

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	Locks Heath Junior School
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Natasha Farrell - Headteacher
Pupil premium lead	Debbie Clarke – Deputy Headteacher
Governor	Gavin Sadler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,520
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	£80,520

Part A: Pupil premium strategy plan

Statement of intent 2024 - 2027

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from achieving well: limited life experiences; low attendance and punctuality; less support at home; weak language and communication; more frequent behaviour difficulties. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessments and other quantifiable information, not assumptions about the impact of disadvantage.

Our expectation at Locks Heath Junior School is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, lay foundations for secondary school, broaden horizons and be interested and interesting citizens.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that teaching and learning opportunities meet the needs of all learners.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations for what they can achieve.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocate Pupil Premium funding following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower attendance and punctuality</p> <p>Current Whole School Attendance 96.6% (1.7% plus gap against national)</p> <p>Pupil Premium 92.59% (3.41% negative gap to LHJS all pupils)</p> <p><u>June 2024 ~Review</u></p> <p>Current Whole School Attendance 96.1%+1.8% against national)</p> <p>Pupil Premium 94.82% (+0.52% against national -1.28% against LHJS)</p> <p><u>September 2024</u></p> <p>Lower attendance and punctuality – particularly those children in receipt of free school meals.</p>
2	<p>Weak language and communication specifically vocabulary acquisition impact upon attainment in reading, writing, maths and the wider curriculum.</p> <p>September 2023 Data for Year 6 Leavers indicate a 31% gap in reading, a 28% gap in writing and 8% gap in mathematics between all pupils nationally and LHJS FSM</p> <p><u>June 2024 – Review</u></p> <p>SATs results pending for new data</p> <p><u>September 2024</u></p> <p>Weak language and communication specifically vocabulary acquisition impact upon attainment in reading, writing, maths and the wider curriculum.</p>
3	<p>Greater propensity for behaviour to be impacted.</p> <p>Autumn Term 2023 Behaviour Analysis</p> <p>Average incidents per pupil premium child equals 2.35 for period between 1st September and 27th November 2023</p> <p>Average incidents per all pupils equals 1.05 for period between 1st September and 27th November 2023</p> <p><u>June 2024 – Review</u></p> <p>Average incidents per pupil premium child equals 1.03 for period between 12th March and 13th June 2024</p> <p>Average incidents per all pupils equals 0.47 for period 12th March and 13th June 2024</p>

	<u>September 2024</u> Greater propensity for behaviour to be impacted.
4	Less likely to have opportunities to gain cultural capital <u>September 2024</u> Less likely to have opportunities to gain cultural capital
5	Low prior attainment or motivation to read <u>September 2024</u> Less likely to have secured or to catchup basic mathematics fluency, including quick recall of their times tables to 12x12.

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
1. To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Decrease attendance gap between pupil premium pupils and all pupils to 2% or less.
Actions taken in 2022-23	Interim Review Sep 23
Re-established Sunshine club facilitated by ELSA. Re-established culture of attendance within school through assemblies, posters, newsletters. Re-instated LIT procedures (6 referrals made in 22-23) Re-prioritising of Child and Family Support worker time so that she can reach a wider number of families.	Number of Persistent Absentees on watch reduced from 59 in Jan 23 to 40 by Sep 23. Whole School Attendance (May 23) 95.4%. PP attendance 91.65% (National Attendance – all Children 93.7%) The school received an FFT attendance award in Spring 23 for being in the top 20% of schools nationally for attendance.
Next Steps	
<ul style="list-style-type: none"> • Re-establishing regular attendance newsletters • Sharing with parents' children's attendance at 4 points in the school year • Children's attendance visible on Parent Portal App (98% of parents using this app – 10/10 parents not on app in receipt of pupil premium – attendance data shared regularly via email.) • Child and Family Support Worker engaging with key families, GP practices and School Nursing Team • Continue Sunshine Club provision 	

Review June 2024

Current Whole School Attendance 96.1%+1.8% against national)

Pupil Premium 94.82% (+0.52% against national -1.28% against LHJS)

Next Steps:

- Continue to reduce gap between Pupil Premium and Locks Heath Junior School
- Target below 1% gap

Intended outcome	Success criteria
2. To improve vocabulary acquisition so that this impacts upon attainment in reading, writing, mathematics and the wider curriculum.	July 2025 SATs data will show a 0% gap between all pupils nationally and LHJS FSM in Reading and a reduction to 8% gap in Writing. Maths – see target number 5
Actions taken in 2022-23	Interim Review Sep 23
Increased use of the BVPS test and Speech and Language Link to help identify children's specific needs. Trained LSAs in ELKLAN and interventions have begun. Targeted PP children for Sporting and Cultural visits and clubs.	Pupil Premium pupils prioritised for sporting tournaments and author visits. Speech and Language Link and BPVS used as routine diagnostic tests for pupils across the school.
Next Steps	
<ul style="list-style-type: none">• Four times a year cohort reviews re-established – once overall targets have been set, pupil premium children prioritised for any or all interventions.• Every three weeks, Disadvantaged Pupil reviews• Lowest 20% reader conferencing every 3 weeks• Inclusion meetings weekly• Pupil Premium pupils prioritised for reading to an adult – at least 3x weekly• Additional workshops provided to parents of pupil premium children• Continue to prioritise for sporting and cultural visits• All teachers have a specific target for Performance Management to improve the progress of disadvantaged pupils	
June Review 2024 Mock SATs results suggest that Pupil Premium children who have attended LHJS for 2years plus are achieving in line with national figures.	

Next Steps

- Analyse SATs results in July and undertake QLA in relation to Pupil Premium children:

	Reading	Writing	Maths
FSM	72.7%	55%	54.5%
ALL	74.6%	77.7%	75.5%
Gap		Significantly reduced from 2023	TARGET (see challenge 5)

- Introduce pre-teach trips (for one project area) for all PP children to introduce to unfamiliar subject specific vocabulary

Intended outcome	Success criteria
<p>3a. To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils so that this reduces the number of behaviour incidents recorded for pupil premium children.</p> <p>3a To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils so that this improves their Learning Behaviours: motivation to learn, resilience, independence and an improved growth mindset.</p>	<p>Sustained high levels of well-being of our disadvantaged pupils from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">To reduce the average number of behaviour incidents involving Pupil Premium children to below 1.8.Increased participation in enrichment activities
Actions taken in 2022-23	Interim Review Sep 23
<p>Pupil survey has been reinstated and analysis completed on whole school. Disadvantaged analysis pending.</p>	<p>The Pupil Survey showed us that in years 3-5 the majority of children enjoy coming to school and the figure is a comparable majority for disadvantaged pupils.</p> <p>Children and Staff use the language of Zones regularly in order to support pupils in making sense of their emotions.</p>

<p>Children with most significant SEMH need attended The Nest Provision and as part of this received personalised learning and bespoke interventions</p> <p>Zones of Regulation whole school approaches and interventions have been embedded.</p>	<p>In 21/22 the school was in the highest 20% of schools nationally for fixed term exclusions (suspensions). As a result of The Nest Provision and other targeted support with children and families. There were only 3 suspensions in 22-23.</p> <p>Of the 26 Children with Behaviour Protocols, 23 children (89%) reduced the number of recorded behaviour incidents and or significantly increased the time that they engaged in lessons.</p> <p>Nest Analysis</p> <ul style="list-style-type: none"> • 8/9 children successfully accessed The Nest provision for the Year. (Successes included significant reduction in higher level behaviours and reduced whole school exclusion, over year increasing time spent on average in base class, Increased attendance , Pupil voice shows positive response to provision, Improved reading ages on average > 2months gain/calendar month, 4 Year 6 children sat their SATs and scored, Progress in each child's tracking documents) • for 1/9 child not successful in accessing the Nest – 2:1 and part-time timetable then alternative provision put in place . This gave sufficient evidence for LA to provide Special school place from July 23. <p>Significant reduction in disruption from behaviour incidents around the rest of the school.</p>
Next Steps	
<ul style="list-style-type: none"> • Ensuring that learning is exactly targeted to pupil's next steps using tracking documents where these are appropriate • Introduced MAPP (Motivation and Attitude Pupil Plan) – embed this over the coming year • Zones of Regulation intervention to continue with a priority on Pupil Premium pupils • Inclusion meetings • ELSA support • 	

June 2024 Review

Average incidents per pupil premium child equals 1.03 for period between 12th March and 13th June 2024

Average incidents per all pupils equals 0.47 for period 12th March and 13th June 2024

Next Steps

- Continue to implement behaviour interventions Autumn 2024 – Autumn 2025 will show a reduction in number of behaviour incidents
- Complete learning behaviours questionnaire at start of Sept 2024 to gather baseline. Set targets for each pupil and identify interventions to support improvement in either growth mindset, independence, motivation to learn or resilience.

Intended outcome	Success criteria
4. To increase the participation of disadvantaged pupils in residential visits, extra-curricular activities and other enrichment activities.	Identified disadvantaged pupils from 2024/25 demonstrate participation by: <ul style="list-style-type: none">- Every disadvantaged pupil to take part in one extra-curricular activity each school year (e.g. after school club, peripatetic lesson, cubs/brownies, football squad)- Every disadvantaged pupil to have visited at least one cultural location e.g. museum, art gallery, historical building additional to curriculum visits.- 85% of disadvantaged will attend at least one residential in its entirety and the remaining 15% will have experienced a partial residential visit or similar activities on school site.-
Actions taken in 2022-23	Interim Review Sep 23
Introduced pre- residential meetings with parents of children with behaviour protocols to risk assess and mitigate to enable children to attend all or part of the trip. Pre-visits to residential centres with most vulnerable children to reduce anxieties. Bespoke educational visits for the Nest Children included Moore's Valley Country Park, Long Down Dairy Farm and Winchester Science Museum.	<ul style="list-style-type: none">• 12 FSM children attended Cricket tournament.• 14 FSM children participated in Cultural Visit during the Summer holidays.• 59% of Disadvantaged children attend an extra-curricular club either in school or externally• 88% of Pupil Premium pupils attended a residential trip for a day or day/overnight. The 6 children who did not go, attended school and participated in planned 'residential' style activities

Next Steps	
<ul style="list-style-type: none"> 13 children have already attended a cultural visit – remaining 38 pupils to attend a visit by July '24 Continue pre-visits to residential centres for most vulnerable pupils Continue pre-residential meetings with parents of children with IBMPs Carry out child conferencing to establish which Pupil Premium children do not access any extra-curricular clubs and organise for them to attend a school club in Spring or Summer term 	
<p>June Review 2024</p> <p>100% of Pupil Premium children participated at Year 4 day-trip</p> <p>13% of Pupil Premium children attend peri music lessons or Sing Squad. 26% of all pupils attend peri music lessons or Sing Squad</p> <p>1 Pupil Premium child attends Running Club</p> <p>Overnight residentials – all children offered. Those requesting financial aid were provided with reductions to cost and personalised payment plans. Those children who stayed at school remained for reasons other than the cost of the trip. Enhanced timetable of activities for those children at school.</p> <p>Next Steps</p> <ul style="list-style-type: none"> To increase the number of Pupil Premium children accessing music – either through peri lessons or attendance at Sing Squad In September 2024, increase number of Pupil Premium attending running club to 6 children – provide transport to races if this cannot be provided by parents/guardians Clubs – 18 PP children to attend LHJS after-school clubs. Ensure the cultural capital gained from additional pp visits is matched to the requirements of the curriculum of each year group – timetable in progress 	
Intended outcome	Success criteria
5. Improved reading attainment among disadvantaged pupils.	Children identified as having low levels of reading make 2 months gain for every 1 month according to Star Reader diagnostic testing.
Actions taken in 2022-23	Interim Review Sep 23
Initiated child conferencing and regular monitoring of Lowest 20% of readers.	The actions to date have had a significant positive impact with our SEND children. The data for our current year 5 FSM group is pleasing but there is more work to be done with our current Year 6 FSM group in reading.

Introduced 3 weekly Disadvantaged progress reviews to increase accountability of staff.	FSM % ARE +					SEND % ARE+				
		Na- tional 2023	Cur- rent Year 7	Cur- rent Year 6	Cur- rent Year 5		Na- tional 2023	Cur- rent Year 7	Cur- rent Year 6	Cur- rent Year 5
	Read- ing	60	29	25	69		39	39	50	48

Next Steps

- 4 Cohort Reviews across the academic year with Pupil Premium pupils prioritised for reading interventions and phonics interventions
- Lowest 20% reading conferencing every three weeks
- Disadvantaged Pupil reviews every three weeks to monitor progress against reading targets
- Pupil Premium Reading evening for pupils and parents
- Pupil Premium LH Library visit
- Pupil Premium pupils prioritised for reading to an adult (minimum 3x weekly)
- Reading rucksack introduced to encourage reading between parents/child at home
- Pupil Premium children prioritised for group work with visiting authors

June 2024 Review

Pupil Premium Children over period of 6 months within the 23/24 year made an average 12 months gain in their reading age compared with 9 months gain for all children.

Next Steps

- Continue to conference lowest 20%
- Analyse SATs results in July and undertake QLA in relation to Pupil Premium children

September 2024 target

Reduce the gap between Pupil Premium and all pupils in maths.

	July 2025	July 2026	
Year 3	No pupil premium children as of 1 st September 2024)	Unknown at time of writing	
Year 4	Reduce gap by 10% (1 child)	Gap will be 12%	
Year 5	Reduce gap by 20% (4 children)	Gap will be 15%	
Year 6	Reduce gap by 30% (5 children)		
<ul style="list-style-type: none"> Reintroduce Times Table Rockstars to new Yr3 cohort. Regular MTC checks in Yr ¾ to monitor progress. Times table interventions to 			

Activity in this academic year (2023-2024)

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: £151,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support time distributed to each class to enable our approach to assessment for learning and immediate feedback to be fully implemented. And to implement Interventions listed below.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2,5
Staff meetings focused upon developing strong pedagogical practice in all subjects using the research of Rosenshein's Principles.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,3,4,5

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

(Mostly budgeted for within the previous section) Budgeted cost: £ 31,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
10min weekly check-in with LSA focused reading.	<p>Learning Support Assistants leading targeted reading interventions have the potential to add 3 months additional progress.</p> <p>Comprehension strategies are known to improve reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2,5
Additional phonics sessions 5 20mins weekly targeted at disadvantaged pupils who are not yet secure in word reading.	<p>Phonics approaches have a strong evidence base indicating a positive impact on the accuracy of word reading, particularly in disadvantaged children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2,5,
Disadvantaged children to participate in writing conferencing with LSA/class teacher at the end of every Big Write	<p>Verbal Feedback can be highly effective, especially if taking place soon after learning has been completed. Writing conferencing offers feedback about specific area that needs to be improved. When feedback is given well it can add 6 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	2,5

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

Budgeted cost: £ 40,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child and Family Support Worker to work intensively with identified families (parents and children).	Based on our previous experience our Child and Family Support Worker has significantly impacted on the lives and outcomes of disadvantaged families through building positive respectful behaviours. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,3b
Provide 24 additional 6 week after school clubs throughout the year (computing, gardening, crafts, cooking) Additional visits (some during school holidays) for disadvantaged children lacking in cultural capital.	All children, but particularly disadvantaged children deserve a culturally rich curriculum. Not all of our disadvantaged children have the same access to clubs and after school provision. In 2024-25 we will continue with our programme of afterschool clubs and offer these at a reduced rate or free to FSM families. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	
Zones of regulation intervention 2x weekly for all identified pupils. Support provided by SENDCo	Zone of Regulation is recommended by Educational Psychology as an effective tool for emotional regulation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3a, 3b
Meta-cognition strategies modelled in class and through intervention for identified pupils.	Explicit teaching of meta-cognitive and self-regulatory strategies will lead to disadvantaged children (who are less likely to have these skills) using strategies habitually and independently	

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
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Total budgeted cost: £ 223,268

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.

Attendance

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

Our strategy has had a positive impact on improving the attendance of Pupil Premium children. LHJS PP out perform all children nationally and have attendance of 94.82%.

Language and communication – vocabulary

To improve vocabulary acquisition so that this impacts upon attainment in reading, writing, mathematics and the wider curriculum.

Lesson observations show that vocabulary is being prioritised not only in English and maths lessons, but in all lessons. Child conferencing and book scrutiny's show that pupil premium children have a better understanding of key vocabulary, but that this is not always being used.

Data pending from SATs

Behaviour

To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils so that this reduces the number of behaviour incident recorded for pupil premium children.

Disadvantaged children who attend our lunchtime provision have had successful social interactions and have strategies for dealing with

Our analysis would suggest that the PPS has had some impact on improving the behaviour of PP children. We identified 12 children and our analysis of behaviour reports shows a significant improvement in self-regulation strategies and as a consequence a reduction in recorded behaviour incidents for these children.

Cultural Capital

To increase the participation of disadvantaged pupils in residential visits, extra-curricular activities and other enrichment activities.

Pupil Premium children uptake for residential visits has been positive. Where a financial barrier has been identified, funding to allow the child to attend has been found. Those children opting to stay at school (no barrier identified – parent and child choice not to attend) still accessed rich activities outside of those normally taking place at school.

Motivation to Read

Improved reading attainment among disadvantaged pupils.

Our analysis would suggest that Pupil Premium children continue to make good rates of reading progress in comparison to their peers.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider