

Pupil premium strategy statement – Lowe’s Wong A/M Junior School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	288
Proportion (%) of pupil premium eligible pupils	10.76%
Academic year/years that our current pupil premium strategy plan covers	September 2024 to August 2025
Date this statement was published	Updated December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mike Follen
Pupil premium lead	Mike Follen
Governor / Trustee lead	Dr Carlo Poncipe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54760
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£54760

Part A: Pupil premium strategy plan

Statement of intent

All staff at Lowe's Wong Anglican Methodist Junior School are committed to meeting the needs of all pupils whilst at the same time recognising the need to ensure that 'socially disadvantaged' pupils are properly supported to meet their academic, social and pastoral needs.

Excellent teaching is at the heart of our approach as this is proven to have the greatest impact on closing any gaps academically.

We believe that Pupil Premium funding must be aimed at accelerating progress so that the vast majority of children leave LWJS at, or above, the national average.

Working in Year Group Teams, our staff discuss the ongoing progress of all pupils and have an additional focus on Pupil Premium pupils to identify barriers to learning and identify strategies and interventions to support.

At the same time, support for social and pastoral needs are taken into consideration and additional help offered, where appropriate.

As stated, Lowe's Wong's policy reflects research by the Education Endowment Foundation that clearly states that the most effective way to support our pupil premium children is through,

- High quality teaching
- Targeted academic support
- Support for the wider needs of our children

Challenges

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

Challenge number	Detail of challenge
1	Whilst we are closing the gap between PP and non-PP, this needs to continue as we have very wide gaps on entry from KS1. The gap is closing progressively in reading in all year group and we need this to continue. In writing our data shows that PP children catch up with non-PP by Year 6. In maths PP children are behind non-pp in Years 3/4/5

	but achieve similar to non-PP at expected by the end of Year 6, but we need to further close the GDS gap in maths.
2	A number of our Pupil Premium children are also on our SEN register or speak English as an additional language. 3 out of 31 PP children are also EAL (37% of our EAL children) and 6 out of 31 PP children are also SEN (26% of our SEN children).
3	Children needing increased levels of emotional support to improve their wellbeing.
4	Children not having access to the same extra-curricular activities as their peers.

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
To narrow the gap between disadvantaged and non-disadvantaged pupils	All children have made better than good progress over the year. There has been an increased in the % of PP children working at ARE.
Interventions are effective, purposeful and monitored ensuring the greatest gains and best use of resources.	Interventions are well planned, resourced and purposeful, targeting specific children and tailored to their needs. Impact of interventions is monitored and action is prompt to ensure best use of time and resources. Children receiving interventions make better than good progress in the area.
The emotional wellbeing of PP children improves	Children feel happy at school and are able to fully engage with the curriculum making good progress.
PP children have access to the same opportunities as their peers.	Children have accessed a range of extra-curricular activities and taken part in all trips and residential available.

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: £3800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching – training to support staff in their delivery of the curriculum.	The EEF states that, ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.	Quality first teaching – training to support staff in their delivery of the curriculum.
CPD is targeted to ensure that internal and external excellent practice is shared with staff, for example, with our TRG groups.		CPD is targeted to ensure that internal and external excellent practice is shared with staff, for example, with our TRG groups.

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

Budgeted cost: £33200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group phonics intervention	Evidence from the EEF suggests that pupils who receive one-to-one or small group tuition can make between 3 to 5 months’ additional progress. EEF reference guide to the ‘Best use of TA’s’ implemented across school	1,2
Teaching assistant led phonics intervention ‘Lightning Squad’ for lower school		1,2
Teacher assisted online one to one maths tuition – Third Space		1,2

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

Budgeted cost: £17760

Activity	Evidence that supports this approach	Challenge number(s) addressed
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ELSA teacher three afternoon sessions, External Emotion Sports Coach 1 day per week, Forest Schools 1 day per week	EEF emotional and wellbeing support showed up to 4 months progress	3
Trips and Residentials financial support	We value the importance of children developing 'cultural capital' and to ensure that PP children have full access to the same experiences as their peers. Ofsted (2012) recommends that all schools should be able to provide for children on an individual basis in some cases.	4
Music and other extra-curricular activities financial subsidy/full support		

Total budgeted cost: £54760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our pupil premium strategy continues. Current data shows that whilst the gap between PP and Non-PP is reducing, it is still an ongoing target.

Attendance for 2023 to 2024:

Whole school = 95.53% Pupil Premium = 93.71%

Outcomes are tracked by:

- Regular Pupil progress meetings within year group teams to discuss the progression being made by identified children.
- Data analysis carried out at the end of each school year.
- Tracking using our in-house Scholarpack system.

Summer 2024 Progress	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Expected	50.00%	72.67%	65.97%	76.61%	76.39%	70.73%
More than expected	45.83%	23.63%	29.86%	20.26%	18.05%	21.83%
Combined	95.83%	96.3%	95.83%	96.87%	94.44%	92.56%

This shows that the progress of PP vs Non-PP is relatively close, with PP making better progress than Non-PP in maths.

Across the school, there are still gaps evident between PP and Non-PP pupils, which whilst reducing, is still there.

PP children are targeted for a range of interventions to support their academic progress as well as their mental health and wellbeing:

Third Space Learning

In Year 6, most Pupil Premium pupils have accessed Third Space Learning this academic year with 11/12 Year 6 pupils accessing (based on language ability). This has led to improved understanding and confidence. In Y5 9/11 pupils accessed (based on language ability and one parent refusing the provision).

Lightning Squad

Nineteen pupils accessed the Lightning Squad reading intervention and the average age gain was approximately 9months.

ELSA

In total forty-two children accessed weekly ELSA sessions. Teachers, children, parents found these beneficial to support mental health and wellbeing including addressing issues including anxiety.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lightning Squad Phonics based intervention	FFT is the provider Delivered in school by TA
Third Space Learning One to One Maths Tuition (online)	Third Space Learning Supervised by Y5/6 teachers

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Quality First Teaching, Third Space Learning

The impact of that spending on service pupil premium eligible pupils

Pupil with Service Pupil Premium Funding accessed Third Space Learning and made good progress through the sessions.

Further information (optional)

Additional Activity

There are a number of activities that are partially funded by Pupil Premium and partly by the school, including Third Space Tuition, ELSA Counselling, Draw and Talk and the Lightening Squad.

In addition our school continues to focus on key aspects as identified by EEF including effective feedback.