

## 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.

### 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 <b>2022/23</b> 2023/24 (3 academic years)
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Alan Went, Head teacher
Pupil premium lead	Polly Jones, Assistant Head teacher
Governor / Trustee lead	Jeremy Appleyard (Chair of Finance & Premises committee)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70, 215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£70, 215

# 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 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 SEND 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: £36,000

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)	1-3
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)	1-3
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 ECTs, new subject leads and those for have been 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 Little Wandle (DfE approved SSP) 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  (EEF toolkit)	1-3
Oral language focus in classrooms (e.g. during whole class GR sessions) and through clubs (e.g. debating, Book Club)	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both.  (EEF toolkit)	1-3
Writing focus across the whole federation. CPD for all teaching staff and introduction of the Writing Steps to support our writing outcomes		1-3

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

Budgeted cost: £20, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonic interventions from lead teachers (DHT, AHT and SENDCo) and trained LSAs  Purchase of Little Wandle SSP	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 for targeted children	The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written  (EEF toolkit)	
Guided reading interventions from lead teachers and LSAs –	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading	1-4

<p>using either RWI Fresh Start resources, depending on the children's needs</p> <p>Roll out of Little Wandle catch-up provision from January 2023</p> <p>Interventions to be completed in small groups with children with similar needs</p>	<p>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.</p> <p>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.</p> <p>(EEF toolkit)</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written</p> <p>(EEF toolkit)</p>	
<p>Maths interventions – focusing on basic arithmetic and fluency skills from trained LSAs</p> <p>Maths interventions – focusing on Rainbow Maths and the arithmetic skills needed to succeed through the levels (LSAs &amp; SENCO to oversee)</p>	<p>Tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach specific skills</p> <p>(EEF toolkit)</p>	1-4
<p>EAL pre-teach sessions in core and foundation subjects</p> <p>(delivered by the Multilingual Lead)</p>		1-4
<p>Writing interventions run by AHT and trained LSAs</p>		1-4
<p>Booster classes in English and Maths from January 2023 (Year 6 – SATS preparation)</p>	<p>Overall, there is a relatively consistent finding that smaller classes are associated with slightly higher attainment</p> <p>(EEF toolkit)</p>	1-4

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

Budgeted cost: £15, 554

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Place to Be – targeted support for individual children</p> <p>Place to Talk – drop in sessions (weekly service)</p> <p>Sessions run by Trailblazer provider (weekly / drop in sessions)</p>	<p>Results from both the Parent survey and Student survey from 2021-22</p> <p>Place to Be considered as beneficial by the children and adults who accessed the service (student survey 2021-22)</p>	4, 5
<p>Mental Health Champions – initiative run by our Safeguarding, Admissions and Mental Health Lead.</p> <p>The Champions receive training to provide them with the skills to listen, support and signpost their fellow pupils</p>	<p>From our Trailblazer audit (2021-22) and work with Place to Be our trained Mental Health Champions support fellow pupils on a daily basis (e.g. in the playground)</p> <p>Positive feedback from both the champions and their peers via Pupil Voice survey and informal discussions.</p>	4, 5
<p>Parent support networks / engaging with parents</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress</p> <p>(EEF toolkit)</p>	4, 5
<p>Parental support with attendance from our Safeguarding, Admissions and Mental Health Lead</p>	<p>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</p>	4, 5
<p>Additional trips – opportunities to visit places of interest (both an inspirational focus, i.e. galleries and aspirational focus, i.e. places of work)</p>	<p>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.</p> <p>(EEF toolkit)</p>	4, 5

<p>Extra-curricular clubs / trips / music lessons funded through PP grant</p>	<p>Arts (including dance, drama, music, painting, or sculpture) participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>(EEF toolkit)</p> <p>There is a small positive impact of physical activity (including sports, dance, or any kind of physical exercise) on academic attainment (+1 month).</p> <p>(EEF toolkit)</p>	<p>4, 5</p>
<p>FUEL – activities programme over holidays (ensuring all families have information relating to this)</p>	<p>See above</p>	<p>4</p>
<p>FUEL - food programme over the holidays (ensuring all families have information relating to this)</p>	<p>Keeping active and eating a healthy balanced diet can also help you to maintain a healthy weight.</p> <p>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.</p> <p>(NHS)</p>	<p>4</p>
<p>Attachment Aware Bronze award achieved – following on from the successful work completed on this in 2021-22, we will continue to build on the awareness all staff have developed this year and ensure all new staff have the correct training too.</p> <p>An emphasis on the language used and modelled with the pupils and the pupils themselves being able to manage their emotions better</p>	<p>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 Spa University, the REES Centre and successful Attachment Aware Schools Award projects in other authorities.</p> <p>(AfC)</p>	<p>4, 5</p>

**Total budgeted cost: £71, 554**



## 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.

To complete in July 2022-23

### 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
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