

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 and recovery strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium.

## School overview

Detail	Data
School name	Hursthead Junior School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	27 <sup>th</sup> September 2021
Date on which it will be reviewed	Ongoing termly monitoring Full review by 27 <sup>th</sup> July 2022
Statement authorised by	Tracy Kendrick, <i>Headteacher</i>
Pupil premium lead	Richard Wynne, <i>PP and Recovery Tutor</i> Tracy Kendrick, <i>Headteacher</i>
Governor / Trustee lead	Lesley Ashworth, <i>PP Governor</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,785
Recovery premium funding and school-led tutoring allocation this academic year	£3,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Catch Up funding carried forward from previous year	£28,960
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,365

## Part A: Pupil Premium and Recovery Strategy Plan 2021-2022

### Statement of intent

#### Our aims in 2021-2022 for our disadvantaged pupils:

- To ensure all disadvantaged children's mental health and wellbeing is supported as schools begin to return to a pre-pandemic normal.
- To ensure all disadvantaged children are supported in meeting their academic potential
- To ensure all disadvantaged children make at least expected progress in mathematics from Key Stage One to the end of Key Stage Two
- To increase the percentage of disadvantaged children meeting the expected standard in reading by the end of Key Stage Two, thus closing the gap between disadvantaged children and non- disadvantaged children.
- To increase the percentage of disadvantaged children meeting the expected standard in the three core subjects (reading, writing, maths) by the end of Key Stage Two, thus closing the gap between disadvantaged children and non- disadvantaged children.
- To ensure all disadvantaged children are supported to improve their learning behaviour and social behaviour in school
- To support enrichment activities to develop "the whole child" and increase confidence and engagement of all disadvantaged children in school life

We also recognise that the need for additional, targeted support at Hursthead Junior School reaches beyond our disadvantaged children and therefore we will be using some of the Recovery Premium to support identified children to achieve the aims above.

#### Our key principles in 2021-2022 for how we will use Pupil Premium and Recovery Premium:

- We will offer a range of different, bespoke provisions that meet the individual needs of the entitled children, as their needs and barriers to educational achievement vary greatly.
- We will offer short-term, targeted, personalised interventions in order to address those barriers on an individual basis.
- We will review our provision termly following data collections, discussions with teachers and collaboration with parents. The impact of the provisions will be measured on an individual basis, using both quantitative and qualitative data.
- We will ensure that all staff in school are highly skilled in delivering quality first teaching, through professional development opportunities, peer coaching and a supportive appraisal process.

## Challenges

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

Challenge	Detail of challenge
1	Inconsistent application of basic skills in writing (spelling, grammar and punctuation) and arithmetic (times tables, number bonds and related facts).
2	Girls' lack of confidence in maths which has prevented them from accessing more challenging content to enable them to reach greater depth.
3	Social, communication and emotional difficulties which can prevent learners from accessing the curriculum, as well leading to conflict with peers.
4	Emotional wellbeing and mental health of children has been affected during the pandemic which has left many children lacking resilience skills.
5	Teachers who had to adapt their teaching style during the pandemic, as well as those new to the profession, now need to reflect upon- and implement- the most effective pedagogical approaches to ensure progress for all and encourage collaboration and teamwork.

## 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
All disadvantaged pupils will be on track to make expected progress by the end of Key Stage Two. <i>(either based on KS1 outcomes for children in Years 5 and 6 or Year 2 teacher assessment information for children in Years 3 and 4)</i>	<ul style="list-style-type: none"> <li>- End of year data to show pupils on track (test results, teacher assessments, reading age and spelling age progress)</li> <li>- Increased confidence of girls in maths lessons (class teacher and teacher assistant feedback)</li> </ul>
Children with social and behavioural needs, as well as those struggling to control different emotions (such as anxiety), will be supported to develop their independence and spend more time in class, therefore accessing more learning time. Learning time lost due to dealing with conflicts will be reduced.	<ul style="list-style-type: none"> <li>- Increased time in lessons and increased participation and effort (class teacher and TA feedback)</li> <li>- Progress evident in children's work books as well as increased quantity of work produced in lessons (work books)</li> <li>- More confident and happy children (Staff and family feedback)</li> </ul>
Class teachers will use a range of teaching strategies to ensure that the pupils make at least expected progress.	<ul style="list-style-type: none"> <li>- Use of focus groups, staggered inputs, teacher-led interventions and resources to support learning evident in lessons across school (learning walks and peer coaching)</li> </ul>

## 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: approximately £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework changed to focus on basic skills only- a “little and often” approach to rehearsing basic skills <ul style="list-style-type: none"> <li>- Staff training</li> <li>- Parents’ curriculum briefings</li> <li>- SLT monitoring and evaluating</li> <li>- Subscriptions to learning websites and resources</li> </ul>	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> <li>- Homework (+5 impact)</li> </ul>	1
Focus on learning super powers (one each half term) to encourage and support learners to develop independent learning skills <ul style="list-style-type: none"> <li>- Nick Dux working every half term in every class</li> <li>- Assembly to introduce and then to reflect on learning super power</li> </ul>	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> <li>- Metacognition and self-regulated learning (+7 impact)</li> </ul>	4
Class teachers to reflect and adapt lesson organisation and approaches to teaching <ul style="list-style-type: none"> <li>- Peer coaching</li> <li>- PPA time with year group colleague</li> <li>- Staff research on different teaching styles</li> <li>- Appraisal process including coaching conversations</li> </ul>	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> <li>- Feedback (+6 impact)</li> <li>- Collaborative learning approaches (+5 impact)</li> <li>- Within class attainment grouping (+2 impact)</li> </ul>	5

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

Budgeted cost: approximately £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher-led targeted tuition for identified pupils with in-school tutor. Twice weekly sessions x 30 minutes	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> <li>- One to one tuition (+5 impact)</li> <li>- Small group tuition (+4 impact)</li> </ul> <p>Evidence shows that optimum impact can be achieved</p> <ul style="list-style-type: none"> <li>- through short, regular sessions over a set period of time</li> <li>- tuition which is 1-1 or in small groups of no more than 3</li> <li>- sessions where the tuition is explicitly linked to normal lessons</li> </ul>	1 and 2
Teacher-led emotional coaching sessions and 1-1 check ins to support pupils understand and control their emotions	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> <li>- One to one tuition (+5 impact)</li> <li>- Social and Emotional learning (+4 impact)</li> <li>- Behaviour interventions (+4)</li> </ul>	3 and 4
Play therapy for targeted individuals	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> <li>- One to one tuition (+5 impact)</li> <li>- Social and Emotional learning (+4 impact)</li> </ul>	3 and 4
Reading interventions <ul style="list-style-type: none"> <li>- Teaching assistants delivering schemes such as Rapid Reading and Barrington Stoke</li> <li>- Teacher-led 1-1 reading interventions</li> </ul>	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> <li>- Reading comprehension strategies (+6 impact)</li> <li>- One to one tuition (+5 impact)</li> <li>- Phonics (+5 impact)</li> <li>- Teaching assistant interventions (+4 impact)</li> </ul> <p>Evidence shows that optimum impact can be gained when teaching assistants deliver a structured programme and are well-trained.</p>	1, 2, 3, 4

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

Budgeted cost: approximately £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise extra-curricular activities, such as visits, residentials, music tuition and extra-curricular clubs	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> <li>- Arts participation (+3 impact)</li> <li>- Physical activity (+1)</li> </ul>	3 and 4
Staff training and development on whole school behaviour management strategies – Team Teach training	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> <li>- Behaviour interventions (+4)</li> </ul>	3,4 and 5
Staff training and development on mental health and wellbeing <ul style="list-style-type: none"> <li>- Senior Mental Health Lead training (funded by DFE)</li> <li>- Subscriptions to websites for resources, planning, support and research</li> <li>- PSHE lead training</li> </ul>	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> <li>- Social and emotional learning (+4)</li> </ul>	3 and 4
Staff training to lead and develop Forest Schools – two teaching assistants	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> <li>- Social and emotional learning (+4)</li> <li>- Physical activity (+1)</li> <li>- Metacognition and self-regulated learning (+7 impact)</li> </ul>	3 and 4

**Total budgeted cost: Approximately £58,000**

## 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.

Impact:

Internal data showed:

Percentage of disadvantaged pupils on track to make expected progress by the end of Key Stage Two in

- Reading 85%
- Writing 85%
- Maths 62%

Percentage of disadvantaged pupils meeting at least age related expectations in

- Reading 100%
- Writing 69%
- Maths 100%

#### 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
Individual Maths tuition	Third Space Learning
Resilience Coaching	Nick Dux resilience coaching