>positive impacts on attendance, SEMH skills, behaviour logs, IBPs and connections with parents etc).</p>	
<p>Provide opportunity in <i>broadening the curriculum</i> through experiences both on site and off</p>	<p>That children within Portsmouth need to be exposed to broader cultural awareness/ experiences in order to drive aspirations and provide exposure to the wider world.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> • Links with Pompey military kids provide experiences for military children. • Sports specialist teaching assistant provides a range of afterschool clubs and lunch time activities. • A range of school trips, including residential. • Active school council - access to further trips and experiences. • Special days e.g STEM week, mental health week • Special assemblies to celebrate diversity 	3, 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Engagement with PEIA attendance network.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <ul style="list-style-type: none"> • Attendance Officer attended School Attendance Network (SAN) meetings, allowing collaboration with feeder and secondary schools, building relationships which allows effective communication when looking at sibling groups. • Utilised PEIA School Attendance Team (SAT) members to support in attendance meetings when discussing persistent absentees. • PEIA SAT supporting parent meetings surrounding increasing reduced timetables (RTT) <p>Actions Taken to Improve Attendance</p> <ul style="list-style-type: none"> • Parents required to provide medical evidence for further absences. • Personalised attendance plans agreed with families specific to individual barriers. <p>Examples of Impact:</p>	1, 2, 3, 4

	<ul style="list-style-type: none">● 25% increase seen in child A's attendance since 16th October● 7% increase seen in child B's attendance since 10th November.	
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Total budgeted cost: £ 198 435

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.

Children are achieving in-line with their peers in core learning, particularly writing

Improvements to teaching as a result of support from Assistant Head Teachers has led to improved knowledge of pupil premium groups and their performance. Teachers have benefited from coaching and mentoring to support small groups and individual children. Children have benefited from the work of Assistant Head Teachers in driving the pupil premium focus and agenda for all teachers. Their expertise has been used to provide pupil conferencing and moderation across the school in writing throughout the year - the priority area identified from last year.

Through focused interventions by the Assistant Head Teachers, one class teacher and a TA trained in phonics delivery, focus children were targeted for writing and phonics. As a result, the children are more confident and independent in tackling tasks. Children are increasingly using the knowledge gained in these sessions within the classroom situation. Throughout the year, 35% (49 out of 139) of Pupil Premium children received interventions and on average, they made more than expected progress in the area they were focussing on. When in class, it was noted that children were more engaged in writing, willing to answer questions and explain their thinking. In Year 6, 72% PP (non-SEN PP - 81%) children achieved at ARE compared to 78% of all pupils.

Accelerated Reader continues to be used successfully by all children and teachers are able to use the tools of assessment to inform teaching. This year, Langstone Junior Academy has consistently been in the top 3 schools ranked for engagement with E-books in Portsmouth. Children engage with MyOn and AR to complete quizzes, supporting their reading comprehension. AR provides personalised reading practice; through its adaptive quizzes and extensive library, it fosters literacy growth, boosts confidence, and enhances comprehension skills. Its data-driven approach enables staff to tailor interventions, track progress, and ensure equitable learning opportunities for all children. The impact of this is that children are able to enjoy books at the appropriate level and therefore make accelerated progress – evidence is available in the schools data and available upon request.

With regards to developments in Maths, an identified area for Pupil Premium children, we have had the Maths leader and representative teachers working alongside the maths hub to develop mastery techniques and the use of the NCETM spines. Training has been given to staff members to develop pedagogy across KS1 and KS2. As a result of this work, teachers are able to ensure planning develops the children's fluency and includes more opportunities for mastery. The impact of this is that Pupil Premium children in Year 4 achieved an average score of 19/25 in the Multiplication Tables Check compared to all which was also 20/25. In

Year 6, 64% PP (non-SEN PP - 74%) achieved the expected standard compared to 77% of all children.

Year 3 and 4 were identified as requiring phonic support/intervention. Initially, this was utilising previous phonic assessment data and those identified as the lowest 20% readers. Once identified, initial assessments were completed and the pupils were grouped to receive the appropriate phase 'Little Wandle' intervention. Over the course of the year, 18 pupils have received targeted phonics intervention (Rapid catch up and fluency) with 11 of those pupils being pupil premium. Rapid Catch up provided an average impact of + 24.6% (PP only +24.7%) with Phonics fluency providing an average impact of +6% (PP only +6.7%) accuracy. All pupils that received phonic support, made accelerated progress

(A detailed report of data is available upon request)

Children have the emotional stability and communication skills to access next stage of learning

The Nurture Team, consisting of a Learning Mentor and A Home Family Support Worker, are partially funded by Pupil Premium and ensure that children are emotionally ready to learn – this continues to be a priority this year. They have supported at varying levels with 77 children, 75.3% of these pupils being pupil premium. The support can involve intensive periods of support where a child may become part of their caseload (interventions on self-esteem, anger etc) or temporary short term nurture support.

The nurture team continue to build strong working relationships with all pupils. This was extremely helpful, particularly to those on their caseloads and more so for their 1:1 pupils and their families. The Nurture team have played an active role in creating and reviewing structured IBPs for the high profile SEMH children, helping several families with Family Support Plans or accessing outside agencies/service, which in turn helped to cement those relationships. These actions helped to provide stability in class for the most vulnerable, offering the chance to go to their safe space to self-regulate when they needed to. This allowed them to reflect, then return to class and engage in their learning. This support has been extended this year through their work with children at the Infant School.

There has been a development of oracy throughout the year with a whole school focus led by the 'oracy champion'. Through the reintroduction of P4C (Philosophy for Children), with all teachers attending training, there has been a greater awareness on oracy and the impact on learning. This has enabled children to express their ideas and opinions more successfully.

Children use knowledge and experiences to improve understanding

Children have had the opportunity to take part in a range of activities, both in school and off site. These include a range of after school sports clubs – 41% of PP children have attended these clubs throughout the year. The PE lead, with support of the sports specialist teaching assistant, has targeted PP children this year to encourage more attendance at sports clubs. Curriculum activities, including trips and visitors into school, have been provided for all children. A residential trip was organised for Year 6 pupils - 42% of PP children attended. In Year 4, 48% of PP children attended the residential.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

The profile of attendance has been raised this year through a variety of ways: the Attendance Officer has attended School Attendance Network (SAN) meetings, allowing collaboration with feeder and secondary schools, building relationships which allows effective communication when looking at sibling groups; we have utilised the PEIA School Attendance Team (SAT) members to support in attendance meetings when discussing persistent absentees; the PEIA SAT supports parent meetings surrounding increasing reduced timetables (RTT) and teachers have attended professional development meetings to help understand the school's current attendance picture. This year, the Attendance Officer has created personalised attendance plans agreed with families with specific barriers. The impact of this is that these children have maintained attendance figures of above 80% with attendance habits still improving. Attendance this year for PP children is 92.3% which is in line with national data (92.9%).