

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	Henry Hinde Junior School
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Miss J Nurse
Pupil premium lead	Miss J Stewart
Governor / Trustee lead	Mrs L Hardy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,600
Recovery premium funding allocation this academic year	£11,600
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	£119,200

Part A: Pupil premium strategy plan

Statement of intent

At Henry Hinde Junior School, we have high aspirations and ambitions for all of our children. We strongly believe that your passion, thirst for knowledge and your dedication and commitment to learning that make the difference between success and failure and every child is equal. We are determined to ensure that our children are given every chance to realise their full potential.

Our Key Principles for the Spend;

- Building a culture of belief and increased well-being for all children. We will provide a culture where: staff believe that there are “no limits” to what our children can achieve, there are “no excuses” made for underperformance, staff adopt a “solution-focused” approach to overcoming barriers and staff support children to develop growth mind-sets towards learning.
- Using evidence based initiatives and assessment structures. All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school. We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective.
- Robust identification and support for all learners. All staff are aware of who Pupil Premium and vulnerable children are. All Pupil Premium children benefit from the funding, not just those who are underperforming. Underachievement at all levels is targeted (not just lower attaining pupils). Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if...”
- Improving the quality of teaching for all learners. We will continue to ensure that all children across the school receive good teaching, with increased percentages of outstanding teaching achieved by using our team leaders to; share good practice across the school internally and externally, set high expectations for all learners and improve assessment through a range of moderation activities.
- Individualising support. We will maximise the time children have to make progress through improving attendance and punctuality. Looking at the individual needs of each learner and developing a support plan tailored to their requirements.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap between Pupil Premium eligible children and their non Pupil Premium eligible children at the end of KS2 in R/W/M and S at the expected standard.
2	Attainment gap between Pupil Premium eligible children and their non Pupil Premium eligible children at the end of KS2 in R/W/M at greater depth.
3	Attendance and Punctuality
4	Incidents of low level behaviour disrupting learning across all groups of pupils.
5	Although improving, poor parental engagement from some targeted families.

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
Progress in Reading	Achieve National Average progress scores in KS2 Reading.
Progress in Writing	Achieve National Average progress scores in KS2 Writing.
Progress in Mathematics	Achieve National Average progress scores in KS2 Mathematics.
Attainment gap diminished	PP pupils and non PP pupils both achieve in line with National Average at the end of KS2 for R/W/M and S.
Attendance	PP attendance data is in line with, or above, their peers.
Improved attitudes to learning	Fewer incidents of poor behaviour in school after introduction of new Behaviour Policy
Parental Engagement	100% attendance at Parent's Evening and parents feel supported by school to enable their child to progress.

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil Premium Support Plans in place for every PP learner. Created by class teacher, teaching assistant, child and parent.</i>	Individualised instruction +4 EFF Investment from all stake holders in child's academic achievements and welfare. All vulnerable children feel supported by all parties in school.	1 2 3 4 5
<i>CPD to improve quality of teaching in every classroom.</i>	High quality feedback +6 EFF Training on new feedback and marking policy and how to provide feedback that has high impact on learning outcomes.	1 2 3
<i>Increased capacity at Middle Leadership level</i>	Within class attainment grouping (effective differentiation) +2 EEF Middle leaders have increased ownership for the planning, delivery and outcomes in their subject. Receiving targeted CPD and coaching from external advisors and Senior Leaders in school and release time regularly to enable this. Children are enthused and engaged with the vast curriculum offer at HHJS.	1 2 3 4

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

Budgeted cost: £93,738.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour Interventions- new behaviour policy and</i>	Behaviour interventions +4 EEF	4

<i>employed Behaviour Mentor</i>	Social and emotional learning +4	
Family Support Worker engages with vulnerable families across school offering a range of support.	Parental engagement +4 EEF	5 3
Teaching assistant interventions	Teaching assistant interventions +4 EEF. Planned for by teachers and either delivered by TA or TA releases teacher to work with targeted children to improve progress and attainment. TA wages also enable small group tuition +4 EEF.	1 2

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School contribution 50% for all PP children for trips, clubs and musical instrument tuition.</i>	Arts participation- +3 Impact EEF. Increased engagement with curriculum Development of personal wellbeing and increased confidence <i>Developing peer relationships</i>	3 4 5
<i>School Attendance team track, monitor and implement attendance policy rigorously daily.</i>	Outcomes cannot improve if attendance is poor. Supporting families to get children in to school, educating them on keeping the children well and holding them to account for their child's attendance.	3

Total budgeted cost: £122,738.60

Part B: Review of outcomes in the previous academic year-Pupil premium strategy outcomes from 2020-21

Initiative / Objective	Activity	Expected Outcome / Impact	Impact Measure / Evidence
All pupils have access to a broad and balanced curriculum offer, including access to enrichment activities.	Residential trips Theatre Trips Music Lessons Access to clubs	Increased engagement with curriculum Development of personal wellbeing and increased confidence Developing peer relationships Pupil and parent voice will demonstrate children's engagement with the curriculum.	Improved engagement with curriculum in particular providing experience on which children can develop spoken and writing content writing content and skills Due to COVID 19 Pandemic, we could not have external people in school- this money was spent on enriching the activities for our curriculum within the school day and we adopted a 'Wow in (Stunning Start) ... Wow out (Final celebration) and Wow throughout (Ongoing exciting practical activities) - Developed self- esteem/ engagement with learning. It was also used for Yr3 Pupils to access Rock Steady on a bursary. <ul style="list-style-type: none"> Pupil Voice Book Scrutiny
Pupil well-being is supported effectively so that they are ready to learn	FSW to target vulnerable children, contact their parents and make them aware of the funding that is available. Teacher's to pass concerns on to FSW and PPG lead. Behaviour Policy review and training for all staff. Class Teachers will complete and share whole class profile (provision map) which details the provision that is in place for every child in their class. They will share these with all staff so that there is a consistency in approach and application.	All vulnerable children at school will be supported and their families will receive PPG where applicable.	Increase in families CS works with joining the PPG register and accessing funding. Children have strategies to self-regulate their emotions and as a result are ready for learning each day. Behaviour for learning enables curriculum participation. Learning walks and pupil voice demonstrate consistent approach between teaching staff because of the class profiles. Home visits during lockdown to check on vulnerable families and vouchers provided for uniform upon return to school.
Ensure PPG resources are spread evenly across the school	Working closely with office staff tracking funding allocation monthly. Frequent discussions with class teachers to ensure resources are being put in place. Discussion with staff. What has been done, has gap been closed, what more needs to be done?	All PPG children will make expected progress. Gap between non PPG and PPG in their attainment will decrease.	Use of Classroom Monitor statements to support measuring. <ul style="list-style-type: none"> Pupil Success Meeting minutes Staff Meeting minutes Gaps closed and PPG attainment would improve at a quicker rate. <ul style="list-style-type: none"> Data at the end of KS2- no official data 2020/21- the mock SATs demonstrated diminishing difference but neither group performed in line with national.
Gather best practice from other professionals which will have an impact on our practice.	Network meet with professionals from other schools regarding PPG to establish best practise. Staff encouraged to identify their own CPD needs and put into place to support improvements in those children eligible for PPG	Use an opportunity to share good practice and find ways forward.	Teachers and PP and well-being lead feel supported in their CPD and confident in the school spend of PPG. <ul style="list-style-type: none"> Staff voice Training logs
Monitor attendance of disadvantaged learners.	Monitor attendance of all children. Following policy. Meetings to support families and home visits where no contact is available. Incentives for coming to school through 'Tip Top Fridays' All Classes to be aware of their weekly attendance.	Vigorous monitoring leading to struggling families receiving appropriate support. Families aware of the importance of attendance.	Attendance to be in line or above National for all groups of learners. <ul style="list-style-type: none"> Attendance reported to AAIM board termly. PP attendance was below National last year during the pandemic- this may have been because a high proportion of PP children are young carers and some families decided to shield.
All learners supported adequately in the classroom.	LSA deployed in every classroom during core subjects and completing targeted intervention PM. Acom provision in place to support learners who are working outside of their NC year and need additional support. Nurture provision PM.	Teachers and LSAs targeting children who need additional support in the classroom.	All learners can fulfil their potential. <ul style="list-style-type: none"> Pupil voice demonstrates pupils feel safe, happy and challenged in their learning environments. Parent voice Data
Welfare support available to all pupils and families across the school day.	Family Support Team provides all pupils a place to go if they are feeling angry, sad, overwhelmed, lonely, frustrated. It is also a place where children can 'be' or resolve issues/ actions.	Behavioural incidences to decrease due to the increase in pupils feeling enabled to access the support and service. Pupils at risk of developing difficulties in mental health are adequately supported and signposted.	Fewer incidents of behaviour issues reported. 'Soft data' from staff to show children that require support are receiving it.
Resources for interventions in English (Reading and Writing) and Maths and use external agencies for Pupil Premium children with SEND.	Subject leads in R/W/M to receive £1000 from PP to ensure all PP learners make expected or accelerated progress.	High quality, well-resourced interventions leading to higher engagement from all learners.	Data shows increased progress Teacher feedback Pupil Voice
The school provides an all-inclusive environment for all learners.	School to provide PE kits in every classroom. School to provide uniform for families in Yr 3, 4,5,6	To promote a sense of well-being and belonging to the school community through quality uniform provision.	Pupil and Parent Voice Improved attendance, improved PE session participation.
Catch up funding- Opening Acoms provision for 12 months	Acoms intervention AM for children to access R/W/M from across the school with a fully qualified teacher. Nurture intervention PMs for selected children.	Rapid progress for Acoms group in smaller class size to enable them to build confidence and skills to access whole class provision in 2021/22. Nurture provision reduces number of exclusions.	Reading outcomes better than expected (nationally) levels in Acoms Pupil and parent voice demonstrated improvements in confidence and social skills. No exclusions in summer term.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

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?	