Pupil premium strategy statement 2022- 2025 (Redrafted 2023)

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	461
Proportion (%) of pupil premium eligible pupils	101 FSM (22%) 117 PPG (25%) 52 Service (11%) Total: 169 Pupils (37%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025 (Revised 2023)
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Susannah Hill
Pupil premium lead	Susannah Hill & Andrea Williams
Governor / Trustee lead	Chris Toon, Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,875
Recovery premium funding allocation this academic year	Tutor Led: £7,358 Recovery: £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.	£186,875

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	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%.; in 22-23 attendance for PP pupils was 92.9% (Whole school- 94.6%).
2	Assessments, observations, and discussions with pupils indicate underdeveloped **language skills and vocabulary** gaps amongst disadvantaged pupils. This is evident when pupils enter the Infant School- many pupils identified with reduced language acquisition and vocabulary are still in need of support in communication and language, phonics, reading, and writing in KS2.
3	The number of families accessing Early Help, requiring a referral from school to access the food bank etc, has risen in recent years. The school makes weekly referrals to **early help services**. Around 25% of our children receive early help support using internal or external provision.
4	Due to the increase in **social disadvantage** and the need for families to access mental health teams and social care support, many children are experiencing Adverse Childhood Experiences and many of the vulnerabilities in Keeping Children Safe in Education. This is affecting pupils' social & emotional wellbeing.
5	**Turbulence** continues to be a challenge- in 21-22 there were in 31 year starters and leavers, and 68 the previous year. In 22-23, there were 13 starters (7 PP) and 19 leavers (11 PP). Many of these pupils are from vulnerable circumstances who have experienced turbulent times in their lives.

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
• 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 • Effective **attendance systems and interagency partnerships** support good attendance for children eligible for PPG
• **Quality first teaching** 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	• 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 • Teaching and targeted intervention enable **every child to read fluently** by the end of Year 3
• Children and families are receiving support which impacts positively on their **well-being,** through accessing **enrichment activities** and pastoral support in school.	• Children, who display a musical talent and interest, will be enabled to access **musical tuition** • All children will access **extra-curricular activities,** over time, 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 performances • 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 • All children eligible for FSM are prioritised for **swimming** lessons, to ensure positive outcomes by the end of KS2
• Good communication and support structures are in place, with **partnership working**, between school and external agencies which impacts on pupils **wellbeing,** and their **mental health.**	• Effective school **mental health and well-being** systems continue to impact on pupils wellbeing & the school's wellbeing surveys indicate this • **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
• Smooth **transitions** and targeted support enables **'in year'** access children, including forces children, to make at least expected progress.	• **Effective transition** systems, including assessment & on-boarding, are in place for pupils joining in-year. This includes timely liaison with schools and services supporting the child. • 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 for pupils with attendance concerns or those who join the school in-year.

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: £92,808.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure consistent approaches to delivering high quality teaching & learning, underpinned by research led theory, alongside the development of pupil metacognition and self-regulation, through: • INSET and weekly teacher cpd sessions focusing on embedding our Teaching & Learning handbook, ensuring high quality teaching for all • Investment in cpd for teaching team & senior leadership team through Jonathan Hannam • Supporting the recruitment and retention of teaching staff, by providing cover time to undertake professional development such as the NPQ programme • Mentoring, coaching and peer to peer support • Quality first teaching which reinforces metacognitive thinking, and research based teaching & learning approaches	Rosenshine Principles of Education EEF guidance: • Metacognition and self-regulated learning - the 7 step model • Teacher feedback to improve pupil learning • Supporting pupils with SEND • 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	
Strengthen whole-school essential reading and writing approaches, which impact on pupil outcomes, through: • High quality, systematic phonics secured in KS2 • Effective approaches for the teaching of comprehension and fluency • Ongoing high quality cpd in reading, delivered by English Leads for Teachers & TAs • Embedding a consistent & effective reading offer for all pupils, through the graduated response, led by the English leader and SENCO/ SLT • Further development of whole school approaches for the teaching of writing, through cpd and shared focus on the planning model, pupil feedback, AfL and spelling.	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;	

Embed the use of coaching to develop teaching and learning • Monthly coaching sessions for leaders and teachers to embed Jonathan Hannam INSET • Internal recruitment of Assistant Head for Teaching & Learning to oversee mentoring & coaching support for teachers within school • Ongoing mentoring support from Jonathan Hannam	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.	
High level of commitment to the ECT programme • High level of commitment to ECT training programme, driven by the Deputy Head & Assistant 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.	
Making effective use of TAs • Regular cpd to develop TAs subject knowledge in school, including the approaches in our teaching & learning handbook; and through Hamwic training network • Training support from T&L lead (Assistant Head) & Year eladers	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 prepared for their role in the classroom	

Targeted academic support (for example, tutoring, one-to-one support structured interventions): budgeted cost: £68,953.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same-day in-class intervention • Pre-teach and catch-up approaches. • Adaptive teaching to scaffold learners. • Effective feedback • Catch up for pupils who have been absent.	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	

Teacher-led targeted group teaching for Year 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	
Specific Reading, phonics & Maths intervention programmes led by both Teachers and TAs • Daily reading for identified children, with matched reading book • Phonics Little Wandle intervention – Keep Up & Catch Up • Targeted reading programmes • Maths - first Class @ Number • Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND, through revised staffing working on the schools SEND offer & graduated response. (Newly recruited SENCO & SEND Assistants)	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. 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	
Whole school focus on supporting pupils' mental health through embedding our Mental Health & Wellbeing action plan: • DH and Pastoral Care Manager to carry our Senior Mental Health Lead training • Opportunities for all pupils through an enriched curriculum offer, whole class sessions with the Dorset Mental Health Support Team (MHST) • Targeted children to receive MHST support and 1:1 sessions • Support and guidance/ cpd for staff • Further develop communication, information sessions & signposting support for parents and families	EEF: Supporting Pupils Social, emotional & behavioural needs: • Social and emotional skills support effective learning and are linked to positive outcomes later in life. The EEF Improving Social and Emotional Learning in Primary Schools guidance report outlines five core competencies that can be taught explicitly to support pupil development. • The EEF Improving Behaviour in Schools guidance report presents six recommendations on how to develop and refine the school's approach to managing behaviour. • The Teaching and Learning Toolkit strands on social and emotional learning and behaviour interventions present evidence and advice. DFE: Mental Health & behaviour in schools (2018) Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils	3,5

• High quality resourcing to support mental health & wellbeing, including use of rooms, intervention resources, environments and specific spaces for pupils wellbeing.		

Making effective use of TAs
• Targeted training in delivery of interventions, in line with the school's graduated response
  • 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	

Wider strategies (for example, related to attendance, behaviour, wellbeing): Budgeted cost: £38,953.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective 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 • Roles of SLT & admin, class teacher clear monitoring 3X week • Persistent absence management is supported more robustly and challenged to reintegrate children effectively and in a timely manner • Alternative provision funded for 6 weeks to swiftly reintegrate children	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
Communicating with, and supporting, parents & families: • School Family links with Early Help Hub, the Navigator (1:1 work & family information sessions) & and sign posting specific family support.	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	

• Referrals to the food bank for specific families • Vouchers for the holidays- £15 per child. • School uniform donations alongside new school shoes • School funded places at breakfast and after school clubs as well as school holiday club and extra curricular clubs 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.	
Pastoral team, ELSA and outsourced expertise support identified children with specific emotional literacy programmes: • 6 weekly ELSA programmes • Thinking Bricks • Daily Pastoral sessions • Hamish & Milo- ELSA group Intervention • Start the day - meet and greet • Designated mentor (LAC) • 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)	3,5
Targeted 1:1 Support for pupils: • Private counselling sessions & Play Therapy with the Navigator 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
FSM pupil prioritised for swimming lessons, to enable them to leave KS2 meeting the expected standard.	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: • Drumming lessons • Guitar group lessons • Piano lessons • Access to 'Rock Steady' band work	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	5

	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.	

Total budgeted cost: £200,715.00

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.

End of Key Stage 2 Outcomes								
	READING		WRITING		MATHS		SPAG	COMBINED
	ARE+	Progress	ARE+	Progress	ARE+	Progress		
SCHOOL - ALL	71%	-1.4	74%	-1	73%	-1.6	72%	59%
SCHOOL – FSM6 (28 children) **21-22 Data- (Improvements made across all areas)**	57% (21-22 49%)	-9 (-15)	57% 30%)	-7 (-27)	50% (21-22 38%)	-15 (-20)	61% (21-22 49%)	36% 21-22 (19%)
NATIONAL - ALL	74%		69%		71%			59%

TEACHING:

1. **Develop staff subject knowledge and pedagogical understanding to deliver high quality teaching in the classroom**:

   Significant time and focus was put into delivering INSET and weekly teacher cpd sessions focusing on embedding our Teaching & Learning Handbook. Dedicated leadership time, with senior & middle leaders ensured high quality approaches were embedded across the school. The school also invested in INSET from Jonathan Hannam to secure our whole school QFT.

   The school also invested in supporting the development of middle leaders through the NPQ programme.
   Monitoring, both in-school & through the schools Hamwic audit, demonstrates greater consistency across the school in teaching. This is particularly evident in instructional teaching.

2. **Whole-school essential reading approaches and subject knowledge:**
   The SLT and English leads prioritised embedding a strengthened reading offer across the school. This included adapting 'Little Wandle' as our

synthetic phonics scheme at both the Infant school, and at HPJ. This investment in a consistent high quality scheme ensured more pupils entered KS2 being competent in phonics.

Our English leader developed staff knowledge around effective practice in reading, through cpd sessions, focused on phonics, comprehension, retrieval, fluency and explicit assessment systems. The purchase of enriched reading resources and further development of the library enhanced the reading offer.

3. **Embed the use of Coaching:**
   Jonathan Hannam INSET Apr 22 -high quality cpd for all teachers. Coaching sessions held regularly amongst senior and middle leaders, to develop leadership skills. Teachers have begun to access coaching sessions within cpd sessions, focusing on improving teaching and learning. Coaching and mentoring was used effectively by middle leaders to support and develop their teams.
4. **High level of commitment to the ECT programme:**
   The school committed to high quality ECT support for 2 ECTs & 1 ECT+1, with dedicated mentoring time from trained mentors.
5. **Development & training of TAs:**
   TA training provided by the Hamwic Trust enabled TAs to develop an understanding of the EEF 'Making best use of Teaching Assistants.'
   Internal cpd focused on developing the school's graduated response, focusing individual TAs on developing knowledge of specific interventions, including SALT, Little Wandle, Vocabulary development, FFT Maths, ELSA.

TARGETED INTERVENTION:

6. **Same-day in-class intervention** approaches embedded in English & Maths, including Pre-teach and keep up/ catch up; small group support; and pupil conferencing for Upper KS2.
7. **High quality 'Little Wandle' phonics catch up Y3 & intervention for Y4:** Teaching Assistants in Years 3 and 4 received training to deliver phonics intervention to targeted pupils. This involved initial training, along with follow up monitoring, peer observations and assessment of pupil progress.
8. **Matched reading books, assessment systems and frequent reading established** for identified children in Y3 & Y4. Targeted pupils identified in Y5 & Y6. Train staff on reading intervention/ support for those needing 1:1 support for fluency, using misque analysis and matched resources.
9. Established the use of **FFT reading fluency assessment** for all year groups– to quickly identify and target children below expectation. Little Wandle intervention for pupils needing support with decoding and fluency. Comprehension intervention support programme being established.
10. **Reading intervention approaches:** The graduated response for reading was drafted and embedded at each stage, staff and TAs trained in applying the offer, including assessment, delivery and progress measuring.
11. **Maths intervention:** 1st Class@Number 15 children attended 12-week programme - all children improved baseline scores significantly.

12. **Targeted teaching was used in Y5 & 6 for PPG pupils, and those at working towards.**
13. **Development of TAs:** Two cohorts of TAs attended Hamwic cpd on effectively supporting pupils in learning: 3-part course with gap task, with Deputy Head. Follow up joint cpd was carried out with teachers to discuss and apply learning further. (Also see 5.)

WIDER STRATEGIES:

14. **Attendance:** SLT, The Office manager & Attendance Office team met every 3 weeks to carry out an in-depth attendance review. A graduated response for attendance is well embedded, to ensure a supportive, but targeted approach. In 21-22 92%.; in 22-23 attendance for PP pupils was 92.9% (Whole school- 94.6%)

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 still below the cohort, therefore this remains a key priority, to continue to support families and children.

15. **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
16. **Pastoral support:** The school has continued to strengthen the pastoral offer, through the creation of a graduated response and clear offer for our pupils. Also, in place this year are additional developments, including continued cpd for the team; revised structures within the pastoral team; enhancing and improving pastoral rooms, spaces and resources; cpd for all staff; and continued effective links with agencies and teams outside of school. A pastoral referral system, register and analysis of support is now well embedded, led by a skilled and experienced team.
17. **Enlisting additional support from private services, such as Counselling or targeted 1:1 support for pupils:** Following the creation of the revised graduated response for Pastoral support and mental health and wellbeing, where the team feel additional, higher level support is required for a pupil, this is discussed and actioned, including counselling, support from ASPIRE, Play therapy and the MHST.
18. **Swimming Offer:** An enhanced swimming offer was provided for al pupils, with provision for FSM pupils prioritised.
19. **Music tuition:** Children eligible for FSM received weekly drumming lesson and 8 received guitar lessons. Band work-
20. **Life skills:** Cookery and gardening extended offer provided for targeted FSM pupils, along with life skills lessons/ activities for pupils with SEND & FSM

Expertise & guidance: Ongoing advisory support engaged from Dorset Mental Health Support Team, EP, CAHMS, Health, Hamwic, Counselling, 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 is now well embedded and driven by the pastoral team, under the management of the Deputy Headteacher. 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