



# Carlisle & Hampton Hill Federation

## Pupil Premium Strategy statement

Love Learning Love Life

Name of school:	Number of pupils in school:	Number of disadvantaged pupils:
Hampton Hill Junior School	359	43
Publish date:	Review date:	
July 2020	July 2021	
Pupil premium lead:	Head teacher:	Governor Lead:
Polly Jones	Alan Went	

### Our vision:

#### Our school vision for all our pupils:

**Resilient,**  
empathetic and  
tolerant pupils who  
have well  
developed social  
skills.

**Well prepared** children  
who leave our school  
with a love of learning  
and the required skills  
to embrace the next  
stage of their  
education.

**21<sup>st</sup> century citizens**  
with local and global  
awareness and a  
sense of  
responsibility for  
their community.

*At HHJS we are supporting our pupils to be:*



**Aspirational**  
children who are  
ambitious to  
achieve their own  
unique potential.

**Independent** learners  
who are enthusiastic,  
inquisitive, articulate  
and knowledgeable  
with well developed  
learning behaviours and  
values.

**Respectful** individuals  
who consider the well  
being of themselves,  
each other and the  
environment.

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.



# Carlisle & Hampton Hill Federation

Our PPG numbers and funding allocation (from Oct 2019 census) can be broken down as follows:

Number of Ever 6 FSM	20	Number of LAC or Post-LAC	5
Ever 6 Funding	16	Funding for LAC/ Post-LAC	£11 725

Total number on PPG register	36	Total funding (including LAC/Post-LAC)	£60 145
------------------------------	----	--	---------

What are the main approaches we use to ensure our disadvantaged children make progress and achieve?

- By supporting our PPG students to develop their language capabilities by prioritising the explicit development of language and communication skills
- By supporting our PPG students to develop their confidence and resilience
- By supporting our PPG students who are also on the SEN register for cognition and learning

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality First Teaching (professional development for all staff in supporting pupil premium children in class and across the whole school)
- Targeted Academic Support (for example interventions and one-to-one support)
- Wider strategies (for example behaviour approaches, breakfast clubs, attendance, clubs)



# Carlisle & Hampton Hill Federation



Due to school closures, we have no end of KS2 data to include on our strategy for 2020-21. However, we are planning to continue our support for our PPG students based on successes up to March 2019. We will keep promoting high quality teaching for all pupils, providing individual and targeted support for those who need it (in class and through specific interventions, such as Echo Reading). Our Safeguarding, Admissions and Mental Health Lead will continue to work closely with our PPG families, maintaining our attendance/punctuality figures. Mental well-being will continue to be a high priority for all our children and families, through our excellent Place-to-Be and Trailblazer provision we already have in place.

<b>Quality First Teaching</b>				<b>Approx. contribution from PP grant: £39 000</b>
Vocabulary acquisition to be at the heart of curriculum intent for English and other curriculum areas. Encouraging exposure to a vocabulary-rich environment to extend the student's depth and breadth of vocabulary.				
<b>Action</b> <i>(What do we want to happen?)</i>	<b>Implementation</b> <i>(how, who and when?)</i>	<b>Measuring impact</b> <i>(what we are going to look at)</i>	<b>Approx cost</b>	<b>Impact</b> <i>(How we will recognise success)</i>
<b>High quality teaching / Staffing:</b>				
All staff to be aware of the importance of language and how central it is for our PPG children	CPD – for all staff delivered by PP lead (autumn term)  Learning walks / observations – carried out by English lead	Children's books; movement through book bands; progress data; use of the school library; writing moderation	PP lead  English lead	Higher % of PPG children achieving ARE in Reading and Writing across all year groups / end of KS2 data  Monitoring of books showing an improved quality of writing and a greater range of language across the curriculum



# Carlisle & Hampton Hill Federation



	(termly) Learning environment – class teacher (ongoing)			PPG make accelerated progress from their starting points
Teacher modelling and discussing Tier 1-3 vocabulary explicitly with the children	Lesson observations – carried out by English lead (termly)  Learning walks – carried out by PP lead (ongoing)	Children’s books; movement through book bands; progress data; writing moderation	English lead  PP lead	Monitoring of books showing an improved quality of writing and a greater range of language across the curriculum
Cross-reference PP register and EAL register	Combined register in place – EAL lead / PP lead (ongoing)  Assess Codes of Fluency – EAL lead (autumn term)	EAL sessions; children’s books; movement through book bands; progress data; writing moderation; log Codes of Fluency data	EAL lead  PP lead	Monitoring of books showing an improved quality of writing and a greater range of language across the curriculum  Improvement in children’s verbal communication skills – measured through verbal tasks, teacher feedback
Guided Reading CPD for all staff to focus on vocabulary development in these sessions	CPD – for all staff delivered by PP lead (autumn term)  Learning walks / observations – carried out by English lead (termly)	Movement through book bands; progress data; use of the school library	PP lead  English lead	Higher % of PPG children achieving ARE in Reading and Writing across all year groups/ end of KS2 data  Improvement in children’s verbal communication skills – measured through verbal tasks, teacher feedback



# Carlisle & Hampton Hill Federation



				PPG make accelerated progress from their starting points
Writing CPD sessions to develop teachers' confidence in supporting GD writers	Fox primary – Year 6 teachers / English lead (autumn term – virtually)	Children's books; progress data; writing moderation	£115	Higher % of PPG children achieving ARE in Reading and Writing across all year groups/ end of KS2 data  PPG make accelerated progress from their starting points
Activities planned to extend pupils' spoken vocabulary and to allow students to verbally express ideas e.g. reasoning activities – including maths and foundation subjects	Lesson observations – carried out by subject leads (termly)  Learning walks – carried out by PP lead (ongoing)	Language being used by the children	Subject leads  PP lead	Improvement in children's verbal communication skills – measured through verbal tasks, teacher feedback

**Evaluation:**

There is no formal KS2 SATS data this year due to Covid-19. Year 6 assessments show:

	KS2 Expected Standard Reading	KS2 Expected Standard Writing	KS2 Expected Standard GPS	KS2 Expected Standard Maths	KS2 Expected Standard RWM
School 2019	90%	92%	95%	89%	84%
PPG 2019	80%	90%	80%	80%	TBC
National 2019	73%	78%	78%	79%	65%
School 2021	86%	83%	83%	75%	71%
PPG 2021	80%	70%	60%	60%	50%

We are incredibly proud of the Year 6 teacher assessments above, considering the difficulties and challenges many of our disadvantaged pupils have



# Carlisle & Hampton Hill Federation

faced over the last 18 months. This shows how incredibly hard these children have worked, the commitment from our teaching staff and ways that helped families overcome barriers during both school closures.

Book monitoring demonstrates high quality and quantity of written work considering the children's stamina has been affected during the school closures. Good range of subject-specific vocabulary in foundation subjects and high-quality vocabulary used in English.

EAL fluency code being used across all year groups. Improvement across the codes seen in all EAL/ PPG children.

Teacher feedback is positive about children's verbal communication, e.g. PP children using Word of the Week effectively verbally and in written pieces.

<b>Targeted Academic Support</b>				<b>Approx. contribution from PP grant: £39 000</b>
Due to the success of our intervention groups up until March 2019 (before school closures) we are continuing our interventions groups to develop reading skills, writing skills, maths skills, build confidence and provide catch-up opportunities				
<b>Action</b> <i>What do we want to happen?</i>	<b>Implementation</b> <i>(how, who and when?)</i>	<b>Measuring impact</b> <i>(what we are going to look at)</i>	<b>Approx cost</b>	<b>Impact</b> <i>(How we will recognise success)</i>
<b>Interventions:</b>				
Echo reading intervention groups	Sessions focusing on focusing on fluency and intonation when reading aloud and key comprehension skills,	Fluency and intonation when reading aloud / key comprehension skills (e.g. inference); progress data	English lead SENDCo	Increase in % of children achieving ARE for Writing, Reading and Maths / end of KS2 data



# Carlisle & Hampton Hill Federation



	such as inference, retrieval) – intervention team/ SENDCo/ English lead (half termly)			
Targeted writing and maths groups	Sessions planned for individual students focusing on their specific needs – intervention team/ SENDCo/ English lead (half termly)	Children’s books; progress data; writing moderation	PP lead SENDCo	Increase in % of children achieving ARE for Writing, Reading and Maths / end of KS2 data  PPG make accelerated progress from their starting points  Targets set within intervention groups being achieved
Third Space Maths tutoring	Weekly sessions for x10 students per term – Third Space tutors & class teachers (termly)	Children’s books; progress data	£6000	Weekly updates provided from 3 <sup>rd</sup> Space Maths tutors sent directly to class teachers  Increase in % of children achieving ARE for Maths / end of KS2 data
Phonics and spelling interventions	Sessions planned for individual students focusing on their specific needs – intervention team/ SENDCo/ English lead (half termly)	Children’s books; progress data; writing moderation; movement through book bands	English lead SENDCo	Increase in % of children achieving ARE for Writing and Reading / end of KS2 data PPG make accelerated progress from their starting points  Targets set within intervention groups being achieved
Pre-teaching activities – EAL focus on specialist vocabulary (Tier 3 vocab)	Sessions planned for individual students focusing on their specific needs – EAL lead/ English	Children’s books; progress data; writing moderation; movement through book bands	EAL lead English lead	Increase in % of children achieving ARE for Writing and Reading / end of KS2 data  PPG make accelerated progress from their



# Carlisle & Hampton Hill Federation

	lead (half termly)			starting points  Targets set within intervention groups being achieved
<p><b>Evaluation:</b> There is no formal KS2 SATS data this year due to Covid-19. For Year 6 teacher assessments please see evaluation box above.</p> <p>Catch-up funding was used in the Summer Term (please see document on website for more detailed information about how children were supported / interventions). PP children were a focus, especially those that were highlighted during lockdown as having missed learning opportunities in the core subjects whilst being at home, e.g. Nesy phonics programme used to target low readers (so could access at home if necessary again).</p> <p>SENDCo took small groups (SEND/PPG overlap) during Summer term to really target these low readers. Good progress seen at the end of these interventions (to continue in 2021-22).</p> <p>AHT and DHT took small groups (PPG focus) during Summer term to focus on fluency and comprehension skills. Good progress seen at the end of these interventions (to continue in 2021-22).</p> <p>Overall, Third Space Learning has been well received by children and staff (and parents during school closures). Class teachers happy with the sessions being provided by these tutors and we will continue using this intervention in 2021-2022.</p>				

## Wider Strategies

Emotional and mental well-being is at the heart of developing the children's confidence and resilience. This is supported by our school PSHE scheme, promoting our five learning behaviours and our nurture provision. We offer additional support through our Safeguarding, Admissions and Mental Health Lead and our two external providers, Place to Be and Trailblazer.

Action	Implementation	Measuring impact	Approx cost	Impact
--------	----------------	------------------	-------------	--------



# Carlisle & Hampton Hill Federation



<i>What do we want to happen?</i>	<i>(how, who and when?)</i>	<i>(what we are going to look at)</i>		<i>(How we will recognise success)</i>
<b>Enrichment:</b>				
Aspirational trips  NB. If allowed due to Covid-19	Opportunities to visit places of interest (both inspirational focus, i.e. galleries and aspirational focus, i.e places of work) – PPG lead (termly)	Pupil feedback	£200	Positive pupil feedback
Funding for clubs, trips and extra-curricular activities  NB. If allowed due to Covid-19	Letter for parents to highlight funding from school – PPG lead (termly)	Numbers of children attending clubs, trips and taking part in extra-curricular activities	£2, 000	Uptake of club places, trips attended and music lessons taken  Number of children accessing trips, music lessons, extracurricular clubs
<b>Wellbeing:</b>				
Individual PP Action Plans	Class teachers to complete/review – class teachers (ongoing / reviewed termly)	Individual Action Plans – to include teacher’s awareness of potential well-being barriers caused as a result of COVID / school closures	Class teachers	Termly updates of Action Plans by class teachers
Nurture groups for targeted children	Weekly sessions run for specific children in the SRP – SRP lead (termly)	Nurture groups/provision  Pupil feedback  Parent/ carer feedback	SRP lead	Scaled-down version of the Boxall Profile for nurture targets  Positive pupil / parent feedback  Teacher observations



# Carlisle & Hampton Hill Federation

Place to Be counselling service	Sessions run by Place to Be weekly / drop ins (ongoing)  Regular informal check-ins with children – Safeguarding, Admissions and Mental Health Lead (ongoing)	Pupil feedback	£11,000	Number of PP children accessing well-being services from Place to Be  Positive pupil / parent feedback  Teacher observations
Trailblazer service	Sessions run by Trailblazer provider weekly / drop ins (ongoing)  Regular informal check-ins with children – Safeguarding, Admissions and Mental Health Lead (ongoing)	Pupil feedback	Safeguarding, Admissions and Mental Health Lead	Number of PP families accessing Trailblazing services  Positive pupil / parent feedback  Teacher observations
<b>Family support:</b>				
Continuing family support	Virtual English / Maths workshops – PPG lead (termly)  Regular informal check-ins with parents/carers – Safeguarding, Admissions and Mental Health Lead (ongoing)	Amount of parents accessing these workshops / resources  Information gained from discussions with families	PPG lead  Safeguarding, Admissions and Mental Health Lead	Answers to the questionnaires from children and families and actions taken from this  Uptake of parents attending workshops  Actions taken from informal discussions



# Carlisle & Hampton Hill Federation



Trailblazer service	Sessions run by Trailblazer provider weekly / drop ins (ongoing)  Regular informal check-ins with parents/carers – Safeguarding, Admissions and Mental Health Lead (ongoing)	Number of PP families accessing Trailblazing services  Pupil feedback	Safeguarding, Admissions and Mental Health Lead	
Food provision	Food vouchers over the Summer holidays  Free milk (daily)  Free fruit (daily)	Amount of families accessing	£250	Numbers of children accessing free milk and fruit provided by school
ICT access – in case of further school closures	Survey to parents about availability of devices and internet – PPG lead (autumn term)  Contact charities re. laptops, dongles – PPG lead (autumn term)	Need for computer / internet if there are further school closures	PPG lead	Providing needed resources for children to enable them access to home learning

## **Evaluation:**

Luckily, we were able to partake in two successful trips in the Summer Term for our PP students – very positive feedback from the children involved (Barnes Literature festival and trip to Alligator's mouth bookshop following being awarded the Siobhan Dowd grant).

Summer term had a better uptake of club spaces / music lessons

Autumn term clubs: 3 children; music lessons: 2 children; funded trips: 15 children (Y5 residential)



# Carlisle & Hampton Hill Federation



Summer term clubs: 13 children; music lessons: 2 children; funded trips: 10 (Y6 residential)

Individual action plans completed by all class teachers and used successfully during pupil handover in summer term.

Children accessing Place to Be services:

March 2020 – August 2020: 7 children accessed P2Talk and 1 child received 1:1 counselling

September 2020 – July 2021: 17 children accessed P2Talk and 2 children received 1:1 counselling

Analysis of responses from parent questionnaires:

Question:	Percentage of parents/carers who <u>Agree or Strongly Agree</u> :
I feel my child is happy in school	100%
I feel my child is well supported at school	88%
I feel my child is making good progress at school	100%
I feel I can approach staff members if I have a worry or concern	88%
I feel my views, as a parent/carer, are listened to	88%
I understand how my child's Pupil Premium grant is spent, e.g. trips, clubs, interventions	75%
I know how to support my child's learning at home	75%
If we are able to run Parent Workshops again in the future, would you be interested in attending?	Yes: 50% No: 12.5% Maybe: 37.5%
If so, what subject would you like us to cover?	Maths: 50% Reading: 0% Spellings / Phonics: 12.5% Other: 37.5%

Analysis of responses from student questionnaires:

Question:	Percentage of students who <u>Agree or Strongly Agree</u> :
I am happy in school	92%



# Carlisle & Hampton Hill Federation



My teacher / adult helps me at school	100%
I can ask for help if I need it	88%
I can talk to an adult if I am worried about something	88%
I am listened to by an adult at school	88%
I have time to do my spellings, reading and time tables practise at home most days	73%
Do you attend any HHJS run clubs?	Yes: 54% No: 46%
Do you have access to a computer at home to do your homework on?	Yes: 77% No: 23%
Do you have access to a computer the internet to do your homework?	Yes: 85% No: 15%
Is there anything else we could do at school to help you more?	Yes: 12% No: 88%

There have been no formal parent workshops due to Covid-19. However, individual concerns and queries from parents were picked up from telephone calls made weekly by the PPG lead during school closures.

SPARK project based on parental engagement changed to how best to support our disadvantaged / vulnerable families during school closures. Different types of support ranged from paper copies of work; DfE laptops, dongles for internet connection; doorstep visits; food packages; support from Place to Be; school places offered in our Critical Worker provision; emotional support with the return to school.

Milk and fresh fruit provided daily when children were in school. Food vouchers provided during lockdown. FUEL information shared with families for over the summer holidays.