

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

School overview

Detail	Data
School name	Hursthead Junior School
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	Ongoing termly monitoring Full review by end of summer term 2023
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	Avril Dennett PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,225
Recovery premium funding and school-led tutoring allocation this academic year	Recovery premium £2,030 School Let tutoring £2,268
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Catch Up funding carried forward from previous year	£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	£31,523

Part A: Pupil Premium and Recovery Strategy Plan 2022-2023

Statement of intent

Our aims in 2022-2023 for our disadvantaged pupils:

- To ensure all disadvantaged children's mental health and emotional wellbeing is developed and supported
- 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 and extra-curricular activities
- To ensure all disadvantaged children are supported in meeting their academic potential
- To increase the percentage of disadvantaged children meeting the expected standard in reading and writing 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.

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 2022-2023 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 and other identified 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	High levels of anxiety about changes to routines, transitions and residential visits
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.

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 3 and 6 or Year 2 teacher assessment information for children in Years 4 and 5)</i>	<ul style="list-style-type: none"> - End of year data to show pupils on track (test results, teacher assessments, reading age and spelling age progress)
Children with social and behavioural needs, as well as those struggling to control different emotions 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"> - Increased time in lessons and increased participation and effort (class teacher and TA feedback) - Progress evident in children's work books as well as increased quantity of work produced in lessons (work books) - More confident and happy children (Staff and family feedback)
Children with high levels of anxiety will be coached in techniques to use to help them and children will feel more able to tackle unfamiliar situations and events. Learning time lost due to children feeling anxious or worried will be reduced.	<ul style="list-style-type: none"> - Increased time in lessons and increased participation and effort (class teacher and TA feedback) - Increased participation in visits, residential trips, extra-curricular activities, performances - Year 6 pupils feel confident about moving to High School

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 £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Homework continues to focus on basic skills- reading, spelling, times tables, arithmetic and SPAG exercise</p> <ul style="list-style-type: none"> - Parents' homework forum - Parents' curriculum briefings - SLT monitoring and evaluating - Subscriptions to learning websites and resources – My Maths and Times Tables Rock Stars - Reading diaries reintroduced and improved spelling procedures - After school Homework Club introduced for each year group - "Catch up" lunchtime homework club 	<p>EEF Teaching and learning Toolkit</p> <ul style="list-style-type: none"> - Homework (+5 impact) 	1
<p>Development of adaptive teaching to ensure that all teachers deliver high quality learning that meets the needs of all learners</p> <ul style="list-style-type: none"> - Staff training - Appraisal process and coaching conversations - Graduated response for teaching and learning developed in each subject area 	<p>EEF Teaching and learning Toolkit</p> <ul style="list-style-type: none"> - Feedback (+6 impact) - Collaborative learning approaches (+5 impact) - Within class attainment grouping (+2 impact) 	1

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

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"> - Arts participation (+3 impact) - Physical activity (+1) 	2, 3 and 4
Mental health champions programme <ul style="list-style-type: none"> - Each class has a trained Mental Health Champion - Programme of ways to support mental health and wellbeing part of PSHE curriculum 	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> - Social and emotional learning (+4) 	2, 3 and 4
Introduction of Zones of Regulation to support children in understanding how to recognise their emotions in themselves and each other <ul style="list-style-type: none"> - Daily check ins - Circle times - Parents' workshop 	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> - Social and emotional learning (+4) 	2, 3 and 4
Staff training and development on mental health and wellbeing <ul style="list-style-type: none"> - Subscriptions to websites for resources, planning, support and research - PSHE lead training 	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> - Social and emotional learning (+4) 	2, 3 and 4
Forest Schools	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> - Social and emotional learning (+4) - Physical activity (+1) - Metacognition and self-regulated learning (+7 impact) 	2, 3 and 4
Parental workshops to support parents in helping their children with emotional health and wellbeing <ul style="list-style-type: none"> - Anne Cresswell (sleep and anxiety) - Nick Dux (transformative language) 	EEF Teaching and learning Toolkit <ul style="list-style-type: none"> - Social and emotional learning (+4) 	2, 3 and 4

Total budgeted cost: Approximately £43,000

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 2021-2022 academic year.

Impact:

End of Key Stage Two Results

Percentage of disadvantaged pupils meeting at least age related expectations

- RWM combined 25%
- Reading 25%
- Writing 50%
- Maths 75%

Percentage of disadvantaged pupils who made expected progress

- Reading 25%
- Writing 50%
- Maths 75%

Impact evident in maths data.

Note- 75% of PP pupils were on SEND register

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
Resilience Coaching	Nick Dux resilience coaching