

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023-24 academic year 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 | Hampton Junior School |
| Number of pupils in school | 474 |
| Proportion (%) of pupil premium eligible pupils | 76 = 16.03% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December each year |
| Statement authorised by | Jon James (Head of School) |
| Pupil premium lead | Lisa Maxted Inclusion Lead |
| Governor / Trustee lead | Gillian Radcliffe |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £113,960 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £113,960 |

Part A: Pupil premium strategy plan

Statement of intent

At Hampton Junior School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their individual starting points and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers, and also give them opportunities they may not have experienced.

We will consider the challenges faced by children in military families and vulnerable pupils, such as those who have an economic disadvantage, those who have a social worker or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At the heart of our approach is high-quality teaching which focuses on areas in which disadvantaged pupils require it the most, targeted support based on robust assessment of need and helping pupils to access a broad and balanced curriculum. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our school ensures that pupils and their families are given pastoral support when it is needed. We do this through our Parent Support Advisor, school counsellor and Children's Wellbeing Practitioner. We also have members of staff who have the ELSA qualification and the Drawing and Talking training.

Our approach will be responsive to common challenges our pupils face. We use information from parents, assessments, teacher knowledge and previous year's attainment to ensure we are providing the children with opportunities to succeed. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We encourage all students 'to be the best they can be.'

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Data shows that PPG pupils are not achieving in the same way as their peers in writing and are not always making accelerated progress. |
| 2 | Observations and discussions with teachers show some PPG children have a limited breadth of cultural experience and reduced opportunities to socialise and/or attend after school activities. |
| 3 | Attendance for PPG children is lower than that for the rest of the school. This has a negative impact on their social and emotional development as well as academic progress. |
| 4 | Teacher feedback and pupil progress data show children are not experiencing the same opportunities at home to engage in homework which is having an impact on their attainment. |
| 5 | Teacher feedback and learning walk observations show that some children with PPG need additional social, emotional and mental health support. |

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 |
|--|--|
| <p>1. Data shows that PPG pupils are not achieving in the same way as their peers in writing and are not always making accelerated progress.</p> <p>Pupils with expected or high prior attainment continue to make expected progress over time. Children targeted for accelerated progress reach the expected level.</p> | <p>Increasing number of PPG children targeted, and monitored, for expected standard</p> <p>Evidence-based intervention identified and used, staff to access high-quality training and supervision via external professional as required.</p> <p>PPG pupils, who are not making the expected progress in writing, have access to additional intervention.</p> <p>Pupils, accessing interventions, to undertake baseline assessment to determine impact.</p> |

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| | Subsequent intervention determined through termly monitoring. |
| <p>2. Observations and discussions with teachers show some PPG children have a limited breadth of cultural experience and reduced opportunities to socialise and/or attend after school activities.</p> <p>Children have opportunities available to them to socialise and broaden cultural experiences.</p> | <p>Participation levels in clubs increased.</p> <p>Actions:</p> <p>Varied opportunities provided for all PPG children</p> <p>Wide range of school trips and experiences carefully planned to improve cultural capital for all children</p> |
| <p>3. Attendance for PPG children is lower than that for the rest of the school. This has a negative impact on their social and emotional development as well as academic progress.</p> <p>PPG pupils have improved attendance</p> | <p>Gap between PPG and rest of the school attendance is narrowed year on year.</p> <p>Actions:</p> <p>Persistent absentee rates improve year on year.</p> <p>A member of the office staff reports the absence data weekly.</p> <p>PSA to attend EWO meetings and have a raised awareness of persistent absentees.</p> <p>PSA to liaise directly with parents regarding attendance in order to directly target difficulties within the home.</p> |
| <p>4. Teacher feedback and pupil progress data show children are not experiencing the same opportunities at home to engage in homework which is having an impact on their attainment.</p> <p>PPG children have additional opportunities to complete homework.</p> | <p>Higher rate of homework is being completed to support learning in school.</p> |
| <p>5. Teacher feedback and learning walk observations show that some disadvantaged children need social, emotional and mental health support to ensure they are ready to learn.</p> <p>To achieve and sustain improved wellbeing for our disadvantaged pupils.</p> | <p>Children are more resilient and able to display improved social skills.</p> <p>Actions:</p> <p>Coffee morning from CWP around emotional regulation.</p> |

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| <p>Emotional well-being strategies embedded so that PPG pupils are supported to engage with learning in the mainstream</p> | <p>Evidence-based interventions identified and used, staff to access high-quality training.</p> <p>Access to advice from the PSA and CWP roles.</p> <p>Emotion coaching embedded in school. Staff to receive refresher training.</p> <p>Results of surveys from pupils, parents and staff, learning walks, behaviour logs to demonstrate effectiveness of these strategies</p> |
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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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Additional resources for new starters and those with EAL</p> <p>CPD and quality first teaching for teachers to focus class practice on accelerated progress for identified children</p> <p>CPD from external professional to embed emotion coaching approach</p> <p>Engaging with National college for online training courses to upskill staff</p> | <p>To support new starters with accessible resources</p> <p>Racing to English interventions</p> <p>The EEF guide to pupil premium</p> <p>Specific focus on raising attainment of PPG pupils – identified through target tracker.</p> | <p>1</p> |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Targeted Academic Support:</p> <p>Teachers and LSAs responsible for teaching specific interventions and targeted support for individual pupils.</p> <p>SEND Teacher leading Social skills and Zones of Regulation groups</p> <p>SEND teacher running English skills/curriculum support groups</p> <p>To continue to build strength & capacity within the school's wellbeing offer through additional support from MHST</p> | <p>EEF toolkit states that small group tuition is effective and the smaller the group the better, some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Specific focus on raising attainment of PPG pupils – identified through target tracker.</p> <p>EEF toolkit acknowledged the benefit of social and emotional learning (SEL) for children from deprived backgrounds: SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. It identified that: on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>EEF toolkits identifies that Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 10 minutes, three–five times a week) over a set period of time (6–12 weeks) appear to result in optimum impact.</p> | <p>1, 2,4,5</p> |
| <p>Beanstalk Readers</p> | <ul style="list-style-type: none"> ✓ To support the development of basic reading and comprehension skills ✓ This support provides children with an adult that they will read regularly with. ✓ To deliver the 'paired reading' intervention, research has shown that paired reading schemes: <ul style="list-style-type: none"> ○ Improved reading attainment – decoding and comprehension of words and text ○ Increased confidence and enjoyment of reading | <p>1,4</p> |

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| | <ul style="list-style-type: none"> ○ Improved attitudes to reading for pleasure and increased amount of reading | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------|---|-------------------------------|
| Inclusion Manager | <p>Identifying needs by analysing data, researching effective programmes/strategies and then developing a strategic action plan.</p> <p>This will need to be monitored and the impact will be assessed using a baseline assessment and further assessments on progress.</p> <p>CPD for staff to support writing standards.</p> <p>It has been identified that having a specific person/people to monitor spend; track progress and determine intervention enables the PPG budget to be needs spent.</p> | 1,2,3,4,5 |
| Educational Psychologist | <p>An educational psychologist (EP) is used to support children who may present with a variety additional needs. We will use this service in a variety of ways:</p> <ul style="list-style-type: none"> • To support families who may need further advice at home to support their children. • To conducts assessment to determine a child's area of SEN. • To provide guidance to teaching and support staff around strategies to support specific children. • To suggest interventions/support to target specific children's needs. | 1,2,4,5 |
| School counsellor | <p>Assessments taken over the last 3 years have shown a positive impact on pupils seeing the counsellor. Teaching staff and parents have also commented on the great value that this provides their children.</p> <p>To support pupils social and emotional development ensuring that they feel safe, secure and able to talk about any concern they may have.</p> <p>It has been identified that learning social and emotional skills can have a positive impact on pupil attainment. Emotions can support or impede pupils' learning, their academic engagement, work ethic, commitment, and ultimate school success.</p> | 1,2,5 |
| Children's Wellbeing Practitioner | <p>It has been identified that learning social and emotional skills can have a positive impact on pupil attainment. Emotions can support or impede pupils'</p> | 1,2,5 |

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|---|---|-----------|
| | <p>learning, their academic engagement, work ethic, commitment, and ultimate school success.</p> <p>EEF: 'On average, Social and Emotional Learning interventions have identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> | |
| Parent Support Advisor | <p>Supporting the 'whole child' and family is equally as important as specific intervention and may help to may ongoing gains more systemic.</p> <p>EEF identify wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support</p> | 1,2,3,4,5 |
| <p>Financial support for visits, school uniform, music lessons</p> <p>Milk</p> <p>Contingency fund for acute issues</p> | <p>To ensure all pupils have equal opportunity to attend visits, music classes and other school events.</p> <p>School milk can be a great energy boost at mid-morning break, refuelling the body until lunch.</p> <p>School milk is excellent for hydration, which is essential for aiding the concentration and attention of young minds in class.</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | 1,2,3,4,5 |

Total budgeted cost: £113,960

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 2023 to 2024 academic year.

| | 2023 KS2 PPG children reaching expected standard | 2023 KS2 PPG children reaching expected standard – *national data | 2023 KS2 children reaching expected standard | 2023 KS2 children reaching expected standard *national data |
|---------|--|---|--|---|
| Reading | 76.19% | 60% | 91% | 73% |
| Writing | 66.67% | 58% | 86% | 71% |
| Maths | 61.90% | 59% | 87% | 73% |

When considering the most vulnerable pupils and families and enabling them to continue to access the support they need and for their children to feel positive and successful:

- The School counsellor in school x1 weekly (when possible), 38.46% of children seen were PPG.
- The PSA supported 23 HJS parents/families by the end of the 2022-23 academic year – 32% of whom were PPG. Work focuses on parenting, behaviour, accessing support from LA and housing.

During the Summer Term, the Inclusion manager attended all Pupil Progress meetings.

Our assessments and observations indicate that communication, resilience, wellbeing and mental health continue to have an impact post COVID-19 pandemic.

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 |
|-----------|----------|
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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)

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| Autumn term 2024 |
| 68% of families supported by the PSA are PPG. |
| 25% of children who have attended, or are on the waitlist for, intervention with the CWP are PPG |