

Pupil premium strategy statement 2023-2024

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	592
Proportion (%) of pupil premium eligible pupils	16.22% (96 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	FGB
Pupil premium lead	Laura Cooper
Governor / Trustee lead	Lauren Trumble

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,630
Recovery premium funding allocation this academic year	£0
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	£148,630

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 Check Ins 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, attending Forest School and having access to our Additional Provision Programme.

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 both pupil-premium and non-pupil premium children nationally and within our school for a number of years. In July 2022, year 6 pupil premium children at our school achieved better than Pupil Premium children Nationally with the exception of writing and this was repeated in July 2023 with the exception of reading. 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. In the academic year 2022-2023, the attendance of pupils eligible for Pupil Premium funding was 95.1%

	compared to 95.7% for all pupils and 95.8% for non-pupil premium eligible pupils. Whilst both the overall attendance rate has risen and the gap between pupil premium eligible and non-pupil premium eligible children has narrowed from 1.7% to 0.7% we remain aspirational for this figures to improve further.
3	39% 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. See SEND characteristics at the end of this plan.
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. 63% 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	36% 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. 38% 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.

<p>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.</p>	<p>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.</p> <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, check 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</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</p>

<p>premium children both within and beyond the curriculum.</p>	<p>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>
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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: £ 74,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Coaching to improve the quality of education. Jade Jones, Jon Hill, Ian Jacobs, Sarah Gowers, 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.</p> <p>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.</p> <p>£39,854</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>	<p>1 - 5</p>
<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.</p> <p>£4000</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, training from the Primary Behaviour Service, training alongside our LLP and other professionals from the HIAS team etc.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 3, 4 and 5</p>
<p>Learning Support Assistant Intervention A contribution towards the costs of LSA deployment enabling each class to have a consistent teacher LSA team</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,</p>	<p>1, 3 and 5</p>

<p>which in turn enables a more personalised approach to learning for all children based on accurate formative assessment. £20,938</p>	<p>alongside training for LSAs ensures children access a higher quality of education. This has also increased provision for 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. £1,647</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>	1, 3 and 5
<p>Small Group Tuition Throughout the academic year 2023-2024, Mrs Brampton will teach two groups of year 6 children with the intent of both increasing the proportion of children achieving the greater depth standard in reading and writing and as a result enabling class teachers to increase the proportion of children achieving the expected standard in both areas. £7,595</p>	<p>The attainment gap for our pupil premium children at the end of year 5 compared to disadvantaged children nationally was greater in reading and writing than it was for maths. As such, these subjects are also barriers to expected combined attainment for this group of children. To support accelerated progress and attainment for this group of children, Mrs Brampton will teach approximately 30 our year 6 pupils for English with the intent of increasing the proportion of all children achieving greater depth in reading and writing. In turn, this will enable class teachers to be even more forensic and precise in their teaching of all children and pupil-premium eligible children within the classroom. Regular reviews of the impact of this work will be completed within PPRMs across the academic year with the approach remaining under review. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 3 and 5
<p>Reduced Class Sizes Strong relationships between our school and Fair Oak Infant School have enabled us to gain as good an insight into the strengths and areas for development of our new year 3 cohort. There are a number of children for whom school has been challenging throughout their education. This also has the potential to impact on the learning of all children. £ Contribution towards this</p>	<p>Whilst the research review by the education endowment foundation (EEF) indicates limited impact of this approach, it was felt that for at least one year reducing class sizes would aid transition; support children to have their social emotional and mental health needs met and in turn this would enable children to make accelerated progress. The EEF point to impact coming from reduced class sizes enabling teachers to teach different, e.g. through higher quality interactions and minimising disruption. During conversations with leaders and teachers at Fair Oak Infant School, it was felt that this approach would provide considerable benefits to all and pupil premium eligible pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	

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

Budgeted cost: £ 63,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small Group Tuition Throughout the academic year 2023-2024, Mrs Brampton will teach two groups of year 6 children with the intent of both increasing the proportion of children achieving the greater depth standard in reading and writing and as a result enabling class teachers to increase the proportion of children achieving the expected standard in both areas.</p> <p>£7,595 (accounted for above)</p>	<p>The attainment gap for our pupil premium children at the end of year 5 compared to disadvantaged children nationally was greater in reading and writing than it was for maths. As such, these subjects are also barriers to expected combined attainment for this group of children. To support accelerated progress and attainment for this group of children, Mrs Brampton will teach approximately 30 our year 6 pupils for English with the intent of increasing the proportion of all children achieving greater depth in reading and writing. In turn, this will enable class teachers to be even more forensic and precise in their teaching of all children and pupil-premium eligible children within the classroom. Regular reviews of the impact of this work will be completed within PPRMs across the academic year with the approach remaining under review.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 3 and 5</p>
<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.</p> <p>£26,367</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. 38% 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>	<p>1, 3 and 5</p>
<p>Social and Emotional Learning ELSA, catch ups, Thrive, Forest School, Play Therapy, Lunch Club and additional provision sessions to support individual children in addressing social and emotional gaps in their development that impact on their ability to make strong academic progress.</p> <p>£37,631</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 or without disruption to the learning and needs of other pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2, 4</p>

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

Budgeted cost: £ 27,899

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>£0 (completed in year 2)</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>	<p>1, 3 and 5</p>
<p>Attendance leadership and monitoring</p> <p>£2,987</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>	<p>1-6</p>
<p>Access to education trips and residential.</p> <p>£10,000</p>	<p>Many disadvantaged pupils do not attend residential and day trips due to lack of funding. These trips are integral to pupils’ cultural capital development. Residential 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>4, 5 and 6</p>

<p>Extra-curricular clubs</p> <p>£6,912</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>	<p>6</p>
<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>	<p>1-6</p>
<p>Subsidised places at both breakfast and after school club.</p> <p>£Variable according to need</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>	<p>1, 2, 4 and 6</p>

Total budgeted cost: £168,916 (additional funding from school budget)

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The end of year outcomes in reading, writing, maths and combined for pupils eligible for Pupil Premium funding are shown in the two tables below alongside a comparison to National 2023 and or Hampshire 2023 disadvantage data. Whilst our year 6 outcomes at EXS+ for reading, writing, maths and combined compare favourably with both National 23 and Hampshire 23 outcomes (not reading) internal school data for disadvantaged children in years 3 and 4 does not and there is significant progress required for our year 5 children in the next 12 months. As a school, attainment being in line with national data sets for DA children is not our aspiration. We believe, that with time and a consistently good quality of education aligned with strong attendance and good mental and physical health, that our DA children should be achieving in line with all children nationally. The attainment gap for year between reading and writing for year 6 is unusual. I would expect children to always achieve more highly in reading than writing.

It should be noted that following the increased expectations around word reading/fluency in the year 6 SATs papers we moved away from NFER assessments and to Testbase assessments for internal year groups this year. The reason for the change was that we wanted out internal assessments to more closely match the rigour of SATs. The word count in the Testbase papers was much more closely aligned to those seen in this years SATs papers. This exposed reading fluency as barrier to attainment for a significant proportion of children across our school.

Pupil Premium EXS +

	No. of children	Percentage SEN	R	W	M	Com
National 23 DA			40%	58%	41%	44%
Hampshire 23			57%	55%	55%	40%
Year 3 PP	15	60%	29%	21%	29%	14%
Year 4 PP	21	33%	24%	0%	29%	0%
Year 5 PP	20	50%	50%	40%	60%	35%
Year 6 PP	36	38%	51%	60%	60%	49%
Year 7 PP	36	19%	69%	50%	69%	42%

Pupil Premium EXS + (non SEN)

	No. of children	R	W	M	Com
Hampshire 23		72%	74%	70%	54%
Year 3 PP	9	56%	56%	100%	TBC
Year 4 PP	7	19%	57%	100%	TBC
Year 5 PP	10	72%	57%	88%	TBC

Year 6 PP	22	64%	82%	82%	64%
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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 6 are significantly below their end of year 2 outcomes for reading but have achieved more highly in writing and maths and broadly in line for combined. The attainment gap for our current year 3 children is significant for reading and writing but broadly in line for maths and combined.

FOJS DA v KS1 DA Gap Comparison

	No. of children	Percentage SEN	Reading	Writing	Maths	Combined
FOJS Yr 6 DA	36	38%	51%	60%	60%	49%
Gap to KS1 DA			-10.6%	+7%	+4%	-1.4%
FOJS Yr 3 DA			29%	21%	29%	14%
Gap to KS1 DA			-18%	-12%	+2%	=

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. Whilst the attainment of our pupils compares favourably against DA children Nationally, there is a considerable gap to all children and non-disadvantaged children in all areas.

Yr 6 FOJS DA v National All, DA and Non-DA ARE+ (36 children of whom 38% SEN)

	Reading	Writing	Maths	Combined
National 23 DA	40%	58%	41%	44%
FOJS DA	51%	60%	60%	49%
Gap	+11%	+2%	+19%	+5%
National 23 All	73%	71%	73%	59%
FOJS DA	51%	60%	60%	49%
Gap	-22%	-11%	-13%	-10%
National 23 Non DA	78%	77%	79%	66%
FOJS DA	51%	60%	60%	49%
Gap	-27%	-17%	-19%	-17%

Intended Outcomes 2022-2023 Review

1. End of year 6 attainment for pupils eligible for PP funding was better than national 23 DA attainment in all areas for the expected standard. Attainment was better than that achieved at the end of key stage one in writing and maths but below in reading and broadly in line for combined.
2. Comparative national attendance data for the academic year 2022-2023 will not be released until March 2023 so a direct comparison cannot be made at this time. Whole school attendance for the year was 95.7% with pupil premium attendance at 95.1% and non-pupil premium attendance at 95.8%. This was better than all primary schools nationally which stood at 94% and would therefore suggest that attendance of our pupil premium eligible pupils will compare favourably to national data. The work that we are doing to support children and families to improve attendance has

generally been positive. However, there are some children who I do not feel we were able to support as well as I would have hoped. This will remain 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 there 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. We have made significant progress in this regard within maths in the last academic year and there is much improved practise within English but the best practise is not yet consistent. Our EP recognised some of the practise that she observed this year as worthy of sharing within her team.
4. The support for children and families who need support in terms of their social and emotional development was effective the year before last and I believe has strengthened in the last 12 months. A combination of training and recruitment has strengthened the knowledge of staff delivering interventions in this aspect of education. Beyond Thrive, 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.
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. 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 have ensured that children who are taught RWInc have more practise material to improve their reading fluency and comprehension. All of our pupil premium eligible children who were engaged in RWInc last year made double the rate of progress with their reading age (the only exception to this were three children whose base line reading age was below the level of the assessment so a ratio gain for the year was not possible to calculate).
6. 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. With a new foundation curriculum being written, our pupil premium eligible pupils were exposed to an increasingly well sequenced and taught curriculum. 57% of PP children engaged with clubs in the Autumn term with only 30% engaging in clubs in the Spring and Summer term. Having listened to our children, we are going to pay for all children to attend clubs run from school in the next academic year.

Type of Resourced Provision : No resourced provision
Number of pupils with SEND : 81
Number of pupils with SEND who are also disadvantaged : 32

Children receiving SEND Support: 81					
SEND PRIMARY NEED:	Year 3	Year 4	Year 5	Year 6	Total
Specific Learning Difficulty		2		1	3
Moderate Learning Difficulty		12	5	11	28
Social , Emotional , Mental Health Need	8	1	6	5	20
Speech Language and Communication Need	7	3	2	3	15
Physical Need : Hearing Impairment	2	1			3
Physical Need : Visual Impairment		2			2
Autistic Spectrum Condition	4	1	1	2	8
Any Other Difficulty			2		2
Year Group Totals:	21	22	16	22	81

Children receiving EHCP Support : 8					
SEND PRIMARY NEED:	Year 3	Year 4	Year 5	Year 6	Total
Moderate Learning Difficulty				3	3
Social , Emotional , Mental health Need	1				1
Communication and Interaction Need					
Autistic Spectrum Condition	3	1			4
Year Group Totals:	4	1	0	3	8

Children receiving SEND Support who also receive PP funding: 32					
SEND PRIMARY NEED:	Year 3	Year 4	Year 5	Year 6	Total
Specific Learning Difficulty					
Moderate Learning Difficulty		7	3	3	13
Social , Emotional , Mental Health Need	3	1	5	1	10
Speech Language and Communication Need	3	1		3	7
Physical Need : Hearing Impairment		1			1
Physical Need : Visual Impairment					
Autistic Spectrum Condition	1				1
Any Other Difficulty					
Year Group Totals:	7	10	8	7	32

Children receiving EHCP Support who also receive PP funding : 1					
SEND PRIMARY NEED:	Year 3	Year 4	Year 5	Year 6	Total
Moderate Learning Difficulty					
Social , Emotional , Mental health Need					
Communication and Interaction Need				1	1
Autistic Spectrum Condition					
Year Group Totals:				1	1