

1. Summary information					
School	Long Buckby Junior School				
Academic Year	2023/24	Total PP and PP+ budget	£54150	Total Covid-19 Recovery Grant	£2392
Total number of pupils	198	Number of FSM 28	Number of Ever 6 FSM 4		

2. Tiered Approaches		
High Quality Teaching (<i>professional development, training, recruitment and retention</i>)		
A.	Training and staff development is in place to improve the learning for all groups of children within the school.	
B.	Staff with a specific specialism targeted towards where they will be most effective.	
Targeted Academic Support (<i>linked to rates or progress</i>)		
C.	The LBJS Reading Pathways is providing children with the comprehension skills they need to succeed.	
D.	The school has a wider range of resources normally used in Foundation Stage and lower Key Stage 1 to support the children who are working at this level when they join the school.	
Wider Strategies (<i>attendance, behaviour, social and emotional behaviour support</i>)		
E.	The school's Emotional Literacy Support Assistant (ELSA) is providing support for children who need it for their emotional and behavioural needs.	
F.	Children have developed the resilience to challenge themselves in lessons so they can achieve the highest possible outcome.	
G.	Children in receipt of pupil premium have access to the wider life of the school.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Training and staff development is in place to improve the learning for all groups of children within the school.	Monitoring shows that all groups of children are making accelerated progress dependent on baseline assessments.
B.	Staff with a specific specialism targeted towards where they will be most effective.	80% of children assessed make at least 4 months more than expected progress when assessed.
C.	The LBJS Reading Pathways is providing children with the comprehension skills they need to succeed.	80% of children assessed make at least 4 months more than expected progress when assessed.

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D.	The school has a wider range of resources normally used in Foundation Stage and lower Key Stage 1 to support the children who are working at this level when they join the school.	Monitoring shows that teachers are able to draw upon appropriate resources for all learning.
E.	The school's Emotional Literacy Support Assistant (ELSA) is providing support for children who need it for their emotional and behavioural needs.	Monitoring shows that the children working with the ELSA have made progress with how they manage their anxiety/emotions and they are making accelerated progress academically.
F.	Children have developed the resilience to challenge themselves in lessons so they can achieve the highest possible outcome.	Monitoring shows that the children are making progress with their learning during lessons across the curriculum.
G.	Children in receipt of pupil premium have access to the wider life of the school.	All children on FSM have been contacted re: opportunities.

4. Planned expenditure					
Academic year	2023/24				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. High Quality Teaching					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High quality teaching underpins the provision for all children.	<ul style="list-style-type: none"> Deputy Head released 1 x afternoon per week to work alongside teaching staff developing their practice. (£1,809) 	Continuous professional development is seen as a key component in ensuring high quality teaching for every child.	HT to monitor impact through the regular monitoring cycle within school.	LN & TC	March 2024
The LBJS Reading Pathways is providing children with the comprehension skills they need to succeed.	<ul style="list-style-type: none"> Early Reading lead given time to continually train staff 1 x afternoon a week. (£1,809) 	EEF Teaching and Learning Toolkit shows the development of children’s reading comprehensions skills as vital – <i>18 months progress in 12 months.</i>	SLT to monitor effectiveness through learning walks, data and pupil interviews.	LN & JE	Dec 2023
	<ul style="list-style-type: none"> Member of staff employed 1 x day a week for the development of early reading with an emphasis on phonics. (£3,990) 	EEF Teaching and Learning Toolkit shows the development of children’s reading comprehensions skills as vital – <i>18 months progress in 12 months.</i>	Early Reading Lead to monitor effectiveness through normal monitoring cycle.	JE	March 2024
High quality teaching underpins the provision for all children.	<ul style="list-style-type: none"> Faculty and Subject Leaders released 1 x afternoon a week on a rota to lead subject improvements. (£1,809) 	Continuous professional development is seen as a key component in ensuring high quality teaching for every child, as stated in the latest EEF research.	HT and DHT to monitor impact through the regular monitoring cycle within school.	LN & TC	March 2024

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	<ul style="list-style-type: none"> School subscribes to the National College for access to training. (£1596) 				
Each child receives quality feedback regularly to ensure that they make rapid progress.	<ul style="list-style-type: none"> Increased TA support to allow time for the teacher to give regular children feedback and inform them of their next steps. (£6000) 	Studies have shown that children make accelerated progress when they receive quality feedback, 1:1 more frequently. Teaching and Learning Toolkit – <i>20 months progress in 12 months.</i>	SENCo and HT to monitor provision mapping and interventions throughout the year.	AH & TC	March 2024
Total budgeted cost					£17013
ii. Targeted Academic Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The LBJS Reading Pathways is providing children with the comprehension skills they need to succeed.	<ul style="list-style-type: none"> Use of Dyslexia Gold intervention strategy across key groups. (£799) Books used for the Reading Pathways checked and updated. (£500) Books in the library updated to match current popular authors. (£500) Cracking Comprehension is in use across the school to develop comprehension strategies. (£640) Rapid Reading subscription is used to support the development 	EEF Teaching and Learning Toolkit shows the development of children’s reading comprehensions skills as vital – <i>18 months progress in 12 months.</i>	DHT and Early Reading Lead to monitor impact through the normal monitoring cycle within school.	LN & JE	Dec 2023

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	<p>of reading in school and at home. (£376.49)</p> <ul style="list-style-type: none"> • School has a member of staff who has responsibility for the library. (£6683) • School subscribes to Learning Resources for Education (£2485.55) • School subscribes to the MLS subscription package to allow the school’s library to operate like a real one. (£660) • The school subscribes to an E Book scheme through the library service. (£620) 				
<p>The school has a wider range of resources normally used in Foundation Stage and lower Key Stage 1 to support the children who are working at this level when they join the school.</p>	<ul style="list-style-type: none"> • School subscribes to Twinkl to access Early Years and KS1 resources. (£1043.90) • School subscribes to Classroom Secrets resources to access a wider range of resources. (£294.52) • School subscribes to the primary version of ‘Grammarsaurus.’ (£429) 	<p>Increasing numbers of children are joining the school well below their age expectations in Literacy and Maths.</p>	<p>HT and DHT to monitor impact through the regular monitoring cycle within school.</p>	<p>LN & TC</p>	<p>Feb 2024</p>
<p>The school has a structured approach to the teaching of</p>	<ul style="list-style-type: none"> • Early Reading Lead to evaluate a range of approved schemes to 	<p>EEF Teaching and Learning Toolkit shows the development of children’s reading comprehensions</p>	<p>Early Reading Lead and English lead to monitor.</p>	<p>JE and LN</p>	<p>Dec 2023</p>

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systematic synthetic phonics.	<p>supplement our existing phonics provision. (£2000)</p> <ul style="list-style-type: none"> • Training provided to staff delivering the chosen scheme so that it can be used as an intervention. 	skills as vital – <i>18 months progress in 12 months.</i>			
Total budgeted cost					£17031.46
iii. Wider Strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The school’s Emotional Literacy Support Assistant (ELSA) is providing support for children who need it for their emotional and behavioural needs.	<ul style="list-style-type: none"> • School employs an Emotional Literacy Support Assistant supporting children on a 1:1 and group basis. (£6,299) 	The latest research on developing Meta-cognition in children which was part of the EEF teaching and Learning Toolkit– assists in developing children’s ability to and willingness to learn – <i>17 months progress in 12 months</i>	SENDCo monitors the impact of the interventions through the normal school monitoring cycle.	AH & CA	Feb 2024
The school’s Emotional Literacy Support Assistant (ELSA) is providing support for children who need it for their emotional and behavioural needs.	<ul style="list-style-type: none"> • Subscribe to Boxall Profile Online to give regular information on the children and interventions. (£325) • Resources purchased for the ELSA to use during sessions (£500) • School subscribes to the local Educational Psychology Service. (£1500) 	Targeted small group interventions have been identified in EEF studies as having an impact on progress. <i>16 months progress in 12 months.</i> 1:1 intervention – <i>17 months progress in 12 months.</i>	SENDCo monitors the impact of the interventions through the normal school monitoring cycle.	AH & CA	Feb 2024

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Children in receipt of pupil premium have access to the wider life of the school.	<ul style="list-style-type: none"> • 50% of fees for music lessons, clubs and trips is paid to ensure that children can access the same opportunities as their peers. (£2000) 	Arts Participation has been shown to have a positive impact on rates of progress for the children in the EEF research. <i>14 months progress in 12 months.</i>	Letters sent out at the beginning of the academic year reminding parents. Regular reminders in the newsletter.	LG & TC	Feb 2024
Children in receipt of pupil premium have access to the wider life of the school.	<ul style="list-style-type: none"> • Half price uniform and free school milk for children in receipt of FSM. (£900) 	PP children will feel part of the school community with no financial blocks to having the correct uniform and equipment for school.	Letters sent out at the beginning of the academic year reminding parents. Regular reminders in the newsletter.	LG & TC	Feb 2024
	<ul style="list-style-type: none"> • Curriculum enrichment opportunities (trips, visitors to school etc) are planned in throughout the year to add to the learning experience of the children. (£4000) 	Monitoring has shown that some children do not have the same life experiences as others and this can affect their academic attainment, especially in reading and writing.	SLT to monitor opportunities provided and the impact on the learning across the school.	LN & TC	
Total budgeted cost					£16524
Total Predicted Expenditure: £49568.46					
5. Review of expenditure					
Previous Academic Year			2022/23		
i. High Quality Teaching					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)		

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High quality teaching underpins the provision for all children. (A)	<ul style="list-style-type: none"> Deputy Head released 1 x afternoon per week to work alongside teaching staff developing their practice. (£1,809) 	The Deputy Head has been working alongside a new ECT Mentor and across the school on Literacy planning.	This needs to become part of a rolling programme of support for all staff.
The LBJS Reading Pathways is providing children with the comprehension skills they need to succeed. (B)	<ul style="list-style-type: none"> Early Reading lead given time to continually train staff 1 x afternoon a week. (£1,809) Member of staff employed 1 x day a week for the development of early reading with an emphasis on phonics. (£3,563) 	This time has allowed the Early Reading Lead to closely monitor and evaluate the provision in the school and also to train new members of staff.	This will continue to allow the Early Reading Lead to coordinate the introduction of the school's approach to the teaching of phonics. There are also two members of support staff who need further training.
High quality teaching underpins the provision for all children. (B)	<ul style="list-style-type: none"> Subject Leaders released 1 x afternoon a week on a rota to lead subject improvements. (£1,809) 1 x member of staff to complete the National Professional Qualification in Senior Leadership. (5 x supply days plus time for completion of coursework - £875) 	The member of staff has nearly completed the course. They have developed the skills and are playing a key role in the development of and introduction of new strategies across the school – Values Education and Phonics.	The qualification is to be offered to another member of staff due to the benefits to the school.
ii. Targeted Academic Support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
The LBJS Reading Pathways is providing children with the comprehension skills	<ul style="list-style-type: none"> Use of Nessy Dyslexia intervention strategy across key groups. (£943.50) 	Nessy Dyslexia was replaced by Dyslexia Gold as it is ore age appropriate.	Continue with Dyslexia Gold.

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<p>they need to succeed. (C)</p>	<ul style="list-style-type: none"> • Books used for the Reading Pathways checked and updated. (£500) • Books in the library updated to match current popular authors. (£500) • Cracking Comprehension is in use across the school to develop comprehension strategies. (£906) • Rapid Reading subscription is used to support the development of reading in school and at home. (£376.49) • School has a member of staff who has responsibility for the library. (£5942) • School subscribes to Learning Resources for Education (£2443.43) • School subscribes to the MLS subscription package to allow the school's library to operate like a real one. (£660) 	<p>The school is at a stage now that fewer children are needing the targeted support as before.</p>	<p>There was a need to introduce a phonics scheme to meet the needs of the children joining in Year 3 with gaps in their knowledge.</p>
<p>The school has a wider range of resources normally used in Foundation Stage and lower Key Stage 1 to support the children who are working at this level</p>	<ul style="list-style-type: none"> • School subscribes to Twinkl to access Early Years and KS1 resources. (£1043.90) 	<p>The resources were to key to the provision the school put into place when an early literacy skills group was set up for Year 3 children who were working more than two years below their chronological age – 16 children.</p>	<p>This will be continued as this is a way for the school to access KS1 and EYFS resources.</p>

when they join the school. (D)			
Each child receives quality feedback regularly to ensure that they make rapid progress. (A)	<ul style="list-style-type: none"> Increased TA support to allow time for the teacher to give regular children feedback and inform them of their next steps. (£6000) 	The Assessment and Feedback Policy was amended to incorporate greater use of immediate feedback/live marking. This is having an impact on the children and also work life balance for the staff.	The Provision Map for SEND is going to be adapted so that the support will happen more from the class based TA allowing for more flexible groupings each afternoon. This in turn makes it easier for the teacher and TA to work with a wider range of children each afternoon – keeping up not catching up.
iii. Wider Strategies			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
The school's Emotional Literacy Support Assistant (ELSA) is providing support for children who need it for their emotional and behavioural needs. (E)	<ul style="list-style-type: none"> School employs an Emotional Literacy Support Assistant supporting children on a 1:1 and group basis. (£6,299) Subscribe to Boxall Profile Online to give regular information on the children and interventions. (£325) 	The school now has a well-established provision for meeting the SEMH needs of the children.	This approach will continue but the role will broaden to include provision of Solihull Parenting courses and more family support work.

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<p>Children in receipt of pupil premium have access to the wider life of the school. (G)</p>	<ul style="list-style-type: none"> • 50% of fees for music lessons, clubs and trips is paid to ensure that children can access the same opportunities as their peers. (£2000) • Half price uniform and free school milk for children in receipt of FSM. (£900) • Curriculum enrichment opportunities (trips, visitors to school etc) are planned in throughout the year to add to the learning experience of the children. (£4000) 		
<p>Total Expenditure</p>			

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk