# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Hunter’s Bar Junior School |
| Number of pupils in school | 363 |
| Proportion (%) of pupil premium eligible pupils | 52 children 14%  3 CLA |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023/24 – 2026/27 |
| Date this statement was published | Dec 2023 |
| Date on which it will be reviewed | Dec 2024 |
| Statement authorised by | Michael Watson |
| Pupil premium lead | David Preston |
| Governor / Trustee lead | - |

**Funding overview**

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| **Detail – 2022-23** | **Amount** |
| Pupil premium funding allocation this academic year | £ 70,635 |
| Recovery premium funding allocation this academic year | £ 7830 |
| 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 | £ 78,465 |

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| **Detail – 2023-24** | **Amount** |
| Pupil premium funding allocation this academic year | £ 82,465 |
| Recovery premium funding allocation this academic year | £ 4060 |
| 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 | £ 86,525 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The dual aims of our pupil premium strategy are to raise the attainment and the aspirations of all disadvantaged pupils. This continues to be our main aim following on from previous Pupil Premium statements. We strongly feel that the true measure of a society is how well the most vulnerable are supported and flourish. By the time children leave our school, we want to have exposed them to a wide range of experiences to open the world up to them and enable them to find their own passion in life. We want our children to feel empowered to choose their own path and have the academic knowledge and aptitudes to find success.  Whilst we will act with urgency to meet this aim as soon as possible, the plans and actions that underpin the strategy need to be sustainable to allow the path to be laid for future years. As such, for each cohort their progress will be broken down and we would expect the gap for disadvantaged learners to be closed year on year until eventually the gap no longer exists.  Our approach will be responsive to identified common challenges and also focusses on individual pupil’s needs – not assumptions about disadvantage as a group. As a school with a diverse catchment and a high proportion of children coming from outside catchment, this bespoke approach is vital.  Catch-up funding will be targeted at accessing external online tutoring and ensuring we have the technology in school to support the effective use of this.  The key focus of our strategy is to improve the quality of teaching through specifically planned and targeted professional development which is research informed and evidence based. This ensures that all teachers are at the heart of improvement and that all teachers have responsibility for improving outcomes. Being a Junior School, early identification is key due to the relatively short times pupils spend with us making staff expertise and accurate baseline assessment is key. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Academic barriers – Many of which continue to be impacted due to COVID:**   * Maths - Basic numeracy, place value, the 4 operations. The gaps are more specific in the older age range and require a more personalised approach. The gaps in lower key stage are much more general and more widespread across the Y3 and Y4 cohorts. * Reading - Y3/4 - Fluency, gaps in phonics knowledge; Y5/6 – Fluency, underdeveloped vocabulary, comprehension, stamina * Writing - Lack of grammatical accuracy in sentence construction. Working memory issues because of gaps in spelling, punctuation and handwriting knowledge * Communication and language - Low levels of speaking and listening skills impacting on general learning, social and emotional communication and specifically writing. |
| 2 | **Family and environment:**   * Attendance and punctuality * Parental engagement with school from a small number of vulnerable families * Number of adverse childhood experiences * Single parent families * Financial issues due to the Cost of Living Crisis * Lack of exposure to cultural opportunities * Lack of access to green spaces and nature |
| 3 | **Social, Emotional and Mental Health:**   * Low motivation and self-esteem leading to poor academic outcomes. * Poor focus and concentration leading to poor academic outcomes. * Emotional regulation difficulties leading to missing * Low levels of resilience * Attachment issues * Anxiety * Sensory perceptual issues |
| 4 | **Areas particularly exacerbated by the post pandemic environment:**   * General increase in anxiety * Decreased stamina for learning * Dealing with bereavement for significant number of children * Financial problems for families impacting on their ability to support their children * Ongoing impact due to the sporadic attendance linked to positive COVID cases. * Lost learning due to families poor engagement with home learning * Family breakdowns due to stress associated with the pandemic. |

## 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.

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| Intended outcome | Success criteria | Linked to Challenges |
| Gap between disadvantaged pupils and others is no bigger than at end of 2023/24, those who have ‘fallen behind’ make accelerated progress and ‘catch-up’ or exceed prior attainment standards. | Teachers report that engagement in lessons is positively comparable between D and ND groups.  D children will be a focus when any additional academic groups or interventions are considered in school and positively discriminated for.  D books will be marked in all lessons to ensure understanding.  The attainment and progress of Pupil Premium will be closely monitored using the new assessment system.  From baseline measures, trajectories are set that are monitored closely, including in year pre and post interventions. Teacher assessment provides evidence of accelerated progress and the gap with ND is closing.  The causes of the learning gaps for D pupils are identified and provision adapted appropriately to address needs.  Birmingham Toolkit, small step assessments will be undertaken to identify learning gaps for D pupils.  Actions taken to reduce the learning gaps are research informed and aligned with EEF reports and wider studies. | 1 |
| Pupils with identified social, emotional or health needs are supported by school staff so that their needs are removed or alleviated  Families with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated | The causes of social, emotional health needs for D pupils are identified and provision adapted appropriately to address needs.  A range of evidence will indicate that positive progress towards the targets identified within the groups.  There is a robust mental health strategy within school that addresses the needs identified.  Families who either self-identify or are identified by the school will report that they feel supported by the school to help mitigate or remove the barriers they are facing. | 3/4 |
| Pupils have a breadth of experiences that enable them to contextualize their learning and increase opportunities for success | The curriculum will be redesigned to identify and plan for opportunities to ensure enriching experiences occur.  Each year group will engage in an opportunity to explore how they can show ‘responsibility’ in their local community. E.g. Litter Picking.  Disadvantaged children will be prioritised during the selection of and organisation of extra-curricular events.  Extra-curricular and curriculum events will be subsidised to ensure high participation rates amongst D pupils. | 2/3 |
| Absence & persistent absentee rates are at least in line with national | ‘Disadvantaged’ children’s attendance will be in line with the rest of the school.  For children whose attendance falls below 90%, there is a clear plan in place to address this and their attendance will improve as a result of actions taken created in conjunction with Hunter’s Bar Infant School to ensure longer term consistency. | 2 |

## 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: £*27,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD: This will be delivered through weekly professional development meetings and through Insets and twilights.  **Professional development aims for 2023-24**  Our areas of research-informed professional learning, driving the SDIP priorities are: well-being, supporting vulnerable learners, embedding formative assessment & peer coaching, and applying the principles of cognitive science into our curriculum. | * The CPD programme is based on a strong evidence base taken from a variety of trusted sources which include: * Dylan Wiliam * Paul Black * Robert and Elizabeth Bjork * Tom Bennett * Clare Sealy * Peps McCrea * Tom Sherrington * Ian Leslie * Oliver Lovell * Carl Hendrick * EEF Toolkit * Oracy 21 * Healthy Minds * Emma Freud Centre * Marc Rowland * British Dyslexia Association * National Autistic Society   Actions aim to address the most common barriers to learning. | 1 and 3 |
| Professional Inquiry Programme (PIP)  As part of the school’s appraisal process, teachers who are working at, or beyond their careers stage teacher standards, will engage in the PIP. The focus of the programme is based on the key research cited above. This will be managed and facilitated by the Lead Practitioner who will use 1 day of their week to support through observation, evidence collection and instructional coaching. | See above. | 1 and 3 |

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

Budgeted cost: £ 30,000 – Tutoring - £8910

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Maths tutoring  For pupils in Y6, 1:1 tutoring through an external partner. 75% is paid by the government with the additional 25% coming out of pupil premium funding. | Government policy suggests that 1:1 tutoring is one of the most effective tools to close the gap caused by the COVID pandemic. | 1 |
| Reading  1:1 and small group reading is taking place across school run by trained teaching assistants or by class teaching with teaching assistants taking classes. In addition to this, a TA3 are currently being used to allow the year 3 team to have 4 concurrent phonics groups. | Phonics: EEF strategies for improving readings: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1 |
| Phonics  This is an intensive, 20 week programme run as a 4 x weekly, 45 minute intervention to support the most vulnerable in terms of literacy. | Use of teaching assistants: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> | 1 |

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

Budgeted cost: £30,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All staff will be trained in Unconditional Positive Regard as a means to support disadvantaged and vulnerable children. | Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda, a study involving over 17,000 people).  The government Green Paper 'Transforming Children and Young People’s Mental Health Provision' (December 2017) wants a Mental Health Lead in every school (trained member of school staff). Their research found that appropriately trained teachers /teaching assistants can achieve results comparable to those of trained therapists. To quote, "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)” | 2,3 |
| Funding to purchase books for the library to allow disadvantaged children access to a wide range of high quality, up-to-date texts. Mainly linked to Little Wandle Phonics books. | Phonics [https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics%20) | 1 |
| The Attendance and Inclusion Officer is employed to offer well-being support to both children and families, support families with access to wider agencies and deliver specific 1:1 interventions. | Promoting children and young people’s mental health: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf> | 2,3 and 4 |
| Dual Language Coffee Mornings. Weekly Coffee Mornings focussing on academic and life skills support e.g. support filling in forms. | NASUWT Guidance on community cohesion  <https://www.nasuwt.org.uk/advice/in-the-classroom/children-and-young-people/community-cohesion.html> | 3,4 |
| The Attendance and Inclusion Officer is also employed to monitor attendance and offer inclusion support to families for whom attendance is a concern. | Impact of low attendance on outcomes:  <https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/> | 3,4 |
| Extra-curricular funding. A minimum subsidy of 50% will be offered to children in the receipt of PP in order to allows them access to a wider range of activities to broaden children’s experiences and support mental well-being. | In order to provide the wide range of experiences that would otherwise be missed by the children in receipt of pupil premium, a subsidy will allow all children to take part. | 3 |
| Support for curriculum. A minimum subsidy of 50% will be offered to children in the receipt of PP in order to allows them access to a wider range of activities and experiences designed to enhance learning. | In order to provide the wide range of experiences that would otherwise be missed by the children in receipt of pupil premium, a subsidy will allow all children to take part. | 3 |

**Total budgeted cost: £** *87,000*

# 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.

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| Of the 52 children registered as Pupil Premium in school, 23 are EAL and 21 are on the SEN register. 6 fit in both groups. It is important to recognise these additional factors when considering the outcomes.  **Outcome 1:**  **Gap between disadvantaged pupils and others is no bigger than at end of 2018/19, those who have ‘fallen behind’ make accelerated progress and ‘catchup’ or exceed prior attainment standards.**  End of Key Stage results show that, compared to 2021/22 data, the following is true:  2021/22 data:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Subject | Level | Non-Disadvantaged % | Disadvantaged %  14 children | Difference % | | Reading | WTS | 18 | 28 | -10 | | EXS | 44 | 50 |  | | GDS | 38 | 21 | | Writing | WTS | 29 | 64 | -35 | | EXS | 68 | 36 |  | | GDS | 1 | 0 | | Maths | WTS | 16 | 72 | -56 | | EXS | 51 | 14 |  | | GDS | 31 | 14 |   2022/23 data:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Subject | Level | Non-Disadvantaged % | Disadvantaged %  14 children | Difference % | | Reading | WTS | 13 | 29 | -16 | | EXS | 36 | 57 |  | | GDS | 50 | 14 | | Writing | WTS | 22 | 50 | -28 | | EXS | 72 | 50 |  | | GDS | 4 | 0 | | Maths | WTS | 12 | 21 | -9 | | EXS | 63 | 71 |  | | GDS | 24 | 7 |  |   The gap has seemingly widened between non-disadvantaged and disadvantaged in reading but narrowed in both maths and writing – significantly so in maths.  Reading appears to be the area of focus required going into the next academic year.  **Outcome 2:**  **Pupils with identified social, emotional or health needs are supported by school staff so that their needs are removed or alleviated.**  **Families with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated.**  There has been a slow but steady rise in children suffering from acute mental health difficulties. The causes are varied but most present as either generalises worry or anxiety.  We have continued to strengthen links with external agencies that can support parents, not just FIS and Social Care but also some private providers. Out pastoral TA is working with more children but for shorter period suggesting that early intervention is working.  There has been clear evidence of success in this area with many children and families anxiety levels dropping allowing them to engage more successfully in their learning. However, it continues to be a major barrier due to the number and complexities of the problem. Out Attendance and Inclusion Officer still meets with a small number of families on a regular basis to provide support but this number is less than previous years. FIS are involved with all of these families in some capacity or have been.  A further measure of success is that the ‘Chillout’ space, staffed by HLTAs over the lunchtime period to allow pupils time away from the hustle and bustle of the school playground is not used as much as in the previous year. This is not a space for children to stay in all lunchtime, rather a space to develop quiet friendships and to develop self-regulation strategies. The decrease in attendees is significant and now the space is primarily used by children with SEN.  **Outcome 3:**  **Pupils have a breadth of experiences that enable them to contextualize their learning and increase opportunities for success.**  Financial support offered to the families, and a flexible approach have enabled the majority of children to be able to attend residentials. Where children don’t attend, this is not due to cost but community decisions. In addition, we have also increased the subsidy for external clubs and organised more events within school for our PP children with no cost to parents, for example a morning ice skating or ten pin bowling. We have vastly increased the number and variety of free, teacher run lunchtime clubs to enable wider participation and raised aspirations. However, it is not clear currently, whether disadvantaged children are attending or not. This will be a key measure for next year. The curriculum has been redesigned to include a trip or experience in each unit, again using best practice and direct input from curriculum experts such as Emma Turner and Tom Brassington. Curriculum planning and intention is now completed. Any measurable outcome with come after it has been delivered and refined.  **Outcome 4:**  **Absence & persistent absentee rates are at least in line with national.**  National absence rates national for all primary school children was 7.5% in state-funded primary schools (3.6% authorised and 3.9% unauthorised)  In school, absence rates for non-disadvantages in school was 4.2%  In school, absence rates for pupil premium children was 7.6%.  Persistent absence was significantly higher amongst disadvantaged pupils. The gaps are larger than in previous years which reflects the improved attendance of non-disadvantaged pupils more than a deterioration in pupil premium attendances. Attendance of disadvantaged pupils in broadly in line with national attendance for all pupils.  For the next cycle, a closer relationship with Hunter’s Bar Infant School as well as strengthening the link with the Attendance and Inclusion department of Sheffield LA will drive improvements in attendance. |

## 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*

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| Programme | Provider |
| 1:1 Tutoring – Third Space Learning | Third Space Learning |
| Nessy | Nessy.com |
| Times Table Rockstars and Numbots | Maths Circle |
| Online electonic Tutor | Complete Maths |