

# Buttsbury Junior School Pupil Premium Strategy Statement

## School Overview

| Metric                                      | Data  |
|---|---|
| School name                                 | Buttsbury Junior School   |
| Pupils in school                            | 505   |
| Proportion of disadvantaged pupils          | 3% (17 children)<br><br>PPG - 71% (12 children)<br>LAC – 29% (5 children) |
| Pupil premium allocation this academic year | £29,448   |
| Academic year or years covered by statement | September 2021 – July 2022  |
| Publish date                                | September 2021  |
| Review date                                 | July 2022   |
| Statement authorised by                     | Ann Robinson  |
| Pupil premium lead                          | Adam Graves   |
| Governor lead                               | Louise Dibsdall   |

## Disadvantaged pupil progress scores for last academic year

(Internal assessment data – percentage of children who made expected or better progress from their Key Stage 1 baseline)

| Measure | Score |
|---------|-------|
| Reading | 83%   |
| Writing | 67%   |
| Maths   | 67%   |

## Disadvantaged pupil performance overview for last academic year

(Internal assessment data – percentage of children who achieved age-related expectations)

| Measure                          | Score  |
|----------------------------------|--|
| Meeting expected standard at KS2 | Reading – 67%<br>Writing – 67%<br>Maths – 33%<br>RWM – 33% |
| Achieving high standard at KS2   | Reading – 0%<br>Writing – 0%                               |

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|  | <p>Maths – 0%</p> <p>RWM – 0%</p> |
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### Strategy aims for disadvantaged pupils

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | <p>Employ an additional maths teacher in Years 3 and 6.</p> <p>This will enable smaller class sizes for targeted groups of children.</p> <p>Evidence from EEF suggests that 3 months additional progress for pupils, on average, can be achieved when class sizes are between 20 and 15 pupils per class.</p>  |
| Priority 2                                    | <p>Enriching the curriculum by offering different workshops such as Basildon Youth Theatre, Anti-Bullying Workshops, First Aid.</p> <p>A report from the Sutton Trust includes data from The Office of National Statistics that top earners are almost four times more likely than bottom earners to have paid for out of school enrichment classes.</p> |
| Barriers to learning these priorities address | <p>These actions will address low attainment and progress in maths which is a general area of development for the whole school as well as for disadvantaged children.</p>  |
| Projected spending                            | £6,995   |

### Teaching priorities for current academic year

| Aim                     | Target   | Target date |
|-------------------------|--|-------------|
| Progress in Reading     | Ensure that 100% of children achieve the expected level of progress in reading | July 22     |
| Progress in Writing     | Ensure that 100% of children achieve the expected level of progress in writing | July 22     |
| Progress in Mathematics | Ensure that 100% of children achieve the expected level of progress in maths   | July 22     |
| Other                   | Ensure that at least 33% of children achieve the higher standard in RWM        | July 22     |

## Targeted academic support for current academic year

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | <p>Targeted Support – interventions will be used to close identified gaps for disadvantaged children who are not on track to achieve their target. These will be delivered by Teaching Assistants.</p> <p>Evidence from EEF shows that small group tuition is effective because there is greater opportunities for feedback from the teacher and higher levels of sustained engagement from children.</p>                |
| Priority 2                                    | <p>Catch Up tuition – small group tuition will focus on closing gaps and accelerating progress of identified children who are not on track to achieve their end of Key Stage target. This will be delivered by qualified teachers.</p> <p>Evidence from EEF shows that small group tuition is effective because there greater opportunities for feedback from the teacher and higher levels of sustained engagement.</p> |
| Barriers to learning these priorities address | Gaps or barriers to learning will be addressed enabling disadvantaged children to achieve their end of Key Stage target.   |
| Projected spending                            | £15,893  |

## Wider strategies for current academic year

| Measure    | Activity   |
|------------|--|
| Priority 1 | <p>Mentoring – Pyramid Club and one-to-one mentoring will support children’s social and emotional wellbeing and help to reduce incidents of poor behaviour. This will be delivered by the school’s Learning Mentor.</p> <p>Evidence from EEF states that effective Social and Emotional support can have, on average, four months additional progress on attainment as well as valuable impact on attitudes to learning and social relationships in schools.</p> |
| Priority 2 | Extended School Support – entitles all disadvantaged children to one paid club per half term and free school visits. This ensures that disadvantaged children have equal opportunities to  |

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|   | <p>their peers in accessing learning and enrichment beyond the curriculum.</p> <p>A report from the Sutton Trust includes data from The Office of National Statistics that top earners are almost four times more likely than bottom earners to have paid for out of school enrichment classes.</p>  |
| Priority 3                                    | <p>Equipment – support is offered to disadvantaged families for the purchasing of equipment and uniform which may create a barrier to learning. This ensures that disadvantaged children have full and equal access to the curriculum and are not excluded from activities.</p> <p>A report from the Sutton Trust advises that schools should be well resourced and use allocated funding to support families with the 'hidden costs' that may impact their education.</p> |
| Barriers to learning these priorities address | These actions will support disadvantaged children by developing their confidence and providing them with opportunities to be equal with their peers.   |
| Projected spending                            | £6,600   |

## Monitoring and Implementation

| Area             | Challenge   | Mitigating action   |
|------------------|---|---|
| Teaching         | Ensure that staff use evidence based, teaching pedagogy for maths.  | CPD for all staff on new White Rose Maths Curriculum and regular monitoring of use.   |
| Targeted support | Clarity and continuity of areas of learning to be focused on and methods used in class so as not to create confusion. | Year Group Leaders and Inclusion Manager to identify areas of focus and liaise with members of staff delivering the sessions. |
| Wider strategies | Uptake and engagement of the support available to disadvantaged families.   | Regular, ongoing monitoring of club and trip attendances.   |

## Review: last year's aims and outcomes

| Aim                                       | Outcome  |
|---|--|
| Intervention groups outside the classroom | Additional intervention groups – Gym Trail and Handwriting Club – have run this year with a focus on developing pupil's gross and fine motor skills. |

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|  | <p>These have been well attended by children from Years 3-6 and the intervention has had a positive impact on aspects such as presentation and accuracy of learning. Progress from some children has resulted in them no longer being required to attend the intervention and new children being invited in their place.</p>  |
| <p>Additional Teaching Assistants in afternoons to target Literacy and Maths</p> | <p>As a result of the additional teaching assistants we have been able to offer afternoon interventions to 128 children (across Years 3 to 6) to plug identified gaps in pupils learning, targeting children to achieve EXS and GDS. Interventions have included Literacy, Maths, Phonics and Spelling. All disadvantaged children were identified and allocated an intervention if required.</p> |
| <p>Funding towards additional maths teacher in Years 3 and 6</p>                 | <p>As a result of PPG funding, an additional maths teacher has been timetabled for Years 3 and 6. This has resulted in two classes in each of the year groups with a maximum of 18 children in each class. Smaller maths sets were set up to support those children who were targeting achieving EXS.</p> <p>Raising attainment in maths is going to be a whole school priority for 2021-2022</p> |
| <p>Small group tuition</p>   | <p>Small group tuition has taken place and has been delivered by qualified teachers. Small group tuition contributed towards a raise in attainment for reading, writing and GPS at both EXS and GDS for disadvantaged pupils.</p>   |
| <p>Mentoring</p>   | <p>Weekly mentoring has taken place throughout the year to support children with their behaviour, social and emotional wellbeing. The number of children requiring support has increased throughout the year, particularly upon our return after the COVID lockdown, justifying the need for this provision.</p>  |

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|  | <p>Improvements have been seen in a reduction of behavioural and social incidents and there has been notable improvements in pupil's engagement in class.</p>  |
| <p>Before/After School clubs, school visits etc.</p> | <p>A number of families who qualify for the PPG grant have taken up the offer of support with funding to attend trips, residential and afterschool clubs. This has resulted in disadvantaged children accessing the same opportunities as their peers and contributing to developing their cultural capital. Utilising this fund has also had a positive impact on pupils' self-esteem, resilience and independence which contributes towards developing positive learning behaviours and ultimately positive learning outcomes.</p> |