

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 Junior School
Number of pupils in school	480
Proportion (%) of pupil premium eligible pupils	81 = 16.87%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 – 2024-2025
Date this statement was published	November 2021
Date on which it will be reviewed	November each year
Statement authorised by	Jonathan James
Pupil premium lead	Lisa Maxted Inclusion Lead
Governor / Trustee lead	Gillian Radcliffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,130
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£125,130

Part A: Pupil premium strategy plan

Statement of intent

At Hampton Junior School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their individual starting points and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers, and also give them opportunities they may not have experienced.

We will consider the challenges faced by children in military families and vulnerable pupils, such as those who have an economic disadvantage, those who have a social worker or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At the heart of our approach is High-quality teaching which focuses on areas in which disadvantaged pupils require it the most, targeted support based on robust assessment of need and helping pupils to access a broad and balanced curriculum. 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 school ensures that pupils and their families are given pastoral support when it is needed. We do this through our Parent Support Advisor, School counsellor and Children's Wellbeing Practitioner. We also have members of staff who have the ELSA qualification and the Drawing and Talking training.

Our approach will be responsive to common challenges our pupils face. We use information from parents, assessments, teacher knowledge and previous year's attainment to ensure we are providing the children with opportunities to succeed. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We encourage all students 'to be the best they can be.'

Challenges

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

Challenge number	Detail of challenge
1	Lower PPG mathematical attainment in Year 5 and 6 cohorts
2	Lower PPG reading attainment in Year 3 and 4 cohorts
3	Parental challenges impacting on children's learning and attendance Special educational needs requiring additional support for parents
4	Reduced physicality and stamina for writing Oracy skills to support talk for writing Appropriate scaffolding for all pupils to access independent writing

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
<p>For those accessing the additional maths intervention, via a smaller maths intervention, to make accelerated progress evidenced through at least 6 steps progress on target tracker.</p> <p>Measurement:</p> <p>Progress evidenced through the whole-school assessment system and end of term test practice.</p>	<p>Evidence-based intervention identified and used, staff to access high-quality training and supervision via EPS and Catch Up.</p> <p>PPG pupils, who are not making the expected progress in maths, have access to additional intervention.</p> <p>Pupils, accessing the intervention, to undertake rigorous baseline assessment to determine impact.</p> <p>Subsequent intervention determined through termly monitoring.</p>
<p>Each term, for pupils accessing the precision intervention, to learn new sight words.</p> <p>For those accessing the Up-Level Literacy intervention, to make accelerated progress evidenced through progress towards their chronological age expectations</p> <p>For those accessing a Beanstalk reader to make on average 4 steps progress each term.</p> <p>New Soundwrite phonics interventions running for pupils who did not pass their phonics screeners</p>	<p>Evidence-based intervention identified and used, staff to access high-quality training and supervision via EPS and Catch Up.</p> <p>PPG pupils, who are not making the expected progress in reading, have access to additional intervention.</p> <p>Pupils, accessing the intervention, to undertake rigorous baseline assessment to determine impact.</p> <p>Subsequent intervention determined through termly monitoring.</p>

<p>Measurement:</p> <p>Progress evidenced through rigorous termly monitoring of progress and retained sight words/sounds from baseline.</p> <p>Progress evidenced through the whole-school assessment system and end of term test practice.</p> <p>Progressed evidenced via baseline and post standardised assessments</p>	
<p>PPG pupils, whose parents are involved with the PSA, at 90% attendance, on average.</p> <p>Measurement:</p> <p>Through soft data and discussions with parents, for them to feel supported and heard</p> <p>EWO and attendance data</p>	<p>Coffee morning for parents to provide advice including from the PSA.</p> <p>PSA to attend EWO meetings and have a raised awareness of persistent absentees</p> <p>PSA to liaise directly with parents regarding attendance in order to directly target difficulties within the home.</p>
<p>Improved independence and stamina for writing</p> <p>PPG attainment in line with cohort in the 2022-23 academic year</p> <p>PPG pupils to make an average of 6 steps progress in the 23-24 academic year</p> <p>Measurement:</p> <p>Evidenced through books and clear, eligible independent writing</p> <p>Target tracker data</p> <p>Teacher assessment framework, for writing, used to monitor progress and inform next steps</p>	<p>Targeted approach to developing fine motor skills in the Autumn Term</p> <p>Individual intervention for those most at risk</p> <p>Enabling access monitoring walks to ensure all relevant support is in place</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Maths Teacher	<ul style="list-style-type: none"> ✓ Previously this smaller maths set has only been in Year 6. However, the EEF toolkit acknowledges the benefit of earlier interventions and that: 'In most studies, the impact on attainment (through intervention) tends to reduce over time'. Therefore, indicating that earlier interventions will have a greater impact. ✓ EEF toolkits identifies that groups smaller than 15 have a greater impact. This group will be less than 15. The teacher is able to adapt their teacher and therefore children change their learning behaviour. <p>Small groups of pupils to be identified from current data to allow for personalised planning and assessment allowing for greater feedback and reinforcement.</p>	1,
Additional resources for new starters and those with EAL	<p>To support new starters with accessible resources</p> <p>Racing to English interventions</p>	1,2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support:</p> <p>Teachers and LSAs responsible for teaching specific interventions and</p>	<ul style="list-style-type: none"> ✓ EEF toolkit states that small group tuition is effective and the smaller the group the better, some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. 	1, 2,4

<p>targeted support for individual pupils.</p> <p>LSAs running Precision Teaching interventions</p> <p>SEND Teacher leading We Thinkers Group and Zones of Regulation groups</p> <p>SEND teacher running English skills/curriculum support groups</p>	<ul style="list-style-type: none"> ✓ To enable the children to make progress with more personalised provision; reviewing basic skills and resulting in more sound understanding. ✓ Specific focus on raising attainment of PPG pupils – identified through target tracker. ✓ The EEF toolkit identifies that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. ✓ The EEF toolkit evaluated the effectiveness of direct reading interventions, such as Catch Up Literacy, and identified that: on average, reading comprehension approaches deliver an additional six months' progress. Successful reading 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. ✓ EEF toolkit acknowledged the benefit of social and emotional learning (SEL) for children from deprived backgrounds: SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. And identified that: on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). ✓ EEF states that: 'Reducing class size appears to result in around 3 months additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high-quality feedback or one to one attention learners receive. However, overall the evidence does not show particularly large or clear effects, until class size is reduced substantially, such as to fewer than 20 or even 15 pupils. ✓ EEF toolkits identifies that Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on 	
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	<p>average. Short, regular sessions (about 10 minutes, three–five times a week) over a set period of time (6–12 weeks) appear to result in optimum impact.</p> <ul style="list-style-type: none"> ✓ Precision teaching intervention is based on rigorous academic research and is targeted to the needs of individual learners. They involve 10-minute individual sessions delivered for a minimum of 4 times a week by teaching assistants, teachers or mentors. 	
Beanstalk Readers	<ul style="list-style-type: none"> ✓ To support the development of basic reading and comprehension skills ✓ This support provides children with an adult that they will read regularly with. ✓ To deliver the ‘paired reading’ intervention, research has shown that paired reading schemes: <ul style="list-style-type: none"> ○ Improved reading attainment – decoding and comprehension of words and text ○ Increased confidence and enjoyment of reading ● Improved attitudes to reading for pleasure and increased amount of reading 	2,4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small groups – 1:3</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Inclusion Manager</p>	<ul style="list-style-type: none"> ✓ Identifying needs by analysing data, researching effective programmes/strategies and then developing a strategic action plan. ✓ This will need to be monitored and the impact will be assessed using a baseline assessment and further assessments on progress. ✓ CPD for staff to support writing standards. ✓ It has been identified that having a specific person/people to monitor spend; track progress and determine intervention enables the PPG budget to be needs spent. The Education Endowment Foundation's (EEF), which together with the Sutton Trust published the report Pupil Premium: Next Steps (pdf), senior analyst James Richardson says that in order to enable effective use of the budget, school staff need to develop their skills in three essential areas: interpreting pupil data, examining the evidence on what interventions have been shown to work and evaluating the results of pupil premium spending in their school through working with the school governor. ✓ OFSTED identified that the best practice, when using the PPG budget, is done through schools allocating their best teachers to teach intervention groups to improve mathematics and English. ✓ OFSTED identified that where schools spent the Pupil Premium funding successfully to improve achievement, they ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils. 	<p>1,2,3,4</p>
<p>Additional Educational Psychologist</p>	<ul style="list-style-type: none"> ✓ It is projected that, in Key Stage Two, 50% of our children who will need support via the Educational Psychology Service will be PPG. ✓ An educational psychologist (EP) is used to support children who may present with a variety additional needs. We will use this service in a variety of ways: ✓ To support families who may need further advice at home to support their children. ✓ To conducts assessment to determine a child's area of SEN. ✓ To provide guidance to teaching and support staff around strategies to support specific children. ✓ To suggest interventions/support to target specific children's needs. 	<p>1,2,3,4</p>
<p>School counsellor</p>	<ul style="list-style-type: none"> ✓ Assessments taken over the last 3 years have shown a positive impact on pupils seeing the counsellor. Teaching staff and parents have also commented on the great value that this provides their children. ✓ To support pupils social and emotional development ensuring that they feel safe, secure and able to talk about any concern they may have ✓ Public Health England published a report for head teachers and school staff outlining the link between pupil health 	<p>1,2,3,4</p>

	<p>and wellbeing and attainment: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p> <p>It has been identified that learning social and emotional skills can have a positive impact on pupil attainment. Emotions can support or impede pupils' learning, their academic engagement, work ethic, commitment, and ultimate school success. A number of specific social and emotional competencies have positive effects on academic achievement:</p> <ul style="list-style-type: none"> • pupils who are confident about their learning and who have a 'growth mind-set' (they believe their most basic abilities can be developed through dedication and hard work) persist when faced with challenges • pupils who can set goals, manage stress and organise their school work achieve higher grades • pupils who use problem-solving skills to overcome obstacles do better academically <p>OFSTED has identified a strong correlation between schools that achieved a high grade for personal, social, health and economic education (PSHE) and those that were graded outstanding for overall effectiveness.</p> <p>Key evidence</p> <ul style="list-style-type: none"> • an 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve pupils' social and emotional learning • whole-school approaches to social and emotional learning, universally implemented for all pupils, strongly correlate with higher attainment 	
Children's Wellbeing Practitioner	<p>Supporting the 'whole child' is equally as important as specific intervention and may help to may ongoing gains more systemic.</p> <p>EEF identify that there is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.</p>	1,2,3,4
Parent Support Advisor	<p>Supporting the 'whole child' and family is equally as important as specific intervention and may help to may ongoing gains more systemic.</p>	1,2,3,4

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.

	2023 KS2 PPG children reaching expected standard	2023 KS2 PPG children reaching expected standard – *national data	2023 KS2 children reaching expected standard	2023 KS2 children reaching expected standard *national data
Reading	76.19%	60%	91%	73%
Writing	66.67%	58%	86%	71%
Maths	61.90%	59%	87%	73%

When considering the most vulnerable pupils and families and enabling them to continue to access the support they need and for their children to feel positive and successful:

- The School counsellor in school x1 weekly (when possible), 38.46% of children seen were PPG.
- The PSA supported 23 HJS parents/families by the end of the 2022-23 academic year – 32% of whom were PPG. Work focuses on parenting, behaviour, accessing support from LA and housing.

During the Summer Term, the Inclusion manager attended all Pupil Progress meetings.

Our assessments and observations indicate that communication, resilience, wellbeing and mental health continue to have an impact post COVID-19 pandemic.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.