

Hamstel Junior School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Hamstel Junior School
Number of pupils in school	590
Proportion (%) of pupil premium eligible pupils	42% <i>(247 children)</i>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs C. Farrell
Pupil premium lead	Ms K. Hall
Governor / Trustee lead	Nicole Ramsey and Kate Baines

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£360,330 <i>(£1,455 per child)</i>
Recovery premium funding allocation this academic year	£33,060 <i>(£145 per child)</i>
Pupil premium funding (and recovery funding) carried forward from previous years (enter £0 if not applicable)	£19,462
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	£412,845

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 2023 – 22% compared to 16%) 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 (<i>2022-2023 persistent absence – 15.79% for the school – a reduction of 1.66% from the previous year. For pupil premium children, however, persistent absence remains high at 26.1%.</i>)

8	Covid-19 and school closures had a greater impact on disadvantaged children, further widening gaps in learning. The effects are particularly evident in years 5 and 6.
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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 (as achieved in 2022 when pp children achieved 84% EXS and above compared to national - all children - 74%)
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 (as achieved in 2022 when pp children achieved 79% EXS and above compared to national - all children - 69%)
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.
Increased parental engagement in learning, through the use of Family and Child Support Officer and social media.	Parents feel they are well informed and able to effectively support their children's learning in school.
Children's social and emotional needs are met resulting in an improvement in their 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: £112,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all teachers focusing on teaching across the curriculum and pedagogy - AfL (quality first teaching).</p>	<p>Focus on all teachers delivering high quality first teaching. Focus on the Hamstel Highway and progression within the curriculum.</p> <p>Sutton Trust- quality first teaching has direct impact on children's outcomes.</p>	<p>1-3</p>
<p>ECT Induction Tutor and mentors ECT Induction Tutor – very experienced teacher who is responsible for overseeing the support provided by the ECT mentors. This year the school has 5 ECTs, 3 x ECT – 2s and 2 x ECT – 1s) ECT Mentors – experienced teachers each responsible for one ECT. Time given to support the 'ECT support team' to ensure effectiveness and give opportunities to work in partnership in the classroom.</p>	<p>Research shows that good teaching has the biggest impact on disadvantaged children.</p> <p>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).</p>	<p>1-4</p>
<p>Termly Pupil Progress Meetings. Teacher and DHT, together with with the SENCo when appropriate, discuss each child's progress and any barriers. Strategies put in place / adapted and subsequently monitored. A termly pupil progress leadership meeting is held to review any year group / whole school needs.</p>	<p>Close monitoring of children's progress and potential barriers to learning to ensure appropriate support is put in place (interventions, pastoral support etc).</p>	<p>1 - 7</p>
<p>Curriculum Review - the newly adapted curriculum is being embedded and adapted to ensure it meets the needs of all our children. The three drivers: possibilities, experiences and the Hamstel</p>	<p>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</p>	<p>1-4, 7</p>

Habits have been devised to ensure all our children have the same opportunities and to encourage PP children to have high aspirations.	capital can be a barrier to social mobility.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £130,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
Conferencing Time – class teachers in year 6 (autumn, 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, 4
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.	EEF Toolkit: Individualized instruction - +5 months. Reading comprehension strategies + 6 months. 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.	1,3
Nessy – programme of support for children’s language acquisition in year 3.	EEF Toolkit: Small group tuition focusing on a small group of learners - + 4 months. LSAs deliver a programme of support to small groups of children.	1, 2, 3, 4

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

Budgeted cost: £150,147

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School buys 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>	5-7
<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>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. 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 identifies 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>	4, 5, 6
<p>Play therapist provides 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</p>	4

	improves their ability to learn in class.	
<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. Attendance incentive 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>	7
<p>Pupil Premium Plus children are provided with additional tutoring.</p>	<p>One to one and small group tuition from the assistant SENCo.</p> <p>EEF Toolkit: Providing intensive individual support - + 5 months.</p> <p>EEF Toolkit: Small group tuition focusing on a small group of learners - + 4 months.</p>	3, 4

Total budgeted cost: £393,596

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 2022 to 2023 academic year.

Key Stage 2 2023 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	Percentage of pupil premium pupils (42% of all pupils) achieving the expected standard: Hamstel Junior School <i>GDS in brackets</i>	Percentage of disadvantaged pupils (30% of pupils) achieving the expected standard: Nationally
English reading	67% (25%)	73%	55% (13%)	60%
English writing (teacher assessment)	78% (22%)	71%	64% (13%)	58%
Mathematics	68% (28%)	73%	51% (9%)	59%
English grammar, punctuation and spelling	72% (27%)	72%	56% (16%)	/
Combined (reading, writing & maths)	57% (12%)	59% (8%)		44% (3%)

In 2023 the results for all of year 6 was lower than in 2022 in reading, writing and maths and this was replicated in the results for children eligible for pupil premium with this group performing less well than pupil premium children nationally in reading and maths but outperforming pupil premium children nationally in writing.

In 2022, pupil premium children outperformed all children nationally in reading, writing and GPS (EXS and above). Although they didn't perform higher than all children in maths, they did perform higher than pupil premium children nationally in this subject.

In School Data July 2023

		End of Key Stage 2 Target	All Pupils	Pupil Premium Pupils	Non-pupil Premium Pupils	Gap	Key Stage 1 Gap
3	Reading	90%	83%	78%	86%	8%	7%
	Writing	95%	57%	52%	60%	8%	12%
	Maths	95%	85%	79%	88%	9%	17%
4	Reading	70%	78%	72%	83%	11%	29%
	Writing	79%	73%	62%	82%	20%	17%
	Maths	78%	80%	77%	83%	6%	17%
5	Reading	76%	85%	76%	93%	17%	32% (from baseline as no KS1 data)
	Writing	80%	76%	62%	87%	25%	16% (from baseline as no KS1 data)
	Maths	83%	75%	64%	85%	21%	23% (from baseline as no KS1 data)

The gap at the end of the year compared to the gap at KS1 has reduced for all subjects except maths. Maths continued to be a focus due to the gaps in the children's learning particularly for those children with low attendance.

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. Staff meetings led by the DHT, maths and English leads focused on the Hamstel Highway and AfL with a particular focus on learning intentions and success criteria.
- Targeted support was provided for ECTs with mentors and the ECT Induction Tutor given dedicated time out of class to work in partnership.
- The DHT and AHT for curriculum worked in partnerships with teachers who required support in a key area.
- 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.
- 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' (2 days a week) supported specific members of staff to develop their pedagogy in the autumn term; 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. Some of the children in year 3 had very low starting points with progress continuing to fall behind that of their peers. Progress in year 4 was greater for pp children than their peers by approx. 3 months on average. This replicates previous year's findings where greater progress is made in year 4 with children in year 3 needing greater support to 'keep up'.

Salford Comprehension Reading Age Academic year 2022-2023					
Year Group	Average Baseline Attainment		Average Progress		Average Gain
	Pupil premium	Non-pupil premium	Pupil premium	Non-pupil premium	PP children compared to non-pupil premium
Year 3	51.8 months	53.1 months	22.4 months	24.1 months	- 2 months
Year 4	68.7 months	78.5 months	20.5 months	17.3 months	+ 3 months

- PP+ children benefited from tutoring from the assistant SENCo; 35% of these children were also on the SEND register with 2 having EHCPs.
- Third Space Learning – 87 children (79% pp) benefitted from 12 weeks or more of online maths tutoring from Third Space Learning (National Tutoring Partner). 105 places were initially booked for 12 weeks each however teacher strike action meant some children took part in tutoring in both the spring and summer term to give them enough sessions.
- 165 children (88% pp) received 12+ sessions of tutoring from an experienced teacher.
- All tutoring – 266 children in total (85% PP) was subsidised by 60% through the National Tutoring initiative.
- 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 had been adapted for the academic year 2022-2023, to increase the amount of time available for the teaching of non-core subjects. Reading took place within English lessons with texts chosen to support the half term's theme.
- The Aim High project didn't take the planned form. Instead, a small number of year 5 children attended either the Aim High Maths Day or the Authors Abroad Day at another school. Both events aimed to challenge the highest achieving children.

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.

	School	Pupil premium	Non pupil premium
Attendance	94.39%	93.2%	94.65%
Authorised Absences	4.06%	4.5%	4.07%
Unauthorised Absences	1.55%	2.29%	1.28%

- 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 were closed. Effective support was provided by the CFSSO 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.
- 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 school website, emails and the weekly newsletter continue to be the main sources of information for parents.
- 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. Uptake is high across the school for both the autumn and spring meetings (84% overall). Staff are proactive in ensuring most, if not all, parents are spoken to if they were not able to attend their scheduled meeting.
- Breakfast Club was free for those children eligible for free school meals. Of the children attending Breakfast Club approx 62% were eligible for free school meals.
- Child and Family Support Officer (new to role in October 2022) was able to sign post and offer support to a large number of families (strategy meetings, CIN meetings and early help referrals with a large increase from the previous year). 131 children and / or their families were provided with support over the year.
- Our Learning Mentor (new to role in April 2022) supported children in a number of ways including through intervention groups focused on social skills and self-regulation. 39% of children supported were pp eligible.
- YGLs had time out of class to support teachers in their year groups. Developing routines and linking behaviour to learning empowered teachers and reduced the need for sanctions. PP children benefitted most from the clear routines (a key component of nurture).

Enrichment

- The residential trips for both year 5 and year 6 were subsidised for those children eligible for free school meals.
- Arbor live reports 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.
- Year groups were given support to ensure children were able to access an activity or trip that may not otherwise have taken place. All of the children in year 3 were taken to the theatre at Christmas to see a pantomime whilst children in year 6 visited the Imperial War Museum at Duxford.
- New books were purchased for all year groups as part of the changes to the curriculum in order to embed reading into the wider curriculum.

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 – maths tutoring for 87 children over the year – 78% pp. Total of 935 hours.
School-led Tutoring	<p>Specialist SEN teacher tutored our PP+ children – 14 children for a total of 192 hours.</p> <p>An experienced teacher and former member of staff tutored full time over the year – 165 children 87% pp – for a total of 2,138 hours.</p> <p>All types of tutoring - total of 266 children (85% pp) for a total of 3,265 hours</p>

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

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