

Pupil premium strategy statement 2022-2023

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 |
|---|-----------------------------|
| Fair Oak Junior School | |
| Number of pupils in school | 590 |
| Proportion (%) of pupil premium eligible pupils | 16.27% (96 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2021 – July 2024* |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | FGB |
| Pupil premium lead | Laura Cooper |
| Governor / Trustee lead | Amanda Sinden |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £153,055 |
| Recovery premium funding allocation this academic year | £12,035 |
| 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 | £163,090 |

Part A: Pupil premium strategy plan

Statement of intent

Every disadvantaged child will achieve to their full potential both academically and socially/ emotionally so that they are ready for their next stage in education.

We know that high quality first teaching has the largest impact on children's outcomes and we will invest in developing our staff so that all children experience highly effective teaching on a day to day basis. Reading will be prioritised across the curriculum because this is the gateway to future learning. Children will benefit from timely, rigorous and focused small group interventions to ensure that children have solid foundations in their learning, misconceptions are addressed and children are ready for the next stage of their education. As part of this work, children will access wider interventions within school time where there is an additional need, for example, supporting a child's reading recovery by accessing our morning phonics intervention or accessing speech and language and/or fine and gross motor skills support where there is an identified need.

Children that have experienced disadvantage will benefit from our whole school approach to mental health and well-being delivered through our RHE and PE curriculum. Where additional support is needed, children will be able to access targeted interventions such as Thrive, ELSA and FEIPS to support their social, emotional development and mental health so that in time they are ready and able to learn successfully within the classroom.

Disadvantaged children will experience the breadth that our curriculum has to offer which will broaden their horizons and life chances by increasing their knowledge, vocabulary and cultural capital through both curricular and extracurricular experiences and activities. For example, attending clubs, performing at the O2 and attending Forest School.

Fair Oak Junior School will contribute to and be supported by the wider community to achieve our aims for disadvantaged children. We will support families through times of hardship and challenge; we will signpost families to additional support through outside agencies as appropriate and work with them to encourage good engagement. We will work with all stake holders and external professionals to ensure that our children have access to what they need to develop a love of learning and life and be successful members of our wider community.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attainment and progress of children eligible for pupil premium funding at Fair Oak Junior School has been consistently below that of non-pupil premium children for a number of years with the exception of the year 6 cohort who left us in July 2022. The inconsistent educational experiences for these children, heightened by the pandemic, has further impacted on both their academic and social and emotional progress resulting in them not all being ready for the next stage in their education. |
| 2 | Attendance of children eligible for pupil premium funding at Fair Oak Junior School has been less good than that of all pupils for a number of years. Attendance for all pupils needs to be at least 95% for all pupils in order for them to have the capacity to make good progress and achieve better attainment over time. In the academic year 2021-2022, the attendance of pupils eligible for Pupil Premium funding was 92.8% compared to 94.2% for all pupils and 94.5% for non-pupil premium eligible pupils. The gap between those eligible for PP funding and those not, narrowed from 2.3% to 1.7% in the last year but it should be noted that both sets of figures could be skewed by the changing approach to the recording of Covid-19 absence. |

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| 3 | 35% of our pupil premium children are also identified as having Special Education Needs. The quality of education for these children over time has not been consistently good and as such they have not all made good academic progress. The gap between our pupil premium children and their peers has in many cases grown over time. |
| 4 | Some pupils need support to become more emotionally literate, to recognise and understand their emotions and developing the strategies to manage their emotions appropriately. This affects their capacity to sustain learning. The quality of provision for these pupils needs to be improved in terms of staffing capacity, staff expertise and the time dedicated to supporting children to develop this knowledge and skill. 56% of pupils accessing our Thrive, Play Therapy, ELSA, FEIPS, Forest School, Lunch Club and Fun Club support are eligible for pupil premium funding. Some parents require additional support for themselves and or with different aspects of parenting when they are presented with challenging situations, for example, mental health of parents or establishing and maintaining expectations, routines and boundaries at home. |
| 5 | XX% of pupils eligible for pupil premium funding have a reading age below their chronological age. This is a barrier to accessing learning across the curriculum and is a significant indicator that these children will struggle to make good progress in key stages 3 and 4. XX% of the children working under the direction of our reading recovery lead are eligible for pupil premium funding. |
| 6 | Children eligible for pupil premium funding do not always have access to the breadth and depth of opportunities which would enable them to develop their cultural capital to the same extent as non-disadvantaged children. |

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 |
|--|---|
| Attainment of children eligible for pupil premium funding is at least in line with KS1 TA and national attainment for disadvantaged children when they leave year 6. All children receive a consistently good quality of education. | End of key stage 2 data will be at least in line with or better than KS1 TA and national data for disadvantaged children. Internal summative data demonstrates improved progress and attainment for these pupils. Coaching records, drop ins, book monitoring and pupil conferencing demonstrates that children are receiving a consistently good quality of education and have learned the curriculum. |
| Attendance for pupil premium children is at least 95% (or at National average for all children during the pandemic) and moving towards 97%. Where attendance is below 95%, intervention from school has resulted in a marked improvement in attendance. The quality of education for pupil premium children is not impacted by poor punctuality. | Attendance data for pupil premium children will be in line with, or better, than national attendance data for both disadvantaged and in time all children. Strategies put in place to support attendance concerns result in attendance improving from this point and this upward trend is maintained. Where punctuality concerns develop, these are identified and acted on swiftly so that punctuality is not a barrier to good progress and attainment. |
| Pupil premium children who have an identified SEN need receive a carefully sequenced curriculum through which knowledge and skills are developed incrementally addressing gaps in learning. Barriers to learning are identified and strategies are put in place to overcome them. | The progress and attainment of pupil premium children who are identified as having a special educational need is good, they know and can remember more, from their standing points. Their attainment over time is good. Barriers to learning have been overcome. |

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| | <p>End of key stage 2 data will be at least in line with or better than KS1 TA and national data for disadvantaged SEN children.</p> <p>Internal summative data demonstrate improved progress and attainment for these pupils.</p> <p>Coaching records, drop ins, book monitoring and pupil conferencing demonstrates that children are receiving a consistently good quality of education and result in them learning the curriculum.</p> |
| <p>The staff team leading the social and emotional development of our children have improved training, are added to in number and have an increased number of hours to work with our most vulnerable children.</p> <p>The social and emotional needs of our most vulnerable children are met effectively through our curriculum, Thrive, Play Therapy, drop ins and ELSA work and or external support accessed/signposted by the school.</p> | <p>As a result of the social and emotional learning that takes place in school, children feel safe, make progress against specific targets relating to their social and emotional development, and in time are able to make and sustain academic progress.</p> <p>When families would benefit from additional support, this is provided by school or is signposted/accessed for them. With good engagement from families, this enables them to support their children socially, emotionally and academically.</p> |
| <p>The gap between reading and chronological age for pupil premium children will narrow and in time be removed enabling them to read fluently with good comprehension from age-appropriate texts.</p> <p>All staff know how to teach early reading and the work completed in intervention sessions is built on in the classroom.</p> | <p>Data comparing reading and chronological age demonstrates that any gaps are closing as a result of effective class teaching and, where appropriate, reading intervention.</p> <p>Teacher and LSA phonic knowledge is good. Both staff teams are able to teach blending and segmentation so that children can read and spell phonetically regular words accurately alongside irregular words.</p> <p>Children read at least 5 times a week at home to an adult for an identified duration in each year group. Where parents do not support their children to achieve this, children read each day to an adult in school.</p> <p>Children have access to both age appropriate texts and books matched to their phonic awareness.</p> <p>Time to teach and practise reading in school is increased (2021-22) and used effectively to teach reading – phonics, vocabulary, fluency and comprehension.</p> |
| <p>Where children have knowledge, skill and cultural capital gaps, this is addressed through targeted teaching and ensuring children are exposed to the best of what has been thought and said, alongside the opportunity to experience and learn about places, people, fictional characters and poetry. An inclusive culture will provide equality of access and opportunity for all children. Barriers to opportunity will be removed and pupil premium children will be able to access the same opportunities as non-pupil premium children both within and beyond the curriculum.</p> | <p>Pupil premium children will access both curricular and extra-curricular opportunities in line with non-disadvantaged pupils.</p> <p>Pupil premium children will have opportunity to access extra-curricular clubs alongside activities that enhance the curriculum to broaden their experiences and develop cultural capital.</p> <p>Children learn the curriculum. Progress captured in data, seen in books, observed during drop ins and coaching sessions and pupil conferencing outcomes demonstrate that children have acquired and retained the most important knowledge which they are able to apply as a skill. Children are able to talk about the people, places and experiences they have been exposed to.</p> |

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: £ 74,414

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Coaching to improve the quality of education. Jade Jones, Jon Hill, Ian Jacobs, Jane Smith, Laura Cooper and potentially other highly effective staff are deployed as teaching and learning coaches working with staff from across school. Coaching focuses on pedagogy within class as well as training for individuals, groups and whole staff teams beyond the classroom. Laura Cooper and our maths and English lead are deployed to ensure that accurate formative assessment and subsequent planning of individual learning journeys enables SEN children who are working significantly below their peers to be taught a well sequenced curriculum that develops knowledge and skills incrementally. £36,606</p> | <p>The use of a coaching model at our headteacher's previous school(s) enabled all children, but pupil premium children in particular, to make good progress from their key stage 1 teacher assessments to achieve better than both all children and non-disadvantaged children nationally over time. Over time the gap between PP children and non-PP children's attainment has narrowed. Working alongside staff who have excellent subject and pedagogical knowledge strengthens the quality of education across school for all pupils. Coaching focuses on developing the features of effective teaching and learning identified on both the school improvement plan and within teacher and LSA performance management/IPP targets.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> | 1 - 5 |
| <p>High quality CPD High quality continued professional development is central to improving staff subject and pedagogical knowledge with the aim of ensuring children are not disadvantaged by ineffective teaching. £3500</p> | <p>Weekly staff training focuses on developing pedagogical subject knowledge. This is enhanced through additional training sourced for individuals, groups and all staff. This has included Get it Write training, Read Write Inc phonics training, Spelling and Vocabulary development training, English and Maths core provision training from HIAS, Solent Maths Hub etc.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | 1, 3, 4 and 5 |
| <p>Learning Support Assistant Intervention A contribution towards the costs of LSA deployment enabling each class to have a consistent teacher LSA team which in turn enables a more personalised approach to</p> | <p>Children joining Fair Oak Junior School from key stage one do so with different learning foundations. To enable teachers to effectively teach each child building upon learning that is already secured in long term memory, we have employed additional LSAs since September 2021 so that each class has a consistent adult team. This increased level of staffing, alongside training for LSAs ensures children access a higher quality of education. This has also increased provision for</p> | 1, 3 and 5 |

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| <p>learning for all children based on accurate formative assessment. £19,941</p> | <p>specific interventions which are covered under targeted academic support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | |
| <p>Deployment of Reading Recovery and Vocabulary Leader A new leadership role within school with the responsibility of initially closing the gap between children's reading and chronological age before then ensuring that fluency, vocabulary, knowledge and comprehension skills are age appropriate. £1,847</p> | <p>For a few children in school who are eligible for PP funding, their reading age is significantly below their CA. This will be addressed through specific intervention and teaching. For a significant number of PP children, their reading age is in line with their CA but their reading pace and fluency together with their breadth (range of) and depth (ability to apply it within the right context) of vocabulary is limited. This will be addressed through teaching of reading and vocabulary in all areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | <p>1, 3 and 5</p> |
| <p>Small Group Tuition During the Spring and Summer term a proportion of Mr Hill and Mr Jacobs timetable week will be used to provide small group tuition to pupils primarily in year 6 where there is a gap between KS1 and current attainment with the aim of reducing this further ahead of these pupils transferring to year 7. £12,520</p> | <p>The attainment gap for our year 6 pupils in comparison to their Key Stage 1 outcomes is significant. To support teachers in narrowing this before these children move into year 7, Mr Hill and Mr Jacobs will work alongside teachers to identify specific gaps to be addressed through small group/individual tutoring which will be tailored to meet pupils' individual needs. Regular reviews between teachers, Mr Hill, Mr Jacobs and Mrs Cooper will evaluate progress made at regular intervals throughout the year and groups/foci will be fluid. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | <p>1, 3 and 5</p> |

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

Budgeted cost: £ 59,679

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Small Group Tuition from September 2022 Small group tuition (morning mastery sessions) targeting pupils' specific needs as identified through diagnostic assessment for English and maths. These tuition groups are planned by coaches alongside class teachers. £12,520</p> | <p>The attainment gap for our year 6 pupils in comparison to their Key Stage 1 outcomes is significant. To support teachers in narrowing this before these children move into year 7, Mr Hill and Mr Jacobs will work alongside teachers to identify specific gaps to be addressed through small group/individual tutoring which will be tailored to meet pupils' individual needs. Regular reviews between teachers, Mr Hill, Mr Jacobs and Mrs Cooper will evaluate progress made at regular intervals throughout the year and groups/foci will be fluid. Whilst not currently planned to be completed beyond the school day, in time, I hope that we will have staff capacity to do this so as to ensure the breadth of the curriculum is not narrowed. Depending upon progress with coaching across school, there is potential for this support to take place in class during maths and English lesson time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> | 1, 3 and 5 |
| <p>Phonics Teaching LSAs deliver Read Write Inc sessions for 40 minutes 3 x a week to children who have significant gaps in their phonic knowledge. £16,663</p> | <p>Phonic knowledge is an essential aspect of early reading. There are an increasing number of children within Fair Oak Junior School who have significant phonic gaps that need to be addressed through explicit and systemic teaching of phonics. 47% of the children engaged in small group phonic teaching are eligible for pupil premium funding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 1, 3 and 5 |
| <p>Social and Emotional Learning ELSA, catch ups, Thrive, Forest School, Play Therapy, Lunch Club and Fun Club sessions to support individual children in addressing social and emotional gaps in their development that impact on their ability to make strong academic progress. £24,616 + £16,000</p> | <p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Children with gaps in their social and emotional development are less successful in engaging with learning in school.</p> <p>Employment of a Child and Family support worker with specialisms around behaviour and mental health to work with both children, staff and families.</p> <p>For the pupils needing support to become more emotionally literate, so that they can recognise and understand their emotions and develop the strategies to manage their emotions appropriately, individual and small group provision will be implemented to support the children within the school day to be successful where needs cannot be met safely in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 2, 4 |
| <p>Read Write Inc Phonics Training for all teachers and LSAs. £2,400</p> | <p>Whilst the RWInc sessions that our reading recovery children are engaged with three mornings a week will impact on progress, this progress will be strengthened by all teachers and LSAs having a secure understanding of how to teach phonics and use the approaches taught within RWInc within the classrooms that these children are working in. Training for existing and new staff will</p> | 1, 3 and 5 |

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| | continue across the year to ensure that this is a consistent aspect of our practise. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 28,772

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Investment in reading books across school:</p> <ul style="list-style-type: none"> • Must reads • Class Readers • RWinc • Oxford scheme books • Class libraries • Barrington Stokes <p>£15,000</p> | <p>Children need to be exposed to a wide variety of good quality texts both within the formal curriculum and to support it. Reading books need to match children's phonic knowledge so that they are practising reading texts that are accessible to them and reinforce the reading that they are doing as part of interventions in school. For children reading below or close to their chronological age, we need a greater range of engaging books for children to read that are matched to their reading age. Class libraries need to be filled with high quality texts that children want to read – this should include texts that enable children to read about science, geography, history, bereavement etc within their classrooms. Children also need to hear reading modelling to them in an engaging and precise manner during class reader sessions. We have a number of children in years 5 and 6 who need access to high interest low reading age texts similar to those produced by Barrington Stokes that are also dyslexia friendly.</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | 1, 3 and 5 |
| <p>Attendance leadership and monitoring</p> <p>£2,762</p> | <p>Attendance of PP children over time at Fair Oak Junior School has not been as good as their non PP peers. Ensuring school is a positive, caring environment where children's needs are met alongside establishing and maintaining positive relationships with parents can have a positive impact on pupils' attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> | 1-6 |
| <p>Access to education trips and residentials.</p> <p>£10,000</p> | <p>Many disadvantaged pupils do not attend residentials and day trips due to lack of funding. These trips are integral to</p> | 4, 5 |

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| | <p>pupils' cultural capital development. Residentials give pupils an opportunity to be more independent and build relationships with their peers.</p> <p>https://www.lotc.org.uk/category/research/</p> | |
| <p>Extra-curricular clubs</p> <p>£3,000</p> | <p>Many disadvantaged pupils do not have access to music lessons or membership of clubs. Physical activity is key for good mental health and many pupils find a new hobby having been given the opportunity to try clubs at school.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | 6 |
| <p>Family Support Worker</p> <p>£8000</p> | <p>Family support worker works with parents with attendance, behaviour and mental health and well-being. We have seen positive impacts of this with parental engagement and children's engagement within the classroom.</p> | 1-6 |
| <p>Subsidised places at both breakfast and after school club.</p> <p>£TBC</p> | <p>This enables us to support some parents to be able to access work, eases the transition into school and ensures that these children have had breakfast and food after school without adding a financial pressure to families.</p> | |

Total budgeted cost: £162,865

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.

The end of year outcomes in reading, writing, maths, combined and EGPS for pupils eligible for Pupil Premium funding are shown in the two tables below alongside a comparison to National 19, National 22 and Hampshire 22 disadvantage data. Whilst our year 6 outcomes at EXS+ and GD for reading, maths, combined and EGPS compare favourably with both National 19, National 22 and Hampshire's DA data in these areas attainment in writing at EXS was below both National 19 and National 22 outcomes for DA children. This is a pattern that is seen in all year groups for Pupil Premium children currently at Fair Oak Junior School.

Pupil Premium EXS +

| | No. of children | Percentage SEN | R | W | M | Com | EGPS |
|----------------|-----------------|----------------|-----|-----|-----|-----|------|
| National 19 DA | | | 62% | 68% | 67% | 51% | |
| National 22 DA | | | 62% | 55% | 56% | 43% | 59% |
| Hampshire 22 | | | 58% | 51% | 52% | 36% | 53% |
| Year 3 PP | 22 | 36% | 41% | 18% | 50% | 14% | 32% |
| Year 4 PP | 22 | 14% | 64% | 32% | 64% | 27% | |
| Year 5 PP | 30 | 37% | 60% | 33% | 53% | 30% | 50% |
| Year 6 PP | 36 | 19% | 69% | 50% | 69% | 42% | 67% |

Pupil Premium Greater Depth

| | No. of children | Percentage SEN | R | W | M | Com | EGPS |
|----------------|-----------------|----------------|-----|-----|-----|-----|------|
| National 19 DA | | | 17% | 11% | 16% | 5% | |
| National 22 DA | | | | | | 3% | |
| Year 3 PP | 22 | 36% | 0% | 0% | 0% | 0% | 0% |
| Year 4 PP | 22 | 14% | 23% | 5% | 9% | 0% | |
| Year 5 PP | 30 | 37% | 10% | 0% | 3% | 0% | 3% |
| Year 6 DA | 36 | 19% | 17% | 8% | 17% | 3% | 14% |

When analysing the attainment of children eligible for pupil premium funding compared to their Key stage 1 outcomes, children who finished the academic year in year 5 are significantly below their end of year 2 outcomes. Children in year 3 have made very good progress in reading, maths and combined and children in year 6 achieved well in reading and maths with a gap appearing in writing and as a result combined EXS data.

FOJS DA v KS1 DA Gap Comparison

| | No. of children | Percentage SEN | Reading | Writing | Maths | Combined | EGPS |
|---------------|-----------------|----------------|---------|---------|-------|----------|------|
| FOJS Yr 6 DA | 36 | 19% | 69% | 50% | 69% | 42% | 67% |
| Gap to KS1 DA | | | +2% | -8% | +5% | -14% | |
| FOJS Yr 5 DA | 30 | 37% | 60% | 33% | 53% | 30% | 50% |
| Gap to KS1 DA | | | -19% | -31% | -18% | -31% | |
| FOJS Yr 3 DA | 22 | 36% | 41% | 18% | 50% | 14% | 32% |
| Gap to KS1 DA | | | +5% | -9% | +27% | +9% | |

Finally, the table below shows the attainment data for children in year 6 eligible for Pupil Premium funding compared to all children, disadvantaged and non-disadvantaged children nationally and in Hampshire. Whilst the attainment of our pupils compares very favourably against DA children Nationally and in Hampshire, there is a considerable gap to all children and non-disadvantaged children in all areas with the exception of maths. Moving forwards, we must ensure that the quality of education for pupil premium children results in the attainment of these children improving considerably if we are to prevent this gap increasing in subsequent years.

Yr 6 FOJS DA v National All, DA and Non-DA ARE+ (36 children of whom 19% SEN)

| | Reading | Writing | Maths | Combined | EGPS |
|--------------------|---------|---------|-------|----------|------|
| National 22 DA | 62% | 52% | 56% | 43% | 59% |
| FOJS DA | 69% | 50% | 69% | 42% | 67% |
| Gap | +7% | -2% | +13% | -1% | +8% |
| National 22 All | 74% | 69% | 71% | 59% | 72% |
| FOJS DA | 69% | 50% | 69% | 42% | 67% |
| Gap | -5% | -19% | -2% | -17% | -5% |
| National 22 Non DA | 80% | 75% | 77% | 65% | 78% |
| FOJS DA | 69% | 50% | 69% | 42% | 67% |
| Gap | -11% | -25% | -8% | -23% | -11% |

Yr 6 FOJS DA v Hampshire All, DA and Non-DA ARE+ (36 children of whom 19% SEN)

| | Reading | Writing | Maths | Combined | EGPS |
|------------------|---------|---------|-------|----------|------|
| Hampshire 22 DA | 58% | 51% | 52% | 36% | 53% |
| FOJS DA | 69% | 50% | 69% | 42% | 67% |
| Gap | +11% | +1% | +17% | +6% | +14% |
| Hampshire 22 All | 76% | 71% | 71% | 58% | 72% |
| FOJS DA | 69% | 50% | 69% | 42% | 67% |
| Gap | -7% | -21% | -2% | -16% | -5% |
| Hants 22 Non DA | 80% | 74% | 77% | 63% | 78% |
| FOJS DA | 69% | 50% | 69% | 42% | 67% |
| Gap | -11% | -24% | -8% | -21% | -11% |

Intended Outcomes 2021-2022 Review

1. End of year 6 attainment for pupils eligible for PP funding was in line or better than national 22 DA attainment in all areas for the expected standard with the exception of writing. Attainment was better than that achieved at the end of key stage one in reading and maths but below in writing and combined.
2. Comparative national attendance data for the academic year 2021-2022 will not be released until March 2023 so a comparison cannot be made at this time. Whole school attendance for the year was 94.2% with pupil premium attendance at 92.8% and non-pupil premium attendance at 94.5%. Whilst there were examples of positive impacts of intervention around attendance and punctuality for different pupils last year, this is an aspect of our work as a school that needs to be strengthened.
3. National data for PP children with an identified SEN need has not be released at this time. Within schools there were some excellent examples of learning for these children resulting in pupils knowing more, remembering more and being able to do more. However, tailoring work to the needs of children working significantly below their peers in an aspect of the quality of education that requires further support and development for both teachers and pupils to ensure that the best practise becomes consistent across our school.
4. The support for children and families who need support in terms of their social and emotional development was effective last year. One aspect of our work in this area was recognised as being very effective practise by external professionals. A combination of training and recruitment has strengthened the knowledge of staff delivering interventions in this aspect of education. We don't currently have a precise approach to measuring the impact this work has on educational attainment in relation to reading, writing, maths, combined and EGPS. This is an area of development on the SIP for 2022-2023.
5. Phonic knowledge of teachers and teaching assistants improved as a result of training. All teachers were able to teach blending and segmentation, were able to use 'Fred Fingers' and sound buttons to support children with reading and spelling both as an intervention through Read Write Inc and within the classroom. The changes to the timetable ensured that reading was taught in school and the reading culture was strengthened significantly. Where children were not supported to read regularly at home, this was addressed through children reading to an adult regularly in school. Books matching the phonic knowledge of children were ordered but had not arrived by the end of term. Fair Oak Infant School have now invested in Read Write Inc training so there is a consistency to the teaching of early reading across both schools. Fresh Start and Barrington Stoke books have been ordered for September 2022 so that children in years 5 and 6 have age-appropriate books to read from.

Reading Progress for PP children (Salford Reading Test Data)

| Year Group | No. of PP Chn | % expected progress in 9 months | % in excess of 1 year's progress in 9 months | % no significant progress made | % with reading age 11 yrs + so no data to show measurable progress |
|------------|---------------|---------------------------------|--|--------------------------------|--|
| 3 | 22 | 82% | 64% | 18% | 0% |
| 4 | 23 | 43% | 39% | 9% | 48% |
| 5 | 30 | 64% | 60% | 3% | 33% |

| | | | | | |
|---|----|-----|-----|----|-----|
| 6 | 36 | 53% | 50% | 3% | 44% |
|---|----|-----|-----|----|-----|

In terms of measuring the progress made using the Salford Reading Test data, the test is capped at a reading age of 11 years 3 months. Therefore, for a percentage of our PP children, the measurable progress shown has been hard to quantify as they were reading with a reading age in excess of 11 yrs, or close to, at the beginning of the year.

| Spelling Progress for PP children (Parallel Spelling Test Data) | | | | | |
|---|---------------|---------------------------------|--|--------------------------------|---|
| Year Group | No. of PP Chn | % expected progress in 9 months | % in excess of 1 year's progress in 9 months | % no significant progress made | % with spelling age 15 yrs + so no data to show measurable progress |
| 3 | 22 | 68% | 41% | 32% | |
| 4 | 23 | 83% | 65% | 17% | |
| 5 | 30 | 83% | 60% | 17% | |
| 6 | 36 | 75% | 58% | 14% | 11% |

In terms of measuring the progress made using the Parallel Test data, the test is capped at a spelling age of 15 years +. Therefore, for a percentage of our PP children, the measurable progress shown has been hard to quantify as they had a spelling age, close to or in excess of 15 yrs, at the beginning of the year.

- Curriculum provision for all children was consistent in the last academic year. The only intervention that took place in the afternoon was that related to speech and language needs, fine motor control or the social and emotional development of children, so the curriculum was not narrowed for any groups of children. As a result, children were all exposed to the same breadth of knowledge across the foundation curriculum. Monitoring of reading, writing and maths books indicated that pupils eligible for PP funding made progress that was at least in line with their peers with the same starting points.