

# Hamstel Junior School - 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
School name	<b>Hamstel Junior School</b>
Number of pupils in school	571
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs C. Farrell
Pupil premium lead	Ms K. Hall
Governor / Trustee lead	Ron Wright, Nicole Ramsey and Kate Baines

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,090
Recovery premium funding allocation this academic year	£23,490
Pupil premium funding (and recovery funding) carried forward from previous years (enter £0 if not applicable)	£55,895
<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	£ 403,475

# Part A: Pupil premium strategy plan

## Statement of intent

As a school, our intention is to provide an inspirational and inclusive learning environment for all our children. We strive to ensure no child is left behind socially or academically due to disadvantage. We seek to achieve our aim through outstanding teaching which focuses on raising aspirations and removing barriers to learning.

Our Pupil Premium Strategy Plan aims to address the main barriers faced by our children and ensure additional support is carefully targeted as a result of rigorous tracking in order that all children have the access and opportunity to enjoy academic success.

## Challenges

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

Challenge number	Detail of challenge
1	Pupil premium attainment gap is already relatively large for some cohorts on entry to the Junior School.
2	Oral language is often lower on entry to the school for disadvantaged children. The children's vocabulary is often more limited than their peers; this can result in emotional and behavioural difficulties as well as academic.
3	Disadvantaged children generally attain less well in reading, writing and maths. Not reading regularly at home, limited vocabulary and a lack of a secure understanding of the basics mean they do not always progress at the same rate as their peers.
4	A higher proportion of disadvantaged children are on the SEND register (Autumn term 2022 – 24%) with a number of those children having complex needs. Some of our disadvantaged children have emotional, social and behavioural needs and aren't always ready to learn.
5	A large proportion of our families open to external services have children eligible for pupil premium.
6	Low aspirations have a detrimental impact on some of our disadvantaged children. A lack of positive role models and parental engagement results in some of our disadvantaged children undervaluing education.
7	A proportion of disadvantaged children have poor attendance and punctuality, which leads to gaps in learning or compounds existing gaps (2021-2022 persistent absence – 23%).
8	Covid-19 and school closures have had a greater impact on disadvantaged children, further widening gaps in learning.

## 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
Increased attainment in reading. Children's decoding and comprehension skills improve as well as their enjoyment of reading.	Pupils make accelerated progress in reading so that the gap for reading is narrowed and the proportion of children achieving EXS by the end of Key Stage 2 is above the national benchmark.
An increase in children's attainment in writing. Children's vocabulary, spelling accuracy and control of language improves.	Pupils make accelerated progress in writing so that the gap for writing is narrowed and the proportion of children achieving EXS by the end of Key Stage 2 is above the national benchmark.
An increase in children's attainment in maths. Children's basic arithmetic improves as well as their confidence in using and applying their knowledge.	Pupils make accelerated progress in maths so that the gap for maths is narrowed and the proportion of children achieving EXS by the end of Key Stage 2 is above the national benchmark.
A higher proportion of PP children achieve GDS in writing at the end of KS2.	Aim High programme – focus on increasing the proportion of children achieving GDS in writing at the end of KS2. Children who achieved GDS in KS1 for reading, writing and maths (and pp children who may have only achieved GDS for reading or writing) - focus for programme of support to achieve GDS in writing at the end of KS2.
Increased parental engagement in learning, through the use of Family and Child Support Officer, social media and home learning.	Parents feel they are well informed and able to effectively support their children's learning in school.
Pupils social and emotional needs are met resulting in an improvement in the children's well-being and chances of academic success.	Children's needs are identified and appropriate support is put in place to overcome social and emotional barriers to learning.
Levels of attendance improves, promoting increased attainment and better progress.	Reduction in the number of persistent absentees among pupils eligible for PP. Overall, the gap is reduced between PP and non PP children.

## 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: £113,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers focusing on reading, writing and maths (quality first teaching).	Focus on all teachers delivering high quality first teaching. Focus on the Hamstel Highway and progression within the curriculum.  Sutton Trust- quality first teaching has direct impact on children's outcomes.	1-3
Partnerships – the maths and English leads partner teachers to offer bespoke support to enable all teachers to teach consistently good and outstanding lessons.	Research shows that good teaching has the biggest impact on disadvantaged children. Sutton Trust – the effects of high quality teaching are especially significant for disadvantaged children (potential gain of 1.5 years compared to 0.5 years with a poorly performing teacher).	1-4
A very experienced teacher appointed as the ECT Induction Tutor. The Tutor oversees the support the two ECT mentors provide. Time given to support the 'ECT support team' to ensure effectiveness and give opportunities to work in partnership in the classroom.	Research shows that good teaching has the biggest impact on disadvantaged children. Sutton Trust – the effects of high quality teaching are especially significant for disadvantaged children (potential gain of 1.5 years compared to 0.5 years with a poorly performing teacher).	1-4
Pupil Premium Teacher to work in partnership with teachers to develop their pedagogy.	Research shows that good teaching has the biggest impact on disadvantaged children. Sutton Trust – the effects of high quality teaching are especially significant for disadvantaged children (potential gain of 1.5 years compared to 0.5 years with a poorly performing teacher).	1-4
Termly Pupil Progress Meetings. Teacher and YGL meet (with the SENCo when appropriate) to discuss each child's progress and any barriers. Strategies put in place / adapted and subsequently monitored.	Close monitoring of children's progress and potential barriers to learning to ensure appropriate support is put in place (interventions, pastoral support etc).	1 - 8

DHT is involved in the spring meetings. A termly pupil progress leadership meeting is held to review any year group / whole school needs.		
Curriculum Review - The curriculum is being adapted to ensure it meets the needs of all our children particularly in light of the effects of school closures. The three drivers: possibilities, experiences and the Hamstel Habits have been devised to ensure all our children have the same opportunities and to encourage PP children to have high aspirations.	Improving the children's 'cultural capital' also supports their language development. A broad and balanced curriculum supports all children but in particular those who are disadvantaged. Sutton Trust: parental cultural capital can be a barrier to social mobility.	1-4, 7, 8
Annual Maths Conference – Maths Lead and AHT for Curriculum.	Maths continues to have some of the largest gaps. The conference shares best practice and insights into what other successful schools are doing.  Research shows that good teaching has the biggest impact on disadvantaged children. Sutton Trust – the effects of high quality teaching are especially significant for disadvantaged children (potential gain of 1.5 years compared to 0.5 years with a poorly performing teacher).	1, 3

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

Budgeted cost: £139,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Conferencing Time – class teachers in year 6 (spring and first part of the summer term) are given time to work with children in their own class to focus on their specific needs and ensure barriers to learning are overcome.	EEF Toolkit: One to one tuition involving a teacher providing intensive individual support - + 5 months.  Class teachers released to focus on individual needs of specific children with PP children a priority.	1, 3, 6, 8

<p>Aim High Programme. Focus on providing support for children who achieved GDS at KS1 to achieve GDS for writing at the end of KS2.</p>	<p>EEF Toolkit: Collaborative learning - +5 months.</p> <p>Not all children, particularly PP children, maintain GDS writing from KS1.</p>	<p>1, 3, 6</p>
<p>Reading Assistants are employed across lower school to support children to read in line with (or better) than their chronological age – based on the Salford Reading Test.</p>	<p>EEF Toolkit: Individualized instruction - +4 months. Reading comprehension strategies + 6 months.</p> <p>Research demonstrates that reading is the key to academic success. Disadvantaged children often do not read regularly at home or are not supported in their reading. Daily reading support has shown to accelerate the progress of our children.</p>	<p>1,3</p>
<p>National Tutoring Programme</p> <p>Teacher led tutoring of small groups</p>	<p>EEF Toolkit: Small group tuition focusing on a small group of learners - + 4 months.</p> <p>Groups of between 2 and 4 children receive a 15 week package of support focusing on specific area of need in either reading, writing or maths (identified in pupil progress meetings).</p>	<p>3,4</p>
<p>National Tutoring Programme</p> <p>Third Space Learning – online maths tutoring with children working one to one with a tutor focusing on specific areas of need for 12 weeks.</p>	<p>EEF Toolkit: One to one tuition involving a tutor providing intensive individual support - + 5 months.</p>	<p>3,4</p>
<p>Nessy – programme of support for children’s language acquisition in year 3.</p>	<p>EEF Toolkit: Small group tuition focusing on a small group of learners - + 4 months.</p> <p>LSAs deliver a programme of support to small groups of children.</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £146,709

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>School buying into Early Help service and FSM checker to support work in school in regards to attendance as well as early intervention for families.</p> <p>Targeted support for families and pupils from Family and Child Support Officer and Learning Mentor.</p> <p>Funding to support pupils and families to ensure they are preparing their children to actively engage in school life.</p>	<p>EEF Toolkit – Parental Engagement + 4 months.</p> <p>Parental engagement is consistently associated with pupils’ success at school.</p> <p>Parents’ aspirations are also linked to pupil outcomes.</p>	5-8
<p>Learning Conversations - a hybrid model is offered to parents for the autumn and spring meetings</p>	<p>Parental engagement and support for children’s learning has a positive impact on their academic achievement and well-being.</p>	6, 7
<p>All children eligible for FSM are offered free place at Breakfast Club.</p> <p>Bagels are provided for all children for breakfast or as a snack.</p>	<p>A number of children arrive at school having not eaten breakfast.</p> <p>IFS – research studies demonstrate that providing breakfast can improve children’s academic attainment.</p>	6
<p>Behaviour is tracked using a live report (Arbor) in order that children with challenging behaviour are identified early and appropriate support is put in place.</p> <p>Inclusion team identify pupils at risk of underachievement due to challenging behaviour. Support for teachers in the classroom.</p> <p>Members of the Inclusion team act as a mentor / coach to support specific vulnerable children to enable them to access learning and experience success.</p>	<p>EEF Toolkit: Behaviour interventions which seek to improve challenging behaviour in school - + 4 months.</p>	5
<p>School play therapist to provide regular opportunities for play therapy / support for referred pupils.</p>	<p>Pupils referred who require additional support / play therapy to have a focused one-to-one support package put in place.</p> <p>In previous years this support has had a positive impact on pupils and supported them in developing emotional resilience which then improves their ability to learn in class.</p>	4, 6

<p>Attendance is monitored (Arbor) with half termly breakdown shared with SLT.</p> <p>Increased profile in school of attendance. Letters sent to parents of children whose attendance is a concern and subsequent meeting arranged. New scheme implemented to encourage 100% attendance each half term with children entered into a prize draw to win £10 Amazon voucher.</p>	<p>Pupils with low attendance, particularly PP pupils, have gaps in learning; this is particularly evident in maths lessons.</p> <p>Ensuring all children and in particular PP children have high attendance and good punctuality supports good learning behaviours and outcomes.</p>	<p>7, 8</p>
<p>Parent Coffee Mornings Regular meetings for parents to encourage engagement and offer support on key issues (health, food etc)</p>	<p>Parental engagement and support for children's learning has a positive impact on their academic achievement and well-being.</p>	<p>6, 7</p>
<p>Pupil Premium Plus children are provided with additional tutoring.</p>	<p>One to one and small group tuition from the assistant SENCo. EEF Toolkit: Providing intensive individual support - + 5 months. EEF Toolkit: Small group tuition focusing on a small group of learners - + 4 months.</p>	<p>3, 4</p>

**Total budgeted cost: £399,616**



## 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 to 2022 academic year.

#### Key Stage 2 2022 SATs Results

Subject	Percentage of pupils achieving the expected standard: Hamstel Junior School  <i>GDS in brackets</i>	Percentage of pupils achieving the expected standard: Nationally  <i>GDS in brackets</i>	Percentage of pupil premium pupils (41% of all pupils) achieving the expected standard: Hamstel Junior School  <i>GDS in brackets</i>	Percentage of disadvantaged pupils (31% of pupils) achieving the expected standard: Nationally
English reading	82% (34%)	74% (28%)	84% (25%)	62%
English writing (teacher assessment)	83% (16%)	69% (13%)	79% (7%)	55%
Mathematics	74% (24%)	71% (22%)	65% (11%)	56%
English grammar, punctuation and spelling	80% (35%)	72% (28%)	77% (23%)	/
Combined (reading, writing & maths)	66% (12%)	59%	58% (4%)	43% (3%)

The percentage of pupil premium children reaching the EXS standard for reading, writing and GPS exceeded the percentage of **all** pupils nationally.

#### In School Data

		End of Key Stage 2 Target	All Pupils	Pupil Premium Pupils	Non-pupil Premium Pupils	Gap	Key Stage 1 Gap
3	Reading	70%	71%	57%	81%	24%	31%
	Writing	79%	59%	37%	67%	30%	17%
	Maths	78%	75%	66%	81%	15%	15%
4	Reading	76%	83%	74%	91%	17%	22% (HJS TA)
	Writing	80%	60%	49%	72%	23%	27% (HJS TA)
	Maths	83%	74%	61%	87%	26%	14% (HJS TA)
5	Reading	76%	88%	86%	90%	4%	17%
	Writing	80%	75%	70%	80%	10%	26%
	Maths	83%	81%	70%	88%	18%	13%

### Quality of Teaching for all / Academic Progress and Attainment

- The focus continued to be on ensuring all teaching across the school was good or outstanding. A bespoke programme of support was provided for three second year teachers (now referred to as ECTs) who also benefitted from 5% additional release time over the year. They were supported by an experienced 'ECT mentor' who oversaw their programme of support.
- Year group leaders benefitted from additional time out of class to focus on closing the gap for disadvantaged children in their year group. Support was dependent on need but took a number of forms including: individual support for children through tutoring and mentoring, coaching for teachers, improving planning and adapting resources.
- The year 3 lead became non-class based in the spring term. She spent two terms supporting the teaching in her team, working closely with the maths lead to develop a model of outstanding maths teaching, providing targeted support for children not making sufficient progress and supporting the attendance team to improve attendance in the year group. From very low starting points, the year 3 children's data at the end of the year demonstrated good progress with reading and maths now in line with their end of KS2 targets).
- Termly pupil progress meetings involving the class teacher and YGL as well as the SENCo (present for part of the meeting) ensured every child's progress was monitored with strategies planned for those who were deemed to be at risk of falling behind.
- A 'pupil premium teacher' (3 days a week) supported specific members of staff to develop their pedagogy; she also mentored and supported children flagged as needing additional support during the pupil progress meetings.
- Reading assistants continued to work with focus children in years 3 and 4. An additional reading assistant was appointed in November 2021 to support children in year 5 who were not yet secure in their reading fluency.

Salford Comprehension Reading Age Academic year 2021-2022					
	Average Baseline Attainment		Average Progress		Average Gain
Year Group	Pupil premium	Non-pupil premium	Pupil premium	Non-pupil premium	PP Children versus non-pupil premium
<b>Year 3</b>	42.9 months	56.2 months	24.6 months	21.9 months	<b>+ 2 years 9 months</b>
<b>Year 4</b>	65.1 months	77.5 months	13 months	10.5 months	<b>+ 2 ½ months</b>

- PP+ children benefited from tutoring from an experienced teacher (teacher with responsibility for SEND).
- Third Space Learning – 100 children benefitted from 15 weeks of online maths tutoring from Third Space Learning (National Tutoring Partner). Children in years 3, 4 and 5 who benefitted from the tutoring made accelerated progress in maths compared to those children who didn't receive the tutoring.
- 125 children received 15 sessions of tutoring from an experienced teacher. The tutoring was subsidised (by 75%) through the School-Led Tutoring initiative. The children who received tutoring made more progress than their peers for reading and writing in all year groups.
- Year 6 conferencing time – each year 6 teacher had an afternoon each week (spring and summer term) to work with children on a one to one basis with a focus on overcoming barriers for disadvantaged children.

- The curriculum has been adapted and updated over the course of the year in response to the needs of the children. Focus has been on ensuring the key aspects are covered and that gaps in learning are addressed. For the academic year 2022-2023, maths and English lessons have been adapted to increase the amount of time available for the teaching of non-core subjects. Reading will take place within English lessons with texts chosen to support the half term's theme.

The Aim High project took a different form this year with the focus on supporting teachers to recognise greater depth writing and develop an understanding of how children can improve their work. A new lead for this initiative will be in place for the next academic year.

### **Social Emotional and Behaviour**

The school continues to buy into the Early Help service and FSM checker to ensure attendance remains above the national average for all children.

	<b>School</b>	<b>Pupil premium</b>	<b>Non pupil premium</b>
<b>Attendance</b>	93.4%	91.4%	94.9%
<b>Authorised Absences</b>	5.1%	6.2%	4.3%
<b>Unauthorised Absences</b>	1.5%	2.3%	0.8%

- Live reports (linked to the school's MIS system) enabled close monitoring of attendance for all children.
- Attendance was compared for PP and non PP children which enabled support to be put in place more strategically to ensure gaps are closed. Effective support was provided by the FCSO and attendance officer including first day calling, attendance meetings and support for families.
- Weekly inclusion meetings focused on children most in need with a focus on PP children.
- Learning mentors supported our most vulnerable children who were at risk of not making expected progress. They helped remove barriers for learning and encouraged good learning behaviours and offered support to meet specific needs.
- A play therapist worked with children who had a specific need allowing them to overcome difficulties which could otherwise have become barriers to good mental health and learning e.g. bereavement. A large proportion of the children supported are eligible for PP.
- Parental engagement is a priority for the school as children do better when supported at home. Engagement with the school website is high with parents accessing key information regularly. The weekly newsletter was adapted over the first lockdown to improve accessibility particularly when read on a mobile device.
- Learning Conversations have been adapted to offer more choice for parents. Parents were able to book their own appointments and choose between meeting the child's class teacher online or in person.
- Breakfast Club was free for those children eligible for free school meals.

### **Enrichment**

- The residential trips for both year 5 and year 6 was subsidised for those children eligible for free school meals.
- YGLs had time out of class to support teachers in their year groups. Developing routines and linking behaviour to learning empowers teachers and reduces the need for sanctions. PP

- children benefit most from clear routines – a key component of nurture.
- Arbor live report enabled the monitoring of all children’s behaviour. Weekly inclusion meetings and fortnightly extended leadership meetings focused on ensuring appropriate support was provided when needed.
- Lunchtimes are now longer with lower and upper school having separate lunchtimes. This model was initially adopted due to the pandemic but has been maintained due to the positive impact on behaviour. The longer lunchtimes have required more staff (LSA support) who lead different activities for the children.

## 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
National Tuition Partner - Third Space Maths Learning	Third Space Learning - 100 children x 15 hours (75% pp) – online maths tutoring
School-led Tutoring	A member of school staff working an additional day. A former member of staff tutoring full time over the spring and summer term. Tutoring – 125 children (74% pp) x 15 hours, across all year groups (reading, writing or maths).

## 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?	School uniform Residential trip
What was the impact of that spending on service pupil premium eligible pupils?	Only one child eligible. The child was able to access the trip at no cost to the parents.

**Further information (optional)**

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