

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	Hunter's Bar Junior School
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Michael Watson
Pupil premium lead	David Preston
Governor / Trustee lead	-

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 63215
Recovery premium funding allocation this academic year	£ 4125
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	£ 67340

Part A: Pupil premium strategy plan

Statement of intent

The dual aims of our pupil premium strategy are to raise the attainment and the aspirations of all disadvantaged pupils. 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.

In addition to the dual aims identified above, a third priority for this academic cycle is to ensure that the impact of the pandemic is mitigated as much as possible. Early evidence suggests that the most vulnerable children and those in receipt of the Pupil Premium have been disproportionately affected by the pandemic and our aim is to support them to build back better.

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.

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.

Challenges

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

Challenge number	Detail of challenge
1	Academic barriers – Many of which have been heavily impacted due to COVID: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Attendance and punctuality• Parental engagement with school – this has been exacerbated by COVID restrictions• Number of adverse childhood experiences

	<ul style="list-style-type: none"> • Single parent families • Financial issues • Lack of exposure to cultural opportunities • Lack of access to green spaces and nature
3	Physical Health and Hygiene: <ul style="list-style-type: none"> • Access to extra-curricular experiences: sporting activities, music lessons and opportunities for choral events and exposure to other clubs provided externally such as French Club, Yoga, Writing Club. • Poor nutrition • Poor general physical health
4	Social, Emotional and Mental Health: <ul style="list-style-type: none"> • Low motivation and self-esteem • Poor focus and concentration • Emotional regulation difficulties • Low levels of resilience • Attachment issues • Anxiety • Sensory perceptual issues
5	Areas particularly exacerbated by the pandemic: <ul style="list-style-type: none"> • General increase in anxiety • Decreased stamina for learning • Dealing with bereavement for significant number of children – particularly year 6 • 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.

Intended outcome	Success criteria
Gap between disadvantaged pupils and others is no bigger than at end of 2019/20, those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.	<p>Teachers report that engagement in lessons is positively comparable between D and ND groups.</p> <p>D children will be a focus when any additional academic groups or interventions are considered in school and positively discriminated for.</p> <p>The attainment and progress of Pupil Premium will be closely monitored using the new assessment system.</p> <p>From baseline measures, trajectories are set that are monitored closely, including in year pre and post interventions. Teacher assessment</p>

	<p>provides evidence of accelerated progress and the gap with ND is closing.</p> <p>The causes of the learning gaps for D pupils are identified and provision adapted appropriately to address needs.</p> <p>Actions taken to reduce the learning gaps are research informed and aligned with EEF reports and wider studies.</p>
<p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated</p> <p>Families with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated</p>	<p>The causes of social, emotional health needs for D pupils are identified and provision adapted appropriately to address needs.</p> <p>A range of evidence will indicate that positive progress towards the targets identified within the groups.</p> <p>There is a robust mental health strategy within school that addresses the needs identified.</p> <p>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.</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning and increase opportunities for success</p>	<p>The design of the curriculum will identify and plan for opportunities to ensure enriching experiences occur.</p> <p>Disadvantaged children will be prioritised during the selection of and organisation of extra-curricular events.</p> <p>Extra-curricular and curriculum events will be subsidised to ensure high participation rates amongst D pupils.</p>
<p>Absence & persistent absentee rates are at least in line with national</p>	<p>'Disadvantaged' children's attendance will be in line with the rest of the school.</p> <p>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.</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)

Budgeted cost: £22,000

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.	<ul style="list-style-type: none"> The CPD programme is based on a strong evidence base taken from a variety of trusted sources which include: Dylan William Paul Black 	1 and 2

<p>Professional development aims for 2021-22</p> <p>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. As with all areas of Teaching and Learning, Covid has had an impact on the delivery and implementation of CPD in the classroom. However, with wellbeing at the forefront and a firm mind on the importance of adult learning continuity, we have sustained a strategic and meaningful CPD offer for our staff.</p>	<ul style="list-style-type: none"> • 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 <p>Actions aim to address the most common barriers to learning.</p>	
<p>Professional Inquiry Programme (PIP)</p> <p>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.</p>	See above.	1 and 2

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Maths tutoring</u> For pupils in Y5, small group or 1:1 tutoring through an external partner. 75% is paid by the government with the additional 25% coming out of pupil premium funding.</p>	Government policy suggests that 1:1 tutoring is one of the most effective tools to close the gap caused by the COVID pandemic.	1
<p><u>Small group support</u> For pupils in Y3 and Y4 a more whole</p>	Bjork and Daniel Willingham suggest that targeted and structured retrieval practice is one of the most effective tools for developing long term retention. By using teaching	

class approach to retrieval practice of basic number skills, coupled with small group support delivered by the class teacher or teaching assistant.	<p>assistant time for this we are able to effectively target those children most in need of help.</p> <p>Use of teaching assistants: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
<p><u>Complete Maths</u> Tutor online maths platform for Y6.</p> <p>This will be made available for 45 pupils and will be supported by a trained teaching assistant. We are also buying 10 new laptops and headphones to allow us to run this more effectively</p>	<p>Use of teaching assistants: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1.
<p><u>Reading</u> 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, two TA3s are currently being used to allow the year 3 team to have 4 concurrent phonics groups.</p>	<p>Phonics: EEF strategies for improving readings: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1.
<p><u>FFT</u> 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.</p>	<p>Use of teaching assistants: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1
<p><u>Additional Staffing.</u> We have overstaffed by 1 member of teaching staff to allow us to dynamically target interventions at the</p>	<p>Use of teaching assistants: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1 and 2

most vulnerable children. One of the principal uses for this member of staff is to free class teachers to allow them to work with the most vulnerable in their classes.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The headteacher, Well being lead and learning mentor will all be trained in the Trauma Informed Schools approach which will enable us to better support children's mental and emotional wellbeing.	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
Funding to purchase books for the library to allow disadvantaged children access to a wide range of high quality, up-to-date texts.	Impact of reading for pleasure: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	1
The Learning mentor 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 and 4
The learning mentor is also employed to monitor attendance and offer inclusion support to families for whom	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/	4

attendance is a concern.		
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: £ 122,000

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 2020 to 2021 academic year.

Action 1:

Gap between disadvantaged pupils and others is no bigger than at end of 2019/20, those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.

This action was largely driven by the professional development programme. Feedback from sessions was positive, with many staff commenting on the clear link between the content of the sessions and how it will benefit disadvantaged learners. Internal assessments across school showed that disadvantaged pupils fell further behind non disadvantaged pupils, this seems to be a direct result of lockdown, even though the support package for the children was clearly planned and heavily resourced. This is in comparison with the gap at the end of 2019 which was closer. The gaps have been identified in each of the core group areas and have fed directly into the current strategy.

Action 2:

Pupils with identified social, emotional or health needs are supported by school staff so that the 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.

This action has been a real challenge as the impact of the pandemic has adversely affected our disadvantaged pupils more than other pupils. There has been an increase in adverse childhood experiences for all our pupils, but in particular for our disadvantaged, this had ranged from family break up to parent mental health difficulties. In addition anxiety around the pandemic has resulted in a small number of children struggling to attend school, which has taken up a lot of staff time to support both them and their family.

After saying that the issues are more acute and increased, we feel that the actions we have taken have mirrored this growing trend. We have made stronger links with external agencies that can support parents, not just MAST and Social Care but also some private providers. We changed the role of our Learning Mentor to that of Attendance and Inclusion Officer so their role was more directly matched with supporting the most acute needs, we then back filled the role using our support team, including recruiting a new TA3. 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.

Action 3:

Pupils have a breadth of experiences that enable them to contextualize their learning and increase opportunities for success.

Due to the pandemic there has been a decrease in opportunities for children to experience a wider array of activities that either link with the curriculum or provide wider social experiences. However there have been real successes in this area from September, for example only one child did not attend the Y6 residential at the start of this academic year who was pupil premium. There has been a 3 year positive trend in the number of PP children attending residential. 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.

Action 4:

Absence & persistent absentee rates are at least in line with national

Although overall attendance in 2020/21 was lower than an average pre-COVID year (96.1% versus 96.6%), which was higher than the national average. However, looking below the surface of the numbers, when pupils were expected to attend school, attendance among disadvantaged pupils was 92% compared to 97.1% for their non-disadvantaged peers. In addition, persistent absence was significantly higher amongst disadvantaged pupils. The gaps are larger than in previous years and attendance will continue to be a focus for the new strategy.

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
1:1 Tutoring – TLC Live	
Nessy	
Times Table Rockstars	
RM Maths	