

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Hampton Hill Junior School
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	$55/357 = 15\%$
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/22 – 2023/24 (3 academic years)
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alan Went, Head teacher
Pupil premium lead	Polly Jones, Assistant Head teacher
Governor / Trustee lead	Jacob Miller, Lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69, 870.00
Recovery premium funding allocation this academic year	£6,782.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£76, 652.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our school vision encourages all our students to be resilient, aspirational, well-prepared, independent and respectful individuals. Promoting these attributes falls in line with our PPG priorities too, as seen in our 2020-21 strategy and our newly revised 3-year plan for 2021/22 onwards.

Our main approaches fall into three categories. Firstly, we will provide high-quality teaching that will support and challenge our pupils. Secondly, a tailored intervention scheme that will help our pupil's develop skills that in turn will allow them to access the broad and diverse curriculum that we are proud of at HHJS. Finally, we will focus on wider approaches, such as ensuring that pupils have easy access to support networks, clubs that will broaden and develop a range of skills outside of the classroom and all the resources needed to access everyday life at school. We are confident that this will help ensure our disadvantaged children make progress and achieve their full potential.

Our approach will be responsive to the needs and potential barriers that we have identified for the disadvantaged pupils at HHJS. These are:

Supporting our disadvantaged students to develop their language capabilities by prioritising the explicit development of language and communication skills and develop their love of reading.

Supporting our disadvantaged students to improve their Maths skills.

Supporting our disadvantaged students who are also on the SEN register for cognition and learning.

Supporting our disadvantaged students to develop their confidence and resilience.

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring that any gaps in learning caused by school closures are clearly identified and addressed (specifically in maths and reading)
2	Ensuring the complex needs of PPG children, who are also on the SEN register for cognition and learning, are met

3	Developing a love for reading and improving children's vocabulary acquisition
4	Ensuring that PPG pupils' emotional well-being is strong so they are ready to learn
5	Attendance figures for Autumn 2021 show that 50% of our persistent absentees are PPG

## 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
Improved Maths outcomes for disadvantaged pupils at end of KS2	KS2 maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils meet the expected standard (in line with 2019 data)
An increase in the number of pupils reading for pleasure and a development of language skills and vocabulary choices are noticed	An increase in the number of children who are reading more regularly by choice. Movement through the book band colours is evident. Pupils are showing an improvement in their vocabulary acquisition both verbally and in written form.
Pupils, with complex SEN needs, are making good progress	Pupil's progress is in line with predicted attainment targets and they are making expected progress.
Pupils are feeling more confident and resilient and an improvement in their mental wellbeing is observed	Children report an improvement in their mental wellbeing through informal discussions and surveys. Adults notice an improvement in their confidence and resilience in their learning. Children are displaying the learning behaviours associated with Growth Mindset as promoted throughout the school (independence, collaboration, determination, adventure and reflection).

## 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: £28, 387

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching in all classrooms. QFT is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF toolkit)	1-3
Smaller class sizes for core subjects in targeted year groups	Overall, there is a relatively consistent finding that smaller classes are associated with slightly higher attainment (EEF toolkit)	1, 4
Mixed ability groups for core subjects across all year groups	Over 40 years a number of systematic reviews and meta-analyses have provided consistent evidence about the benefits of collaborative learning (EEF toolkit)	1, 4
CPD for all class teachers and subject leaders to ensure QFT  Skills are shared with all teaching staff through weekly CPD sessions	CPD, which can include training courses, mentoring, seminars and peer review, can play a crucial role in improving teaching quality  (Education Policy Institute)	1-3
CPD support for new subject leads and those teaching for less than 3 years	CPD, which can include training courses, mentoring, seminars and peer review, can play a crucial role in improving teaching quality	1, 2

	(Education Policy Institute)	
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for pupils	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1-3

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

Budgeted cost: £36, 047

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonic interventions from lead teachers (DHT, AHT and SENDCo) and trained LSAs	Phonics approaches have been consistently found to be effective in supporting readers to master the basics of reading, with an average impact of an additional four months' progress  (EEF toolkit)	1-4
Nessy – online phonics programme		
Guided reading interventions from lead teachers and LSAs – using either Fresh Start or Echo Reading resources, depending on the children's needs  Interventions to be completed in small groups with children with similar needs	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.  In reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn.  (EEF toolkit)	1-4
Third Space Maths tutoring – online one-to-one tuition	Evidence indicates that one to one tuition can be effective, delivering approximately	1-4

Bedrock – online reading comprehension based on individual children’s needs	five additional months’ progress on average.  In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.  (EEF toolkit)	1-4
Booster classes in English and Maths from January 2022 (Year 6 – SATS preparation)	Overall, there is a relatively consistent finding that smaller classes are associated with slightly higher attainment  (EEF toolkit)	1-4

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

Budgeted cost: £6, 400.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place to Be – targeted support for individual children  Place to Talk – drop in sessions (weekly service)  Sessions run by Trailblazer provider (weekly / drop in sessions)	Results from both the Parent survey and Student survey from 2020-21 (see PPG strategy 2020-21 for results)  Place to Be considered as beneficial by the children and adults who accessed the service (see PPG strategy 2020-21 for uptake and response)	4, 5
Mental Health Champions – initiative run by our Safeguarding, Admissions and Mental Health Lead.  The Champions receive training to provide them with the skills to listen, support and signpost their fellow pupils	From our Trailblazer audit (2020-21) and work with Place to Be our trained Mental Health Champions support fellow pupils on a daily basis (e.g. in the playground)  Positive feedback from both the champions and their peers via Pupil Voice survey and informal discussions.	4, 5
Parent support networks / engaging with parents – support for parents ranging from family	Parental engagement has a positive impact on average of 4 months’ additional progress  (EEF toolkit)	3, 4

support to academic support / resources		
Parental support with attendance from our Safeguarding, Admissions and Mental Health Lead	Good school attendance has enormous benefits and advantages: pupils can develop close friendships, make excellent progress in their learning, and not miss out on any educational or social experiences	4, 5
Additional trips – opportunities to visit places of interest (both inspirational focus, i.e. galleries and aspirational focus, i.e. places of work)	Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.  (EEF toolkit)	4, 5
Extra-curricular clubs / trips / music lessons funded through PP grant	Arts (including dance, drama, music, painting, or sculpture) participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.  (EEF toolkit)  There is a small positive impact of physical activity (including sports, dance, or any kind of physical exercise) on academic attainment (+1 month).  (EEF toolkit)	4, 5
FUEL – activities programme over holidays (ensuring all families have information relating to this)	See above	4
FUEL - food programme over the holidays (ensuring all families have information relating to this)	Keeping active and eating a healthy balanced diet can also help you to maintain a healthy weight.  Deficiencies in some key nutrients - such as vitamin A, B, C and E, and zinc, iron and selenium - can weaken parts of your immune system.  (NHS)	4
Attachment Aware school award – to raise staff awareness of attachment difficulties (including our LAC children). An emphasis	AfC Virtual School is working with 44 schools across Achieving for Children in collaboration with EPS in both Operational Areas to deliver the Attachment Aware Schools Award. The approach is based on research from Bath	4, 5

<p>on the language used and modelled with the pupils and the pupils themselves being able to manage their emotions better</p>	<p>Spa University, the REES Centre and successful Attachment Aware Schools Award projects in other authorities.  (AfC)</p>	
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**Total budgeted cost: £70, 834.17**

## 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 2020 to 2021 academic year.

We are incredibly proud of the internal assessments during 2020-21, considering the difficulties and challenges many of our disadvantaged pupils have faced over the last 18 months. This shows how incredibly hard these children have worked, the commitment from our teaching staff and constructive ways that we supported our families overcome barriers during the school closures. However, our data does suggest that the performance of our disadvantaged pupils was lower compared to the data from 2019 (pre Covid-19 and school closures).

We know that the impact of Covid-19 affected our pupils both academically and emotionally and we are fully committed to getting back on track and ensuring that our disadvantaged pupils are armed with all the resources and skills needed to reach their full potential as laid out in this strategy.

### 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
Online phonics program	Nessy
Online reading / vocabulary program	Bedrock
Online Maths tutoring	3 <sup>rd</sup> Space Learning maths tutors
FUEL holiday / food programme	Individual providers

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No service funding

What was the impact of that spending on service pupil premium eligible pupils?	No service funding
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