

Pupil premium strategy statement

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
Henry Hinde Junior School	
Number of pupils in school.	255
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	20/21 21/22 22/23
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Jennie Nurse
Pupil premium lead	Jennie Nurse
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 127,000
Recovery premium funding allocation this academic year	£ 26,460
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	£

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 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 high level behaviour disrupting learning leading to exclusions and non- attendance in school.

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
Attainment in Reading	To be in line with National Averages in reading across all Year groups
Attainment in Writing	To be in line with National Averages in Writing in all Year groups
Attainment in Mathematics	To be in line with National Averages in 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.
Progress in Reading, Writing and Maths at the end of KS2 is in line with non- PP children	To achieve progress measures in line with National data.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD to improve quality of teaching in every classroom.</i>	High quality feedback +6 EEF 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: £ 87,000 + £26,460 Tutoring funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour Interventions- new behaviour policy and employed Behaviour Mentor</i>	Behaviour interventions +4 EEF Social and emotional learning +4	4
Family Support Worker engages with	Parental engagement +4 EEF	3

vulnerable families across school offering a range of support.		
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: £12,000

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. <i>Increased engagement with curriculum Development of personal wellbeing and increased confidence</i> <i>Developing peer relationships</i>	3 4
<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
<i>Counsellor employed to support children's mental health.</i>	Increased attendance from children with mental health difficulties	3 4
<i>Create a family room to encourage parents/carers to engage more with school</i>	Levels of parental engagement are associated with improved academic outcomes.	3 4

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of outcomes in the previous academic year-Pupil premium strategy outcomes from 2021-22

Initiative / Objective	Activity	Expected Outcome / Impact	Impact Measure / Evidence
To ensure that every PP child has a bespoke plan to enable them to make progress.	Pupil Premium Support Plans in place for every PP learner. Created by class teacher, teaching assistant, child and parent.	These plans did not have the impact that was hoped for. With staff changing throughout the year it was difficult to keep a track of this so the scheme was abandoned.	No impact seen.
To ensure that CPD has an impact of the teaching and learning in the classroom.	CPD to improve quality of teaching in every classroom.	For the teaching in every class to be at least 'Good' and for all year groups to be in line with National Data figures by the end of the year.	A full CPD programme was undertaken especially in regard to the teaching and learning in Maths and English. A new maths lead was appointed who is a Maths Hub specialist and has redesigned the Maths curriculum. A new reading scheme has been introduced across the school (Accelerated Reader) and Guided Reading is being taught in every classroom. Results at the end of the year have shown that children are in line with National across the year groups and the Year 6 data for GDS children was particularly strong. Whilst PPG data is still not where we would like it to be, there are some signs of improvement.
To ensure that Middle Leadership is strong across the school.	Increased capacity at Middle Leadership level	To have every subject led by well across the school.	Maths lead- new appointment English lead- being supported by senior leaders Science lead- new appointment PE/PSHE/ RE- new appointment Art Lead- new appointment DT lead- strong support in place including bespoke CPD Music lead- new appointment Computing lead- new appointment French lead- new appointment History/Geography lead- further CPD undertaken and support for writing a new curriculum. All middle leaders have undertaken CPD through SCHOOT and through internal training. All middle leaders have undertaken mock Ofsted interviews to prepare for inspection. Outside support from the Local Authority has been commissioned for middle leadership support. Deep Dives have been carried out through the Trust and external providers. Challenge Partners focussed on Middle Leadership and carried out interviews.
To improve behaviour across the school.	Behaviour Interventions- new behaviour policy and employed Behaviour Mentor	To ensure that low level disruption does not occur in classes and that incidents of high level behaviour are reduced.	Appointment of Behaviour Mentor has ensured that class teachers are able to teach at all times leading to better learning outcomes. Parents/Carers kept updated about all behaviour incidents. Children have responded very well to new policy meaning that behaviour mentor can run interventions alongside her job. Consistency with behaviour has resulted in teachers being able to take more risks in lessons leading to better engagement and enjoyment from the children.
To ensure that vulnerable families are accessing what they need in order to be successful.	Family Support Worker engages with vulnerable families across school offering a range of support.	To improve engagement of vulnerable families with school life and improve the children's attendance.	Appointment of behaviour mentor has meant the the FSW can concentrate more on working with families and getting them the support they need. FSW has attended the Solihull Approach training and is intending to use this in school next year.
To ensure that interventions are having an impact on Pupil outcomes.	Teaching assistant interventions	To ensure that children are receiving the right intervention at the right time. To ensure better outcomes for all children.	Sessions such as 'mop up' sessions daily ensure that children are being picked up straight away. Tuition sessions were offered to all PPG children after school and these were well attended. Targeted support such as handwriting, reading, phonics and precision teaching have begun to make a real impact.
To ensure that all children are given the opportunity to improve their cultural capital.	School contribution 50% for all PP children for trips, clubs and musical instrument tuition.	To have the attendance percentage of all clubs and trips to be at least equal to the percentage of PPG children.	Clubs were reasonably well attended at the beginning of the school year but due to Covid and the lack of After school provisions this was not as high as expected. School trips were very well attended with all children partaking in at least one across the year.
To improve the attendance of all groups of children.	School Attendance team track, monitor and implement attendance policy rigorously daily.	To write and implement a new attendance policy. To meet with parents/ carers of those children with low attendance.	Attendance fluctuated throughout the year but the overall percentage was in line with National figures. Parents/ carers attended meetings when invited and this proved to be very useful. Attendance is closely monitored weekly and support is in place for those children who have low attendance.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.