

Pupil premium strategy statement 22/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	218
Proportion (%) of pupil premium eligible pupils	49.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Charlotte Faithfull
Pupil premium lead	Charly Ainsworth
Governor / Trustee lead	Pauline Warnants

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,500
Recovery premium funding allocation this academic year	£15,951 (Recovery) £18,306 (NTP)
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	£138,500 + £15,951

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. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Ultimate Objectives

- To build more resilient children who have the skills to problem solve to overcome challenges.
- To give children the opportunity to take part in a wide variety of experiences within the local community to improve their cultural capital.
- Children's academic progress is at least in line with national average in reading, writing and maths by the end of KS2.

Challenges

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

Challenge number	Detail of challenge
1	Lack of reading at home leading to a reading attainment gap and weak vocabulary
2	Low attainment in reading, writing and maths

3	Poor mental health and wellbeing and low levels of resilience
4	Attendance and punctuality issues
5	Lack of opportunity/cultural capital
6	A lack of wider experiences and knowledge of the world

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 Trick Box and Zones of Regulation in the school • Lessons taking place twice a week within the school. • 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.
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 mental and physical wellbeing.

	<ul style="list-style-type: none"> • Staff offering a wider variety of clubs to children to impact on their wider experiences. • Children take part in weekly Forest School sessions in year 3 to develop their independence and problem solving • Community leaders engage with members of the local area to develop relationships with members of our community
<p>Children have the opportunity to take on the lead role in various aspects of the school community.</p>	<ul style="list-style-type: none"> • Roles are identified within school • Children are trained in their roles by a key adult. • Children's wider contributions to school life build a sense of community belonging and responsibility. • Teachers are able to show 7 or above on Roger Hart's Ladder of Participation.
<p>Children's academic progress is at least in line with national average in reading and writing by the end of KS2 through the use of targeted academic programmes that focus on improving their language, vocabulary and comprehension skills in reading and writing.</p>	<ul style="list-style-type: none"> • Targeted children who are working below age related expectations have been targeted with appropriate interventions – NFER data analysis led. • Teachers able to articulate the progress key pupils have made and what their next steps are. • Children able to apply key vocabulary to end writing tasks as well as within the wider curriculum. • Lexia intervention shows good progress towards age related expectations. • Additional boosting in Years 5 and 6 is taking place and having impact on addressing gaps • Reading fluency is taking place every day • Phonics intervention taking place and phonics levels improving • New spelling scheme being followed and improving spelling scores

	<ul style="list-style-type: none"> • Handwriting scheme being followed and improving handwriting • Bookmark reading intervention taking place
<p>Children’s academic progress is at least in line with national average in maths by the end of KS2 through the use of targeted academic programmes that focus on improving their fluency, reasoning and problem solving in maths.</p>	<ul style="list-style-type: none"> • Targeted children who are working below age related expectations have been targeted with appropriate interventions – NFER data analysis led. • Teachers able to articulate the progress key pupils have made and what their next steps are. • Additional boosting in Years 5 and 6 leading to increased attainment levels • Weekly arithmetic sessions taking place and improving arithmetic scores • New times tables practise leading to an improvement in times table recall • Coaching for teachers to ensure high quality teaching at all times

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: £ 111,665

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.	1, 2, 3, 4, 5, 6
2 days SENCO salary	To enable SENCO to engage parent's in 1-1 meetings about their children's progress. Developing mental health and wellbeing across the school for our most vulnerable families.	1, 2, 3
Home School Link Worker staffing (100%)	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Our home school link worker will support parents as a link between home and school. Supporting with rules and routines at home (behaviour). Ensuring children are on time and attending school regularly. Support for parent's in challenging circumstances.	3, 4
Speech and Language staffing (pm)	To support children in making progress within their speech and language.	1, 2
Speech and Language Training (SALT initiative)	To develop expertise and build capacity for speech and language support within the school.	1, 2

Phonics interventions	To support children in making progress within the reading and writing.	1, 2
Lexia (Breakfast Club) staffing	To support children in their reading progress.	1, 2
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.	1, 2
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	3, 6

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPOMS	Secure safeguarding and reporting measures within school.	3, 4
Purple Mash (Year 3 of 5 year sub).	Support in teaching.	2
Lexia (Year 2 of 2 year sub).	Supporting the teaching of reading. (Intervention).	1, 2
Phonics Play	Supporting the teaching of reading and writing.	1, 2
Junior Language Link	Supporting the teaching of spoken language. (Intervention).	1, 2
SSS (staff safeguarding training)	Supporting in keeping staff up to date on key changes to statutory guidance and practice to keep children safe.	3, 4
HIAS Training and CPD for subject leaders	Supporting subject leaders to ensure children know more and remember more within the curriculum.	2
Little Wandle Catch Up	Supporting children to make rapid progress to plug gaps in phonics knowledge.	1, 2

After School Tutoring	Additional tutoring 60% NTP + 40% PP in order to plug gaps in maths and English.	1, 2
Curriculum Development Training	Training for subject leaders in order to develop their subjects to give children opportunities to develop their cultural capital and engage in all aspects of the curriculum.	5, 6

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

Budgeted cost: £12,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
PE kit	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. (EEF) Providing children with appropriate clothing will support children to take part in PE sessions weekly.	3, 5
Resources for Home School Link Worker room	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Supporting a parental engagement space to run groups and meet privately with families will enable us to engage parents further.	1, 3, 4, 5
Educational Psychologist	Supporting children's mental health, wellbeing and self-efficacy.	1, 2, 3
Stationery for all	Providing stationery for all children will ensure children are well prepared for lessons.	2, 3
Trickbox resources	All Trick Box programmes are built around evidence-based resources, strategies and research into Early Years, Primary and parent/carer programmes with objective studies conducted by Bournemouth University Psychology Department in 2012, 2016 and 2018/19 using research data from over 1,000 children and 200 parents.	3
Forest School (£3200)	Forest Schools make a difference in the following ways: <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions 	3, 5, 6

	<p>on peers through team activities such as sharing tools and participating in play</p> <ul style="list-style-type: none"> • Communication: language development was prompted by the children’s sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment <p>(Forest Schools: impact on young children in England and Wales, 2005)</p>	
First hand experiences/ curriculum days and trips (£3240)	School trips increase independence and confidence as well as contribute to a wider world perspective. They are a great way of learning and remembering new information and enable classroom topics to come to life.	5, 6
Residential contribution for 2 year groups (£3095)	<p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres.</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion. (EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning)</p>	5, 6