

Pupil premium strategy statement – 2024/2027 (2024-2025)

This statement details our school's use of pupil premium funding (and recovery premium funding for the 2022 to 2023 academic year) 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	Bordon Junior School
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	22% (53)
Academic year/years that our current pupil premium strategy plan covers	3 years – 2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	C James
Pupil premium lead	B Edwards
Governor / Trustee lead	C James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£68,180

Part A: Pupil premium strategy plan

Statement of intent

At Bordon Junior School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Educational research is at the core of the strategies we implement for all our pupils. It is the driving force that allows us to explore and deliver a range of support geared towards improving the achievement of pupils from disadvantaged backgrounds. In the Education Endowment Foundation (EEF) guide, consistent, high-quality teaching in every classroom is fundamental in ensuring that pupils from disadvantaged backgrounds reach their full potential. We are committed to expanding our knowledge through regular, professional reading, training and working with educational professionals within the academy trust and outside the setting. We share knowledge and research through weekly training and staff meetings and have used whole school training projects including Accelerated Reader.

Our research-based approach forms the foundation on how we allocate our funding to support teaching, targeted academic support and wider school strategies. Our approach is continually under review, based on diagnostic assessment and changing needs.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate that many disadvantaged pupils have a lack of phonic understanding. This negatively impacts their development as readers.
2	Aspirations in disadvantaged pupils are low. During AIP visits, it has been noted that pupils are unaware of the roles/ careers available to them and their aspirations are low.
3	Internal assessments show that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments, e.g. The Sterling Well-Being Questionnaire, observations and discussions with pupils show that the wellbeing of many disadvantaged pupils has been impacted by school closures to a

greater extent than for other pupils eg. lack of enrichment opportunities during school closure.
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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
<p>Improve reading attainment among disadvantaged pupils by the end of the year. Focus reading intervention on children identified as below ARE or working towards ARE.</p> <p>Ensure higher attaining pupils make good progress by continuous AFL and monitoring of progress.</p>	<p>KS2 reading outcomes in 24/25 show that disadvantage pupils scores are in line with non-disadvantaged.</p> <p>Evidence based interventions such as paired reading, Accelerated Reader and Project X phonics are utilised across the school.</p> <p>PP children given priority for reading intervention by qualified teachers. Coaching and support given to TAs who deliver reading interventions such as paired reading.</p> <p>Pupil progress meetings hold teachers accountable for their PP children's progress and show continued accelerated progress in reading.</p> <p>Phonics training given to all TAs who deliver training and teachers have CPD in 'Little Wandle' phonics scheme.</p> <p>PP children attend 1:1 Phonics sessions. Or 1:2</p>
<p>Improved vocabulary among disadvantaged pupils.</p> <p>Improvement in writing outcomes in pupils in all year groups.</p> <p>Use resources effectively and increase targeted intervention through the use of Language Link.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence.</p> <p>Whole trust INSET for support staff in schools regarding Oracy. Support staff and Teachers are on similar skills level in regard to Oracy.</p> <p>Language interventions (Language link and S&L) are being utilised across the school and pupils are showing improved use of higher-level vocabulary in their writing tasks.</p> <p>End of year data reflects the improvement in pupils writing with the writing data showing a significant improvement in the disadvantaged cohort.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> <p>Attainment gap between disadvantaged and non-disadvantaged pupils closed in the end of year 6 data.</p>	<p>KS2 maths outcomes in 2024/2025 show that disadvantaged pupils are in line with non-disadvantaged.</p> <p>Maths interventions throughout the school are being utilised and taught by highly qualified professionals. - What interventions do we do?</p>

Support for maths specialist teachers and support staff is given to improve overall outcomes.	Pupil progress meetings reflect the importance of maths and are used to come up with ideas for improvement. Weekly arithmetic tests show steady improvement.
Family support advisor gives support to those disadvantaged families struggling to attend school.	Attendance data for disadvantaged pupils be in line with non-disadvantaged and reach 95% individually. Improved attendance contributes to improved attainment in the disadvantaged cohort. Support from enhanced inclusion team increases attendance figures.
Improved mental health in pupils across the school All pupils to access the 'My Happy Mind' scheme to improve coping strategies.	'My Happy Mind' states that they have a decrease in SENCo support, CAHMs referrals and exclusions – this is to be reflected in the data from the end of 24/25. Teacher assessments note an improvement in children's understanding of how their brain works and their response to adversity.

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: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all teachers receive their allowance of CPD focussed on:</p> <ul style="list-style-type: none"> - supporting writing to get to greater depth - supporting vocabulary building - maths teaching - wider curriculum <p>CPD delivered during staff meetings by subject leaders</p> <p>Continuing the synthetic systematic phonics programme with additional teacher support and TA training.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	2,3

Additional non-class based time for teaching staff.	Improving mathematics Ks2/3 - EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,2,3
Catch up sessions run before and after school with specialist teachers. Volunteer reading programme in place for eligible children.	Improving mathematics in KS2/KS3 - EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,2,3

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced inclusion team including increased leadership and direct support to staff and pupils.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowment foundation.org.uk)	4,5
Additional support from educational psychologists.	Educational psychologists support with emotional based school avoidance. https://www.hants.gov.uk/educationandlearning/educationalpsychology/documents	5
Establish small group maths interventions for disadvantaged pupils falling behind age related expectations. Provide catch-up sessions for mathematics – identified as an area of weakness.	Improving maths in KS2/3 - EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3

Times tables intervention for all pupils		
Establish a wide range of structured interventions targeted at maths and English support for children eligible for PP.	Evidence suggests that a selection of high-quality, well-structured interventions can enhance pupil progress. Research by the EEF on TA interventions. https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions	1,2,3

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extended curriculum opportunities for eligible pupils.</p> <ul style="list-style-type: none"> - Musical opportunities – clubs, competitions, visits, scholarships - Sporting opportunities – competitions, club funding, visits <p>A wider ranging programme of curricular activities aimed at developing key personal attributes to transfer into the classroom.</p> <p>Activities to include: Music, sport, cookery and Forest School</p>	<p>While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour – EEF Pupil premium guidance. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	4,5
<p>Subsidies for trips including residential which ensures maximum uptake.</p>	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category – EEF Pupil premium guidance.</p>	5

<p>Academic mentor programme in place for disadvantaged pupils with highly qualified member of staff.</p> <p>Ambassador programme for year 6 eligible children transitioning to year 7</p>	<p>The EEF guide to mentoring: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1,3,4,5</p>
<p>Supporting the social and emotional development of pupils through the use of an ELSA</p>	<p>Emotional Literacy Support is an evidence-based strategy that breaks down barriers to learning by catering for specific social and/or emotional needs that the children may be experiencing. Our Emotional Literacy Support Assistant (ELSA) is a dedicated member of staff who supports the lunchtime sessions, helping children overcome any difficulties that they would have otherwise brought back into the classroom and therefore inhibiting their ability to learn. The ELSA then continues these sessions with specific children who have been identified as needing additional social and/or emotional support. The quality of this support is continually monitored through an educational psychology (EP) service every half term for a consistent and effective approach to supporting these children.</p>	<p>5</p>
<p>Presence of SLT at the school gate at the beginning and end of every day to support parental engagement</p>	<p>A strategy that supports parental engagement, allowing pupils/parents to share any information at the beginning of the school day so that pupils can come into school ready to learn and parents feel supported and receive the help that they may need (EEF).</p>	<p>5</p>
<p>Specific intervention to improve mental health and well-being for children in relation to their family circumstances.</p>	<p>Led by the school's Family Support Advisor to improve their emotional well-being, in order for them to access the day-to-day curriculum without</p>	<p>5</p>

	their situation impacting on them.	
Implementation of the My Happy Mind programme across the school.	<p>A whole school programme that supports mental health wellbeing for students, staff and parents. Increases parent engagement whilst ensuring education in mental health and wellbeing for the school community.</p> <p>Research by the NHS shows that this programme provides a 67% decrease in children requiring SENCo support, 60% decrease in external exclusions and a 43% decrease in children needing CAHMs support.</p>	2

Total budgeted cost: £ 23,000

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.

There were 72 pupils eligible for Pupil Premium funding during this academic year.	
Aim	Outcome
<p>Improve reading attainment among disadvantaged pupils by the end of the year. Focus reading intervention on children identified as below ARE or working towards ARE.</p> <p>Ensure higher attaining pupils make good progress by continuous AFL and monitoring of progress.</p>	<p>Use of accelerated reader and targeted teaching continues to increase confidence and enthusiasm for reading. This has supported children in making good progress from their starting points. Continued good progress is evident across the school.</p> <p>Continuous AFL and monitoring of progress has been achieved through the use of the online system, AR. All staff have been trained in the correct and efficient use of the programme to ensure that they are using it effectively to monitor and adapt learning. Regular reading assessments (every term) inform the progression of reading and accurately highlight where intervention is needed.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> <p>Attainment gap between disadvantaged and non-disadvantaged pupils closed in the end of year 6 data.</p> <p>Support for maths specialist teachers and support staff is given to improve overall outcomes.</p>	<p>Evidence based interventions and targeted support through quality teaching have increased attainment in the disadvantaged cohort. Increased support for maths teachers by the maths lead and maths specialist, providing planning, assessment and teaching support. Pupil progress meetings have shown that teachers are using this support to guide their assessment and development of planning. End of KS2 national assessments show that the gap is closing. However, whole cohort maths results were low. This is a target for next year's strategy.</p> <p>The development of pre-unit assessments and pre-teaching has led to a clear improvement in understanding and use of language by the disadvantaged pupils leading to greater confidence</p>

	and success in lessons. This is evident across the breadth of the curriculum.
Improved attendance for disadvantaged pupils. Family support advisor gives support to those disadvantaged families struggling to attend school	Family support advisor, admin staff and Pupil Premium lead have been working on pupil attendance. PP lead continues to ensure teachers and staff are aware of PP children and their challenges, offering support where they can. Family support advisor continues to work with disadvantaged families to ensure better attendance. Increased support from the inclusion team has ensured that teachers are developing strategies to guide Pupil Premium SEN children more effectively. A high proportion of the Pupil Premium cohort was also SEN.

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
Accelerated Reader From recognizing students' achievements to students discovering new interests, Accelerated Reader helps create a culture of reading through choice.	Renaissance Learning
Times tables Rockstars	Maths circle
Swimming lessons as half of allotted PE time for all year groups.	Everyone Active
Century – Artificial intelligence system for diagnostics and assessments to enable children to do more independent learning.	Century Online
My Happy Mind	My Happy Mind
EMTAS	Hampshire County Council