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	Hamworthy Park Junior School
Number of pupils in school	465
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Susannah Hill
Pupil premium lead	Susannah Hill
Governor / Trustee lead	Chris Toon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 158,710
Recovery premium funding allocation this academic year	£ 17,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year: Service premium generated £13,640 and a separate strategy is found on our website.	£ 176,110

Part A: Pupil premium strategy plan

Statement of intent:

In line with our ethos, ‘every child, every day, every possibility’, our intention is that all pupils, irrespective of the challenges they may face in their lives, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, also ensure that high attainers maintain or exceed their achievements.

We take into careful consideration the various challenges faced by vulnerable pupils. We consider each child as an individual, with their own unique personality, characteristics, successes and challenges. This is the starting point when planning provision for each of our pupils- treating each child as an individual and ensuring the offer they receive supports them fully, whether they are disadvantaged or not.

High-quality teaching is the foundation of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our approaches are designed to support all our pupils, through a high-quality universal offer for all.

Our strategy is also integral to wider school plans for education recovery, due to the Covid pandemic. Careful consideration is given to which pupils and which aspects of teaching and learning must be rapidly and successfully addressed. Our approaches are adapted and developed within each year team to ensure this intention is met.

A robust approach to assess needs, address these and monitor impact of the support children receive must be in place, to ensure our approaches have the best impact. To ensure they are effective we will:

- ensure disadvantaged pupils are supported, challenged and set aspirational targets.
- Ensure that every opportunity for learning is provided, **every day**
- Ensure aspirational whole school approaches, including a growth mindset approach to ensure **every child** has **every possibility** of the best outcomes

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

Challenge number	Detail of challenge
1	Attendance historical data indicates that attendance for PP pupils has been lower than all pupils. In 2020-21, FSM attendance was 94.6%. Observations and assessments clearly show that absenteeism affects pupils progress as this creates gaps in learning and understanding.
2	Turbulence -in the last year there were 68 in year starters and leavers. Many of these pupils are from vulnerable circumstances and join the school due to temporary accommodation provided in our catchment.
3	Number of families accessing Early Help has risen during the Covid-19 pandemic. The school makes weekly referrals to early help. Around 25% of our children receive early help support using internal or external provision.
4	Children attaining below KS1 expectations need to have secure foundations in early reading, communication and language, writing and number. Assessments, observations, and discussions with pupils suggest disadvantaged pupils often have greater difficulties with phonics, expressive language and vocabulary than their peers. This negatively impacts their development as readers and writers due to the importance of embedding of secure phonological knowledge.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. The school believes in the importance of providing additional value for pupils through enrichment opportunities.

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
1. Children who are eligible for PPG have good **attendance** (at least national expectations), in particular children eligible for FSM	• Children eligible for FSM are prioritised for focused attendance support and therefore attendance is at least national which ensures pupils are able to access regular education. (2020-21 FSM attendance 94.6%; All- 96.3%) • Effective attendance systems and interagency partnerships support good attendance for children eligible for PPG
2. Smooth transitions and targeted support enables **'in year'** access children, including forces children to make at least expected progress	• Effective transition systems are in place for pupils joining in-year (In year turbulence 2019- 2020- 86 pupils- 19%) • Children can rapidly access pastoral support when needed • Effective quality first teaching rapidly identifies barriers to diminish the gaps and ensure at least expected progress
3. Children accessing Early Help services have **positive mindsets** and their **well-being and mental health** needs are supported	• Effective school mental health and well-being systems & approaches are in place • Early identification of needs enables our team to rapidly engage with internal /external support programmes and services

	• Multi-agency partnerships effectively support children and their families
4. **Quality first teaching** and **effective interventions** enable children who have not met KS1 expectations to attain age related expectations by the end KS2, in order to be ready for secondary education	• High **quality first teaching** in the core subjects best enables children to make diminish the gap • Early identification of learning gaps are addressed through quality first teaching & effective **assessment** • Early identification of barriers are addressed in order to enable children to access learning more effectively • Effective **recovery and interventions** for phonics, reading, writing and maths enable children to diminish the gap • Quality first teaching enables children to overcome delays and acquire a language rich environment and curriculum
5. Children thrive through the development of additional skills and experiences	• All children eligible for FSM will be able to swim by the end of KS2 • Children, who display a musical talent, will be enabled to access musical tuition • All children will access extra-curricular activities that inspire them to develop a broader range of skills - gardening, cooking, sports, biking, as well as those developed through community events - such as fundraising and choir

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: £ *123,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing staff subject knowledge, confidence and skills to ensure quality first teaching is embedded in every classroom - through: • Weekly teacher cpd sessions focusing on inclusion, PPG, English and Maths • INSET - Bob Cox 'Opening doors into quality texts - comprehension, VIPERS, developing vocabulary • English leader develops staff through cpd sessions, explicit assessment systems, enriched reading resources • English leader and Inclusion leader monitoring sessions to analyse data from reading support programmes to ensure impact is effective	EEF: 1. Alongside high-quality recovery phonics, it is recognised that whilst phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly 2. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 3. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. 4. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects 5. Through developing a culture which supports a love of reading, children will be immersed in literature beyond the lesson time.	4,2

Developing leaders' capacity to ensure quality first teaching is consistent across their team, and teachers develop their own teaching and learning skills • INSET - Jonathan Hanham coaching to develop teaching and learning • Monthly year leader coaching sessions • Monthly teacher coaching sessions	Liew Wai Yee Taylor's College Sri Hartamas, Malaysia: 2016 1. Peer coaching could be one of the powerful tools for professional development. It allows teachers to improve their teaching practices by learning from peers and adopting self-reflection. 2. Moreover, when teachers with similar goals pair or triple up and function as peer coaches to one another, collaborative learning happens. 3. Teachers no longer feel isolated while experiencing challenges in their classrooms, especially in implementing new strategies or technologies in teaching CfBT Education Trust - Rachel Lofthouse, David Leat, Carl Towler 2010 Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive skills of planning, monitoring and refining, all of which ensure that teaching quality keeps improving	4,3
The recruitment development of Teachers entering the profession through: • high level of commitment to ECT training programme, driven by the Deputy Heads • high quality cpd mentoring for ECT and RQT Teachers through the use of the ECT materials	The DfE Early Career Framework 2020 states: There are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. The ECF builds on initial high-quality ITT and become the cornerstone of successful career in teaching.	4
Embed a graduated response for the lowest 20%	ECF: Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. Seeking to understand pupils' differences, including the different levels of prior knowledge and potential barriers to learning is an essential part of teaching. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions): budgeted cost: £61,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing high quality recovery phonics sessions Y3 (those not reaching secure phonics acquisition in KS1): • Matches children's current level • Explicit, regular, enabling application into reading • Additional daily reading sessions Phonics intervention Y4 bespoke programme for those not acquiring phonics	EEF: 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. 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.	4, 2
Targeted daily readers informed by miscue analysis and effective reading intervention. Investment in matched reading books and staff understanding of the development of pupils as readers	EEF: 1. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. 2. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	4, 2
Reading interventions support the development of reading skills including decoding and comprehension	EEF: 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. 3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	4, 2
Maths intervention - First class number	Every Child Counts: 1. over 55,000 pupils in Years 1 to 11 have been supported by 1st Class@Number in 4,000 schools. They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress. **93%** of them showed more confidence and interest in learning mathematics in class after 1st Class@Number	4, 2

Targeted daily English & Maths teaching for lower attaining pupils (EHCP/ SEND/ PPG) in Upper KS2	EEF: Small Group tuition enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is provided to support lower attaining learners to achieve clear targets and outcomes set for them when they leave Primary school.	4
Focused individualised feedback through Class Teacher pupil conferencing in Upper KS2 & Year 4. Feedback given to the learner relative to learning outcomes to aim to improve learning.	EEF: Feedback (pupil conferencing) shows high effects on learning. Positive impact is evident when feedback is delivered by the Class Teacher. Feedback is delivered when work is correct, to improve learning, rather than just identifying errors.	4
Small group tuition (up to 6 pupils over a focused limited time scale for half a term) to close the gap for pupils who have fallen behind. (Recovery funding)	EEF: The average impact of small group tuition is four additional months progress on average, over the course of a year. Evidence shows that small group tuition is effective and the smaller the group the better.	4
School focus on the effective deployment of TAs linked to the EEF recommendations, including regular in-school CPD, intervention training and HAMWIC trust TA training programme.	EEF: Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits.	4

Wider strategies (for example, related to attendance, behaviour, wellbeing): Budgeted cost: £ 58,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance activities: • Attendance is high profile: on website, through daily phone calls • SLT & admin - 3 weekly attendance monitoring schedule and follow up actions • Teachers support and challenge poor attendance early	If children are not in school, they will not be able to attend lessons and therefore make progress in their learning.	1

• Pastoral time with targeted children to improve attendance target	Focus attention on targeted children, understanding and breaking down barriers	1,3,5
Growth mindset culture established, with a focus on metacognition • Targeted children access growth mindset sessions • Quality first teaching reinforces metacognitive thinking • Explicit teaching of metacognitive strategies • Teachers modelling their own thinking to demonstrate metacognitive strategies • Opportunities for pupils to reflect on and monitor their internal thinking processes, strengths and areas of improvement, and plan how to overcome current difficulties. • Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy. • Federated approach to well-being through the implementation of 'Stormbreak'. Staff CPD and resources: £700 per school to implement approaches to positive mental health through movement.	EEF: • Metacognition improves progress by 7mnths + • Some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. • Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. • With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. • Metacognition and self-regulation strategies are most effective when embedded in a school's curriculum and a specific subject lesson.	3,5
Pastoral team and ELSA support identified children with specific emotional literacy programmes: • 6 weekly ELSA programmes • Thinking Bricks • Daily Pastoral sessions • Start the day - meet and greet	EEF: • Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. • Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. • Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)	3,5
Private counselling sessions for identified pupils.	Patti Wallace, Lead Advisor, University and College Counselling 2012 • The main Impact of counselling was that students developed increased understanding and increased ability to cope. This then changed their Outlook to one which was more confident, more optimistic and more hopeful about the future.	5

Additional weekly swimming sessions	EEF: • Physical activity - there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. • Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.	5
Individual musical tuition for targeted Y5 & Y6 pupils: • 1:1 drumming sessions - 24 weeks (8 pupils- £768 per year) • 1:3 guitar sessions - 24 weeks (8 pupils- £1728 per year)	• Musicians tend to be more mentally alert, according to new research from a University of Montreal study. Australian Government - learning potential 2020 • Brain growth: studies in neuroscience show that music can enhance brain function in children, stimulating the brain, leading to improved brain structure with the formation of new neural connections. • Language skills: studies show that young children who participate in music classes have improved speech development and learn to read more easily, helping to develop the left side of the brain (related to language and reasoning), assists with sound recognition, and teaches rhythm and rhyme. • Maths skills: music can help with the development of maths skills. By listening to musical beats your child can learn basic fractions, pattern-recognition and problem solving. Children who study music also have improved spatial intelligence and ability to form mental pictures of objects – skills that are important for more advanced mathematics. • Memory, attention and concentration: recent studies have shown that people who are musically trained have better working memory skills, helping them to remember things even while their minds are busy with other matters – important aspects of mental arithmetic and reading comprehension. Learning music also requires significant levels of concentration, training children to focus their attention for sustained periods. • Social skills: making music with other people improves children's social and emotional skills. They learn to work together as a team and develop their sense of empathy with others. Researchers have found that when children play music together they are better able to tune into other people's emotions.	5
Pastoral team supporting the development of life skills through cookery teaching for identified pupils,	EEF: These approaches to support a pupil's social and emotional needs (SEL) have an identifiable and valuable impact on attitudes to learning and social relationships in school.	5
School funded places at breakfast and after school clubs as well as school holiday club for identified families and pupils.	Newcastle University 2016 Research Project (through the Nuffield Foundation) highlights the importance of after school clubs for increasing disadvantaged children's access to activities and	5

	explores what it is about how these clubs are structured and delivered that helps to engage less affluent families.	
Gaining the advice and support of expertise • Educational Physcologists • Counsellors • Learning needs	Where the school requires specific assessments, and follow up advice external experts will be used.	4,3,5

Total budgeted cost: £242,800

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

- In Year 6, outcomes for children eligible for PPG (teacher assessment) were- Reading-87%; Writing- 67%; Maths- 59%

Uptake of places during lockdown and impact for vulnerable pupils:

- During national lockdowns, all pupils on the BCP vulnerable list were invited to attend school, 12 of these 17 vulnerable pupils attended school during lockdown. 9 of these were eligible for PPG.

Uptake and success of remote learning

- Our remote learning offer was continuously reviewed and developed during national lockdowns. SLT monitored the offer that each year team provided. Monitoring informed improvements required.
- The school provided laptops through the DfE for 40 vulnerable pupils in January 2021.
- All year teams provided both live registration and start of the day, as well as recorded lessons which could be accessed daily.
- For Upper KS2, Teachers taught live inputs, as well as a live afternoon session for pupils to access who required additional support. These included daily welcome, timetable for the day.
- All aspects of English and Maths were delivered via videos, with follow up activities. Teachers considered how to support pupils and families who have limited access to resources, such as a printer and activities planned to ensure all pupils could engage with them.
- Additional remote learning was provided for pupils who had additional needs.
- Teachers further supported families with weekly phone calls to every child. During phone calls, teachers were able to ascertain how successfully pupils were accessing remote learning. Where families were not fully participating in remote learning, teachers addressed this and offered additional support/ incentives.
- For families who needed extra support, more regular phone calls were made, at times these were daily.

- Our pastoral care team also recorded videos, including story reading and use of resources/ stress to address pupil's worries and help explain the covid pandemic and reassure pupils.
- The pastoral tam also made regular phone calls to pupils and families where supported had been signposted. ELSA was also delivered remotely for identified pupils.
- Pupils were encouraged to share their work through email and receive feedback from teachers.

Impact of recovery/ catch up activities 20-21

Catch up activities were carefully planned across all year groups to address gaps in learning, in Autumn, Spring and Summer terms. The impact of the approaches taken were as follows:

1. Phonics retakes Nov (Y3): RWI intervention used as catch up for those pupils who didn't pass phonics screening.

   Y3 Impact of RWI Catch up:
   - All 14 children increased their sounds, word reading and nonsense word accuracy by at least all 30%
   - 12/14 achieved accuracy in at least 95% in all 3 areas.
   - 2 pupils who aren't are 89% and 86% in word reading, but at least 98% in other areas.
   - 14/14 children reached final assessment reading passage, previously only 1 reached this point – this pupil increased words per minute by 13.

2. In Y4 Impact of RWI Catch up:

- All 12 children increased sounds, word reading and nonsense words. All children have an accuracy of 95% or better in all 3 areas.
- All pupils could access the final reading passage – previously 0 attempted.

3. In Y5 Impact of RWI Catch up:

- All pupils increased accuracy of word reading, sounds and nonsense words.
- 1 pupil was able to access all 3 assessment reading passages.
- The other accessed the first at a words per minute speed of 24 (previously didn't access passage at entry level - attendance 77% for the year.

Impact of Y5 catch up intervention group:

- In writing, all 8 pupils maintained prior attainment level – with 2 of these children progressing from EMG2 to WTS.
- In Maths, all 9 pupils maintained prior attainment level – with 3 moving from EMG2 to WTS, 1 moved to WTS from EMG1.

4. In Y6 Impact of catch up intervention group was:

Writing – 10/10 achieved KS1 Prior Attainment target.

Maths – 10/10 achieved KS1 Prior Attainment Target

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?	Covid restricted some of our support groups as staff were shielding, school partial closures and covid risk assessment restrictions prevented pupils coming together in mixed bubbles. However, Forces children attended Forces Days, and pupils met with our Pastoral team. Actions reintroduced this academic year: Regular forces groups organised by the pastoral team. Access to individualised pastoral support where necessary.
What was the impact of that spending on service pupil premium eligible pupils?	Where pupils needed pastoral support, these pupils were prioritised during lockdowns and in school whilst strict restrictions were in place.