



PUPIL PREMIUM REPORT

ARDLEIGH GREEN JUNIOR SCHOOL
September 2023



Pupil premium strategy statement

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. This report should be read in conjunction with our Pupil Premium Policy and our current Academy Improvement Plan.

School overview

| Detail | Data |
|---|-----------------------------|
| School name | Ardleigh Green Junior |
| Number of pupils in school | 360 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2022-25 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Janelle Johnson Headteacher |
| Pupil premium lead | Janelle Johnson |
| Governor / Trustee lead | Sue Consterdine |

| Breakdown by Year Group | Pupil Premium |
|-------------------------|---------------|
| Year 3 | 5 |
| Year 4 | 19 |
| Year 5 | 12 |
| Year 6 | 12 |
| Total | 48 |

Context

Ardleigh Green is a three-form entry Junior School which shares its site with its feeder Infant School from where the majority of children transfer. Ardleigh Green Junior School is a larger than average Junior School with 361 children on roll, serving an area where social and economic circumstances are broadly typical by national standards. **13%** of children are currently in receipt of the **Pupil Premium**, **18%** are **EAL** and **12%** are deemed to have **Special Educational Needs**. In the last two years there has been a high level of pupil mobility as a result of many families moving out of the area. As Ardleigh Green is always oversubscribed, places are quickly filled. The demographics of the school are changing rapidly, with a significant rise in the number of children with high need SEND and English as an additional language joining the school. There are currently 28 nationalities represented in the school. The school became an Academy in December 2022 joining the Empower Learning Academy Trust. The trust currently serves 10% of pupils in Havering. The current headteacher took up post in September 2023.

Ardleigh Green Junior School continues to provide a high quality of education for all pupils, within an exciting, caring and stimulating learning environment. Since our previous inspection in 2008, programmes of study for all subjects have been rewritten, computer provision has been enhanced and cross curricular work developed. A new Music and Drama Studio and additional teaching and learning spaces have been built. Tracking procedures are now more robust and online self-evaluation procedures have been refined. Staff turnover continues to be significantly below the authority average. This has a positive impact on pupil progress and curriculum development.

Strengths identified in the last inspection (2008) have been maintained and improvements identified in the School Improvement Plan (Raising attainment in mental mathematics and writing) have been successfully implemented. Pupil progress and attainment is significantly above national expectations. The current School Improvement plan identifies the following priorities:

In collaboration with the Infant School, we have established a Family Centre which currently serves over 400 members of our local community. The Family Centre, which has received local and national recognition, has had a significant impact on community cohesion and our work with disadvantaged families. This has led to improved links with parents, the local community and external agencies. The Family Centre provides ongoing support for the families of our vulnerable children who have received debt advice, wellbeing support, access to our local Foodbank and support from a wide range of external agencies.

Barriers to Learning

Rather than see problems, we look for opportunities! Where there are barriers, we seek to overcome them through strategic planning, targeted support and the effective use of available human, physical and financial resources. In relation to our children in receipt of the Pupil Premium, it is important to stress that our children:

- Come from a range of social and economic backgrounds.
- Come from a range of cultural backgrounds.
- Have a range of academic ability.
- Have varying degrees of parental support.
- Many of the children in receipt of the pupil premium have been identified as having specific SEND needs.
- A number of families are in temporary accommodation as a result of eviction and changing family circumstances.
- An increasing number of families are facing difficult financial difficulties.
- A growing number of children are adopted from care.

Overcoming Barriers to Learning

Academic needs are met through a range of group and/or individual interventions, teacher release to work with identified pupils and the deployment of Learning Support Assistants to support teaching and learning in all classes. Social and financial needs are met through the work of our Family Centre. Pupils with SEND and EAL needs are met through our highly skilled inclusion team. Issues related to Looked After Children and those Adopted from care are met through the support of our inclusion team and **TREES** programme where through a planned programme involving parents and 1:1 support we seek to develop:

Trust, Respect, Empathy, Excellence and Support

The TREES programme is run at our Family Centre in conjunction with our parents on a regular basis. The **SKIPS** Group, (Special Kids Important Parents) provides mutual support and access to a wide range of support services. SKIPS is now being accessed by families across the borough.

Most importantly staff know their children as individual learners and the school has an excellent working relationship with parents and carers.

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £73,620 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

Pupil Premium Strategy Plan

Intent

At Ardleigh Green **EVERYONE GROWS**

As a school we are committed to **all** children achieving their full potential and being the best that they can be regardless of their background or ability. In all that we do we seek to put our children **FIRST** in order that they might be:

Fit for Life, Inspired to Learn, Ready to Participate, Safe and Secure, Trained for Work and Play

We want all disadvantaged pupils in our school to meet or exceed national expectations by the end of Year 6 so that they are Secondary School ready. We intend to continue to narrow the gap and diminish the difference between disadvantaged and non-disadvantaged pupils throughout the Key Stage. This will be achieved through quality first teaching and a planned programme of home-grown interventions appropriate to individual needs, focussed on the acquisition and development of basic literacy, numeracy and social skills delivered through a broad, balanced and progressive curriculum

How does your current pupil premium strategy plan work towards achieving those objectives?

The strategy provides:

Additional teacher support in each year group which allows the class teacher to provide targeted support for identified pupils. This involves pre-teaching, 1:1 support/consolidation, understanding learning misconceptions and the delivery of a specific intervention strategies.

- An identified Pupil Premium Champion.
- An established ELSA programme.
- Counselling Support for identified pupils.
- A range of 1:1 and group interventions to support pupil progress.
- An individual Literacy Support Programme. (Lexia)
- An individual Maths Support Programme (RM Maths)
- A Reading Enrichment Programme (Mr M's Book Club).
- A range of extra-curricular clubs including Breakfast and After School Child Care provision.
- All pupils have their own Chrome Book which allows online access to support learning across the curriculum in addition to the personalised Lexia and RM programs

Implementation

Principles that underpin the Pupil Premium Strategy at Ardleigh Green

At Ardleigh Green Junior School we firmly believe that through “Working together and Learning together, **Everyone Grows**”.

As a school we are firmly committed to high quality, mixed ability teaching. Additional Teaching Assistants are employed to support identified children alongside the class teacher. Class teachers are released on a regular basis to work 1:1 or with small groups of children from their class. This ensures that misconceptions are quickly addressed, and individual needs are met. The rationale is that the class teacher can build on established relationships with individual children and ensure that support/interventions is appropriately targeted and regularly reviewed.

“At Ardleigh Green teachers know their children as individual learners.” Ofsted

The school has heavily invested in technology, (hardware and software) which ensures that work completed in school can be revisited at home. This also allows parents to support their children's learning.

In line with our whole school approach to monitoring and evaluation we will seek to:

Analyse attainment and progress as part of our termly data days

Hold 1:1 learning conversations with our pupil premium pupils to discuss/identify academic and emotional needs.

Observe learning on a regular basis noting particularly: (BLINK)

- Behaviour
- Learning
- Independence
- New opportunities for support/development
- Knowledge Skills and Understanding
- Scrutinise pupil's work (STARE) with a particular focus on
- Standards
- Triangulation
- Assessment (Teacher's Response)
- Reflection (Pupil's Response)

- Evaluation (Class Teachers and Subject Leaders)

Challenges

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

| No. | Detail of challenge |
|-----|--|
| 1 | Children come from a range of social and economic backgrounds |
| 2 | Barriers to learning. Some of our disadvantaged pupils also have SEND, LAC or CP needs. |
| 3 | Children have varying degrees of parental support and levels of engagement in remote/in-school education varied during the pandemic. As a result, there are some children who need support to ensure they reach age related expectations |
| 4 | Attendance and punctuality. Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. |
| 5 | A growing number of children adopted from care. |
| 6 | Increased Pupil Mobility |
| 7 | Increase in the number of pupils with significant SEND. |

Impact

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 |
|---|---|
| For disadvantaged children who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths | All our children who do not have a cognitive SEND need will reach age related expectations in reading, writing and maths. Those that have a SEND need will make more than expected progress from their individual starting points |
| To reduce the effect of the social and economic gap and provide opportunities for all disadvantaged children | Outcomes for disadvantaged pupils will continue to rise through opportunities e.g., clubs, trips, music |
| For all disadvantaged pupils to attend the school regularly and on time | Attendance and punctuality of targeted pupils will improve to be in line with all pupils. First day absence calling supported by 1:1 meetings and EWO support |
| For all parents of disadvantaged children to have access and support from appropriate external agencies through the work of the Ardleigh Green Family Centre. | Parents to be made aware of the range of support available through the Family Centre. Introductions to be made through Family Centre Manager. Creation of a Well Being Hub. |
| Disadvantaged children receive opportunities to enhance their experiences. This prevents further barriers to learning and the cultural capital gap is narrowed. | School to ensure that disadvantaged children are given opportunities to have experiences similar to that of their peers. Engage with the HAF programme and follow up from Family Centre |

Planned activities for this academic year

As a school we firmly believe that quality first teaching is the single most important factor in meeting the needs of all pupils including those in receipt of the pupil premium. Teaching and learning at Ardleigh Green is underpinned by agreed lesson principles set out in our Teaching for Learning policy and the following educational research undertaken by the Educational Endowment Fund (EEF)

[Arts participation | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/arts-participation)

[Behaviour interventions | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/behaviour-interventions)

[Feedback | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/feedback)

[Mastery learning | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/mastery-learning)

[Physical activity | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/physical-activity)

Teaching **Budgeted cost: £15,620**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Focus on raising attainment for PP children by continued monitoring and intervention by the class teacher and teaching assistants | <p>The headteacher as Pupil premium lead and SENDCO as PP Champion in addition to Year Group Leads and teachers who support PP will be responsible for monitoring the implementation and impact of the Pupil Premium Strategy. Monitoring will focus on Behaviour, Learning and Instruction.</p> <p>Research based decision: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> | 2,3 |
| Sustaining Mastery in Mathematics | <p>In collaboration with the Maths Hub teachers will continue to implement a mastery approach to the teaching of mathematics for all pupils throughout the school. Pre learning activities, groupwork , one to one support and targeted homework will be provided for identified pupil premium pupils.</p> <p>Research based decision: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/mathematics-in-key-stages-2-and-3</p> | 2,3 |
| Targeted Phonics intervention for identified Year 3 pupils. | <p>Following CPD Identified pupils will receive additional 1:1 phonics support from the class teacher and/or teaching assistant. Priority will be given to pupils who did not meet the required standard at the end of Key Stage 1.</p> <p>Research based decision: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 2, 3 |
| Extension of our ELSA programme | Identified pupils to receive 1:1 and small group support from a member of the ELSA Team. | 2,3 |

| | | |
|--|---|--|
| | Research based decision: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | |
|--|---|--|

Academic Support Budgeted cost: £48,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Interventions and Teaching and Learning Support | <p>Our three form year group structure consists of three teachers and an additional teacher for half a day each week. This allows the class teacher to be released to lead interventions with targeted individuals to maximise pupil wellbeing and progress. Provision is overseen by the class teacher and the Year Group Leader, who will report progress and attainment termly. Intervention programmes are reviewed on a half termly basis to ensure that planned interventions have a positive impact on pupil progress and attainment</p> <p>Research based decision: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> | 1,2,5 |
| Planned CPD for Staff. (In School, LA led, NPQ) | <p>Promoting effective Professional Development (CPD) plays a crucial role in improving and enhancing classroom practice and pupil outcomes. This guidance below will support school to select external PD and design and deliver their own PD.</p> <p>Research based decision: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p> | |

| | | |
|---|---|-------|
| Educational materials pupils have access to in and outside school to support progress e.g. RM Easimaths, Lexia. | At Ardleigh Green we want our pupils to be able to continue to support their learning at home through ensuring applications are available for Maths and English. All these platforms are used within school so pupils are familiar with them already. Research based decision: Digital technology (2019) EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2012 | 1,3, |
| Increased collection of reading material for the school to support engagement | Creation of new library, purchase of additional reading books and promotion of specific books/authors. Increased focus on comprehension skills/strategies Research based decision: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) | 1,2,3 |
| Whole School focus on raising attainment in writing | Targeted CPD will increase staff confidence/expertise. Increased opportunities for writing across the curriculum will allow pupils to apply and practice writing skills. Implementation of new framework for writing Research based decision: Literacy Development EEF (educationendowmentfoundation.org.uk) Writing programmes EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) | 1,3 |

Wider Strategies

Budgeted Cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------|---|-------------------------------|
| Subsidised trips for all pupils | At Ardleigh Green Junior School we feel it is vital to support our community with the cost of school trips to ensure pupils benefit from these stimulating experiences Research based decision: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning | 1,3,4 |

| | | |
|--|---|---------|
| School Uniform | <p>Research based decision:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> | |
| Extra-curricular activities | <p>Research based decision:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | |
| Identify children who may need support for their wellbeing through access to our ELSA programme. | <p>Prior to Covid and even more so during and Post the Covid , we have seen an increase in the number of families needing specific support. Our team of Teaching Assistants provide a range of interventions such as ELSA and play therapy to ensure we are meeting the needs of the whole child. These interventions are tracked and can be quite fluid in their approach</p> <p>Research based decision:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 1,5 |
| Access to Breakfast and After School Club provision as necessary | <p>Supporting the wellbeing of pupil premium pupils and families, we ensure that children are ready to learn through having breakfast. This also develops life and social skills through interaction with their peers.</p> <p>Research based decision:</p> <p>Free school breakfast provision EEF (educationendowmentfoundation.org.uk)</p> | 1,3,4 |
| Pupil Premium Champion who supports families as necessary through the work of the Ardleigh Green Family Centre | <p>Social and financial needs are met through the work of our Family Centre (this has been affected as a result of the pandemic). Issues relating to LAC and those Adopted from Care are met through our TREES Programme.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 1 |
| Increased federation focus on Cultural Capital | <p>By providing increased opportunities for all pupils we will ensure that learning is exciting and engaging. This is evidenced through our Boarding Passes and Worldly Wise initiative and is delivered through educational visits, workshops, assemblies and visitors to school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> | 1, 4, 5 |
| Provide a range of services to support parents and children through | <p>By developing a Well Being Hub the school will be able to offer a range of practical family and child support for identified vulnerable/disadvantaged families. The established partnership</p> | 1.3.4.5 |

| | | |
|--|--|--|
| the work of Ardleigh Green Family Centre | with a range of external agencies will provide help, support and guidance for parents and children. Parental engagement EEF (educationendowmentfoundation.org.uk) | |
|--|--|--|

Breakdown of Costs

| Category | Expenditure | Total |
|---------------------|---|----------------|
| 1. Teaching | Contribution to Pupil Premium Champion and DH | £15,620 |
| 2. Academic Support | Contribution towards Teaching Assistant costs. | £13,500 |
| | Contribution to Teacher costs | £16,000 |
| | Contribution towards ELSA Support | £15,000 |
| | Resources including computer hardware | £3,500 |
| 3. Wider Strategies | Clothing https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform | £2,000 |
| | Breakfast and After School Clubs | £2,000 |
| | Trips/Activities | £3,000 |
| | SEND/ELSA Resources | £3,000 |
| Total | | £73,620 |

Additional Funding from Delegated Budget

| Category | Expenditure | Total |
|---------------------|--------------------------|----------------|
| 1. Teaching | Additional Teacher costs | £5,000 |
| 2. Academic Support | Additional Resources | £2,000 |
| 3. Wider Strategies | Family Centre Support | £5,000 |
| Total | | £12,000 |

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 2022 to 2023 academic year.

| Year 6 SATS 2023 | | R | W | Ma | RWM |
|---------------------|----|-----|------|------|-----|
| All | 90 | 86% | 82% | 93% | 76% |
| Boys | 49 | 80% | 71% | 92% | 63% |
| Girls | 41 | 93% | 95% | 95% | 90% |
| PP | 16 | 81% | 75% | 88% | 69% |
| Non PP | 74 | 86% | 84% | 95% | 77% |
| EAL | 17 | 94% | 100% | 100% | 94% |
| Non EAL | 73 | 84% | 78% | 92% | 71% |
| HA | 33 | 97% | 97% | 100% | 94% |
| MA | 45 | 84% | 87% | 98% | 76% |
| LA | 11 | 55% | 18% | 55% | 18% |

| Year 6 Progress | No | R | W | Ma |
|-----------------|----|------|-----|-----|
| All | 89 | 0.4 | 1.3 | 2.6 |
| Boys | 48 | 0.2 | 0.3 | 3.4 |
| Girls | 41 | 0.7 | 2.5 | 1.6 |
| PP | 16 | 2.2 | 2.4 | 3.0 |
| Non-PP | 73 | 0.0 | 1.0 | 2.5 |
| EAL | 17 | 1.7 | 4.7 | 5.9 |
| Non-EAL | 72 | 0.1 | 0.5 | 1.8 |
| HA | 33 | -1.0 | 1.5 | 2.0 |
| MA | 45 | 0.6 | 1.3 | 2.8 |
| LA | 11 | 3.7 | 0.4 | 3.6 |

The school recognises that in comparison to 2022/23 there is a wider gap between pupil premium and non-pupil premium pupils where pupil premium pupils out performed non pupil premium pupils. In this current cohort there are more pupils in receipt of the pupil premium and a higher number of pupil premium pupils identified as having special educational needs. Having said this pupil premium pupils attain higher than pupil premium pupils nationally. The level of progress from a low starting point at the end of Key Stage 1 is much better than non pupil premium pupils in all subjects

Review of Pupil Premium Strategy 2022/2023

In 2022, by the end of Key Stage 2, Pupil Premium pupils out-performed Non-Pupil Premium Pupils in Reading, Writing and Mathematics. The percentage of Pupil Premium children working at greater depth also rose with Pupil Premium outperforming Non Pupil Premium pupils in Reading and Writing for the first time ever! In 2023 whilst there is an attainment gap within this particular cohort the gap in other year

groups is diminishing. What is pleasing about the outcome of this particular cohort is the level of progress made both academically and emotionally.

The significant progress made is as a result of:

- Quality first teaching for all pupils.
- Staff knowing children as individual learners.
- Established intervention programmes.
- The continued impact of Maths Mastery.
- The impact of individual online learning.
- A culture of continual improvement.
- The Impact of ELSA support for identified families.
- The support provided for identified families by the Ardleigh Green Family Centre.

This contextual group of children are raised in pupil progress meetings through our Data Days. Leaders at all levels are always looking at ways to support families and pupils where issues may arise to ensure pupils are supported in their readiness to learn.

The school has established its own Family Centre which is at the heart of the local community. The centre provides a range of services to support families and is able to signpost parents to available agencies. This includes behaviour, attendance, financial support, counselling and wellbeing.

The centre is also used on a regular basis to support children's social and emotional development.

As in previous years the school will continue to implement a range of intervention programmes according to individual, class and year group needs. Provision will be overseen by the class teacher and Year Group Leader who will report progress and attainment termly. Intervention programmes are reviewed on a half termly basis to ensure that planned interventions have a positive impact on pupil progress and attainment.

As a school we firmly believe that through working together and learning together, **Everyone Grows**. You don't have to be great to start, but you have to start to be great!