

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hart Plain Junior School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	103 (48%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	8.9.21
Date on which it will be reviewed	Termly
Statement authorised by	Mrs Charlotte Faithfull
Pupil premium lead	Miss Sophie Orr
Governor / Trustee lead	Pauline Warnnants

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,000
Recovery premium funding allocation this academic year	£16,960
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	£140,000 + £16,960 (see separate action plan for recovery funding).

Part A: Pupil premium strategy plan

Statement of intent

Every school has a duty to ensure that every individual child is given the best possible chance of achieving their potential. As a result, we seek to meet the individual needs of every child, in order for them to develop fully. The 'Pupil Premium', along with all forms of school funding are carefully managed to ensure 'best value'. This enables us to offer personalised support for children in a variety of ways.

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none">Further instilling resilience and self-efficacy in children.
2	<ul style="list-style-type: none">To develop staff understanding and practice around cognition and learning, specifically retrieval practice and dual coding so that children know more and can remember more.
3	<ul style="list-style-type: none">Establish and nurture links with local external organisations, encouraging attendance to extra-curricular groups and clubs including youth cafes, young leader groups, after school clubs and other wider activities (when appropriate and in line with COVID-19 regulations).
4	<ul style="list-style-type: none">Provide further opportunities to be responsible in school by widening opportunities for children to take a lead role in different aspects of the school community.
5	<ul style="list-style-type: none">Continuation of targeted academic programmes with a focus on language, vocabulary and comprehension.

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 are more resilient and have the skills to problem solve to overcome challenges.	<ul style="list-style-type: none">Developing the use of TrickBox in the school and extending to explore the ABCD model (Accept, Be, Choose, Do).Lessons taking place twice a week within the school.

	<ul style="list-style-type: none"> • Staff and children able to articulate the 'tricks' that they have taught/learnt and how these have been applied to their daily life. • Parents are aware of Trickbox and ABCD model and talk about the impact this has had on their child. • Trick box champions contribute to assembly. Weekly trick discussion in assembly time. • Making resilience more memorable through the use of outdoor, activity led sessions with external provider. • Flip theatre company (national lottery funded) to engage chn in drama/ resilience workshops to promote talk around mental health and wellbeing to further support self-efficacy.
Children know more and remember more.	<ul style="list-style-type: none"> • Staff are knowledgeable around cognitive science theory and able to discuss it and apply to the classroom. • Children are able to actively recall learning as demonstrated in books and discussions with teachers. Teachers build on previous knowledge. Opportunities for this are planned and used for assessment of key skills/ideas. • Evidence of retrieval practice and dual coding in books and within their practice.
Children have the opportunity to take part in a wide variety of experiences within the local community to improve their cultural capital.	<ul style="list-style-type: none"> • Visits booked/completed with external organisations. • Signposting of external support services in newsletter and other school's communications. • Greater number of children attending extra-curricular activities and this is having an impact on their wellbeing. • Staff offering a wider variety of clubs to children to impact on their wider experiences. • Upper school trampoline club targeting inactive girls led by PE lead.
Children have the opportunity to take on the lead role in various aspects of the school community.	<ul style="list-style-type: none"> • Roles are identified within school • Children are trained in their roles by a kay adult. • Children's wider contributions to school life build a sense of community belonging and responsibility.
Children's academic progress is at least in line with national average by the end of KS2 through	<ul style="list-style-type: none"> • Targeted children who are working below age related expectations have been

<p>the use of targeted academic programmes that focus on improving their language, vocabulary and comprehension skills.</p>	<p>targeted with appropriate interventions – NFER data analysis led.</p> <ul style="list-style-type: none">• Teachers able to articulate the progress key pupils have made and what their next steps are.• Year 5 cohort to make accelerated progress due to additional teacher in place (Covid catch – up funding).• Children able to apply key vocabulary to end writing tasks as well as within the wider curriculum.• Year 5 fluency group to have increased ability within word-reading and comprehension.• Lexia intervention shows good progress towards age related expectations.
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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: £ 112,923

Activity	Evidence that supports this approach	Challenge number(s) addressed
Proportion of Deputy Headteacher salary (50%)	Pupil premium lead. Teaching and learning lead to support in the provision of excellent teaching and learning at Hart Plain Junior School.	Children's academic progress.
1 day SENCO salary	To enable SENCO to engage parent's in 1-1 meetings about their children's progress.	Parental engagement and children's academic progress.
Home School Link Worker staffing (100%)	To support parent's as a link between home and school. Supporting with rule and routines at home (behaviour. Ensuring children are on time and attending school regularly. Support for parent's in challenging circumstances.	Parental engagement and attendance.
ELSA proportion of salary	To support children in being able to self-regulate and promote good mental health and wellbeing.	Children's mental health and wellbeing (self-efficacy).
Lunchtime support (clubs and additional staffing).	Staff to support the running of a variety of lunchtime clubs.	Wider experiences.
Speech and Language staffing (pm)	To support children in making progress within their speech and language.	Children's academic progress.
Phonics interventions (pm)	To support children in making progress within the reading and writing.	Children's academic progress.
Lexia (Breakfast Club) staffing	To support children in their reading progress.	Children's academic progress.
Reading Champion role	To support children to access reading, be an excellent role model for reading and support with the running of reading provision across the school including the school library.	Children's academic progress.
Resilience focused group led training sessions	To support children in being able to self-regulate and promote good mental health and wellbeing, overcome barriers, problem solve and be more resilient	Children's mental health and wellbeing (resilience).

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

Budgeted cost: £6,446

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPOMS + stay safe	Secure safeguarding and reporting measures within school.	Keeping children safe.
Purple Mash (Year 2 or 5 year sub).	Support in teaching.	Teaching and learning.
Lexia (Year 1 of 2 year sub).	Supporting the teaching of reading. (Intervention).	Academic progress.
Online safety training	Supporting in the teaching of online safety.	Keeping children safe.
Phonics Play	Supporting the teaching of reading and writing.	Academic progress.
Junior Language Link	Supporting the teaching of spoken language. (Intervention).	Academic progress.
SSS (staff safeguarding training)	Supporting in keeping staff up to date on key changes to statutory guidance and practice to keep children safe.	Keeping children safe.
HIAS Training and CPD for subject leaders	Supporting subject leaders to ensure children know more and remember more within the curriculum.	Children know more and remember more. Academic progress.

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

Budgeted cost: £15,932

Activity	Evidence that supports this approach	Challenge number(s) addressed
PE kit	Supporting children to take part in PE sessions weekly in appropriate clothing.	Teaching and learning.
Milk	Ensuring children have access to food and drink.	Children's mental health, behaviour and wellbeing.
Resources for Home School Link Worker room	Supporting parental engagement – space to run groups and meet privately with families.	Parental engagement and attendance.

Educational Psychologist	Supporting children's mental health, wellbeing and self-efficacy.	Children's mental health, behaviour and wellbeing (self-efficacy).
Counselling sessions for key pupils	Supporting children's mental health, wellbeing and self-efficacy.	Children's mental health, behaviour and wellbeing (self-efficacy).
Stationery for all	Ensuring children are well prepared for lessons.	Academic progress.
Trickbox resources	Ensuring teachers have the resources to promote the Trickbox programme.	Children's mental health and wellbeing (self-efficacy).
Forest School	Wider experiences within the local community.	Wider experiences.
First hand experiences/ curriculum days	Wider experiences within the local and wider community.	Wider experiences.
Residential contribution	Wider experiences within the local and wider community.	Wider experiences.
Fluency project texts	Supporting children's progress in reading.	Academic progress.