Pupil premium strategy statement November 2022- 2025

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	460
Proportion (%) of pupil premium eligible pupils	35% PPG (161 ch) / FSM 21% (97 ch)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
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	£ 166,200
Recovery premium funding allocation this academic year	£ 16,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year: Service premium generated £16,640 and a separate strategy is found on our website.	£ 199,080

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, within the classroom, alongside good attendance are the foundations of our approach. 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, with a particular focus on 'every child a reader' by Year 3. This core driver is the bedrock of our strategy within classroom teaching and targeted interventions.

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

	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%, in 21-22 92%.
2	Turbulence -in the last year there were in 31 year starters and leavers, 68 the previous year. Many of these pupils are from vulnerable circumstances who have experienced turbulent times in their lives.
3	Number of families accessing Early Help has risen in recent years. The school makes weekly referrals to early help. Around 25% of our children receive early help support using internal or external provision.
4	Children entering school in Early Years, with reduced language acquisition and vocabulary are still in need of support in communication and language, phonics and early reading, vocabulary and writing in KS2.
5	Due to the increase in social disadvantage and the need for families to access Early Help, mental health teams and social care support, children have been showing more emotional needs. The limited access to enrichment opportunities has been compounded, as the poverty gap widens.

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. (2021-22 FSM attendance 92%; all- 93%) • 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 • Children can rapidly access pastoral and attendance 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 are enabled to develop **positive mindsets** and their **well-being and mental health** needs are supported	• Effective school mental health and well-being systems & approaches are in place, including a graduated response • 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. **High quality cpd** drives improvement in **quality first teaching** for staff; and **effective targeted 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	• A strong robust focus on Every Child a Reader enables children to narrow the gap to national for Reading • High **quality first teaching** in the core subjects best enables children to make diminish the gap • Early identification of learning gaps are addressed rapidly 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 • Teaching and targeted intervention enable every child to be a reader by the end of Year 3
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 • Children are supported to attend additional school experiences such as residential trips and competitive sports events • Children are provided opportunities to develop their leadership skills and levels of responsibility

Activity in this academic year: These details illustrate 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: £ *93,966.30*

Activity	Evidence that supports this approach	Challenge nos. addressed
Develop staff subject knowledge and pedagogical understanding to deliver high quality teaching in the classroom: • INSET and weekly teacher cpd sessions focusing on inclusion, PPG, English and Maths • NPQ programme • Mentor, coaching and peer to peer support	EEF guidance: • Metacognition and self-regulated learning - the 7 step model • Teacher feedback to improve pupil learning • 5 -a day approach to ensuring high quality teaching Tom Sherrington - Rosenshine's Principles in Action EEF recommendations: • Time for staff to reflect on practices, attend interactive training, learn through observation, meaningful discussion and demonstration and feedback • Provide support to apply general pedagogical strategies to specific subject areas	4
Whole-school essential reading approaches and subject knowledge: • high quality, systematic phonics applied in KS2 • establish oracy curriculum • embed approach for teaching of comprehension • English leader develops staff through cpd sessions, explicit assessment systems, enriched reading resources • English leader and Inclusion leader embed the reading offer for all pupils	EEF Improving Literacy: 1. Phonological and phonemic awareness including decoding; 2. Reading Fluency - explicit teaching of reading and comprehension 3. Oracy: speaking and listening skills and wider understanding of language to impact on pupils by +6mnths;	4
Embed the use of coaching to develop teaching and learning • Monthly coaching sessions for leaders and teachers to embed Jonathan Hanham INSET	EEF guidance for effective coaching: • Offer support in a constructive, collaborative manner; • Help teachers take control of their professional development, while at the same time providing appropriate challenge; and • Have the trust and confidence of teachers and regularly engage with school leaders.	3 & 4

High level of commitment to the ECT programme and using materials to develop all staff • 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
Making effective use of TAs • cpd to develop TAs subject knowledge in school and through Hamwic training network, with a particular focus on Early Reading and effective support with in the classroom	EEF recommendations: • Ensuring the lowest attaining pupils receive teaching from the teacher • Use TAs to help pupils develop independent learning skills and manage their own learning • Ensure Tas are fully prepares for their role in the classroom	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions): budgeted cost: £52,547

Activity	Evidence that supports this approach	Challenge nos. addressed
Same-day in-class intervention • Pre-teach and catch up approaches • Adaptive teaching to scaffold learners • Effective feedback	EEF Guidance: • 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	1,2 & 4
Teacher-led targeted group teaching for Year 3,4,5 & 6 pupils: • Basic maths - calculation • Core subject small group support • Pupil conferencing	EEF guidance: • Small Group tuition enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. The average impact of small group tuition is +4mnths progress, over the course of a year. • Feedback (pupil conferencing) shows high effects on learning	1,2 & 4
Specific Reading, phonics & Maths intervention programmes led by both Teachers and TA • Daily reading for identified children, with matched reading book • Phonics intervention • Targeted reading programmes • Maths - first Class @ Number	EEF recommendations: • Phonics has a positive impact overall (+5 months) as an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. • 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.	1,2 & 4

	Every Child Counts: • 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	
Growth mindset culture established, with a focus on metacognition • Quality first teaching reinforces metacognitive thinking through modelling & demonstration, explicit teaching of 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. • Targeted children access growth mindset sessions	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
Making effective us of TAs • small group targeted focus • 1:1 instruction	EEF recommendations: • adopt evidence-based interventions to support TAs in their small groups and 1:1 instruction • ensure explicit connections are made between learning from everyday classroom and teaching structured interventions	1,2 & 4

Wider strategies (for example, related to attendance, behaviour, wellbeing): Budgeted cost: £ 62,287.60

Activity	Evidence that supports this approach	Challenge nos. addressed
Attendance activities: • Attendance Policy details graduated response, expectations, process and support and has a high profile: induction, website, regular monitoring and follow up meetings/ correspondence	Dfe: Working Together to Improve School Attendance May 22 For the most vulnerable pupils, regular attendance is also an important protective factor, and the best opportunity for needs to be identified, and support provided. Research shows, associations between regular absence from school and a number of extra-familiar harms i.e. crime have had poor attendance at school.	1

• Roles of SLT & admin, class teacher clear monitoring 3X week		
Family links with Early Hub, Mental Health Team and Navigator increase support and sign posting for families	EEF: • Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning, including more intensive programmes for families in crisis	1,2 & 3
Pastoral team, ELSA and outsourced expertise support identified children with specific emotional literacy programmes: • 6 weekly ELSA programmes • Thinking Bricks • Daily Pastoral sessions • Start the day - meet and greet • Designated mentor • Educational Psychologists • Counsellors	EEF: • 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)	1, 3
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	5

	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. Children focus their attention for sustained periods.	
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 explores what it is about how these clubs are structured and delivered that helps to engage less affluent families.	5

Total budgeted cost: £199, 080

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 **2021 to 2022** academic year.

TEACHING:

1. **Develop teacher's subject knowledge:** cpd focused on English subject progression and planning. Leaders completed comprehensive plans to support year teams with planning, and finalised the Reading Policy to ensure consistency of approaches. Book looks now indicate teaching is delivered in a sequential way that enables children to practice and apply learned knowledge in purposeful ways. Next steps: ensure planning and interventions further support lowest 20%, by developing staff knowledge and approaches
2. **Coaching:** INSET Apr 22 - all teachers and School Business Manager attended. Coaching sessions begun with senior leaders, to develop leadership skills. Teachers have begun to access coaching sessions within cpd sessions, focusing on improving teaching and learning. This will continue to be developed as a regular approach to school improvement 22-23
3. **Recruitment of 2 ECTs this year:** mentor role established, and ECTs accessing training and materials. This will be developed further 22-23 with more ECTs recruited and Hamwic T&L advisor working with our mentor to enhance the use of the materials and approaches.
4. **Embed a graduated response for lowest 20%:** this is on-going, starting with quality first teaching, inclusive environments, EHCP checklists, and staff team attending NACE SEND training.

TARGETED INTERVENTION:

5. **High quality phonics catch up Y3 & intervention for Y4:** An Infant year leader moved across to lead and teach Y3, taking catch up phonics group for the first term. As a result, Phonics intervention in Y4 was placed on hold due to staff absence with covid. Next steps - train all year 3 & 4 staff to deliver high quality phonics with their teaching and learning.
6. **Daily reads established** for identified children in Y3 & Y4. Need to develop in Y5 & Y6. Train staff on reading intervention/ support for those needing 1:1 support for fluency, using misque analysis and matched resources
7. **Reading intervention approaches:** audit underway, and to be established 22-23, use EEF materials and HISP training to inform
8. **Maths intervention:** 1st Class@Number 15 children attended 12-week programme - all children improved baseline scores significantly - Baseline average score -14, exit average score -20. Using KS1 tests - Baseline: 1 child met ARE; exit 7 met ARE, with 2 more almost inline.

9. & 11. Targeted teaching: Y3 targeted; Y4 teacher employed covered long-term covid absence; Y5 targeted; Y6 targeted pupils

10. **Conferencing to provide feedback Y5& Y6:** was established in Autumn and Spring, before staff shortages. This targeted writing.

12. Develop us of TAs: 1st cohort attended Hamwic cpd on effectively supporting pupils in learning: 3-part course with gap task, with Deputy Heads and Assistant Heads - Inclusion. Follow up joint cpd with teachers to discuss and apply learning further.

IMPACT OF RECOVERY/ CATCH UP ACTIVITIES 21-22

The use of additional teachers to support the disadvantaged, were carefully planned across all year groups to address gaps in learning, in Autumn, Spring and Summer terms. However, due to multiple, complex staffing challenges the school faced, due to impact of covid on staffing levels, the teachers assigned to support those identified children were redeployed to cover classrooms. Therefore, the small group approach to support high quality teaching, catch up and conferencing were compromised from January 2022.

Targeted Intervention:

Y3 Maths First Class @ Number: (16 children in groups of 4)

This programme, which runs 3 times a week, for 10 weeks. The impact of the intervention were:

	ENTRY Average standardised score	**EXIT** Average standardised score	**IMPACT**
Cohort 1 (8 children) Oct- Jan	78.9	94.4	**+15.5**
Cohort 2 (8 children) Feb- May	89.4	103.1	**+13.7**

End of Key Stage Outcomes 2021 - 2022:

	READING		**WRITING**		**MATHS**		COMBINED
	ARE+	Progress	ARE+	Progress	ARE+	Progress	
SCHOOL - ALL	73%	-0.76	57%	-2.64	59%	-1.61	53%
SCHOOL - PPG	63%	-1.65	48%	-3.25	46%	-3.06	43%
NATIONAL - ALL	74%		69%		79%		

However, in March 21, Hamworthy Park Junior School were invited to attend the HISP 'Making the Difference for the Disadvantaged' - a 10 module programme to enable the school to refine and implement a more effective PPG strategy, by following the Education Endowment Foundation guidance and evidence based approach. The Headteacher, has attended and is leading the drive a whole school focus on the disadvantaged child.

WIDER STRATEGIES:

12. **Attendance:** 3 weekly attendance review reinstated once covid outbreaks reduced. X Targeted families by SLT, X with class teacher.

As a result: **Spring term 22**: **Summer 22 to June 18th** **Year End 2022**

Overall attendance:	91.4%	92.5%	improved	93% improved
FSM:	89.9%	90.3%	improved	92% improved
Persistent Absence:	37%	24.9%	improved	22% improved

As soon as schools were allowed to re-instate attendance processes (limit testing and close isolation periods) the school set about re-establishing attendance expectations and monitoring. As a result, improvements in overall attendance and persistent absence can been seen. Attendance figures were broadly in line with national for this period. Children eligible for Free School Meals and Ever6, were just below.

13. **Growth mindset:** established in every classroom. Pupil survey Apr 22 indicated needed developing further to be fully understood and embedded. Revisited via staff cpd, and pupil assemblies. This aspect in the pupil survey to be repeated to measure impact July 22
14. **Pastoral support:** Review of structures and approaches, recruit begun to build capacity. New role of service champion, and Looked After Children's Designated Mentor established. Service provision review using Toolkit completed and actions identified.
15. **Councillor service**: to support children where CAHMS not acquired or waiting times too long. Positive impact, child remains in school every day and needs are better supported.
16. **Additional swimming for targeted pupils:** Delayed due to covid, but now existing staff member completed assistants' course and teachers.
17. **Music tuition:** 4 children eligible for FSM received weekly drumming lesson and 8 received guitar lessons.
18. **Life skills:** cookery and gardening extended offer provided for targeted pupils

Expertise & guidance: advisory from CAHMS, Health, Hamwic, Councillors, SEND assessors accessed throughout the year

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?	Our offer for Service pupils has been evaluated and realigned. The Service action plan has been created with the pastoral team and SLT & thriving lives toolkit applied. Service pupils are actively engaged in various levels of support from the Pastoral team. These include the introduction of the Service Champion; regular Service groups, focused on team building activities and pastoral discussion/ support. Pupils have access to individualised or more regular pastoral support where necessary.
What was the impact of that spending on service pupil premium eligible pupils?	Service pupils have experienced a range of activities and support from the Pastoral team across the year. This has enabled them to share experiences and build a team of support around them within school. Identified pupils have received more focused individual support tailored to meet their pastoral needs