



# HJPS Pupil premium strategy statement

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 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	HJPS
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rita Alak-Levi
Pupil premium lead	Alison Waller
Governor / Trustee lead	Judy Greenberg

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£4,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£14,795

## Part A: Pupil premium strategy plan

### Statement of intent

We want all of our children to have access to a broad and balanced curriculum and to make good progress. We monitor carefully the attainment of all children and pay particular attention to any attainment gaps between children in receipt of this grant and other children. We use the Pupil Premium grant to close these gaps and as these do not exist for all children we use this funding to raise standards across the school and improve outcomes for all children e.g. The Pupil Premium is used to fund training and professional development for staff to improve the impact of teaching on learning for all pupils. The Pupil Premium is used to support children's health and wellbeing and ensure that no child misses out on being able to participate in music lessons, educational trips, breakfast clubs, counselling and art therapy.

### Challenges

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

Challenge number	Detail of challenge
1	To narrow the attainment gap.
2	To ensure children in receipt of the Pupil Premium grant receive the same opportunities as other children and access to curriculum enrichment.
3	To strengthen teaching and outcomes in phonics.
4	To continue to develop an engaging, progressive and effective reading curriculum
5	To develop children's self-esteem and reduce anxieties
6	To build leadership capacity in all subject leaders to ensure that the curriculum delivered is at a high standard.

### 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
Children continue to meet their potential and achieve high standards in reading, writing and maths.	Lessons are carefully planned to enthuse and engage children. There is a clear progression of knowledge and skills.

	Targets are ambitious and progress is monitored regularly so that provision can be put in place to support each child in meeting their potential.
Children in receipt of the Pupil Premium grant can access curriculum enrichment or wellbeing services in line with their peers.	Appropriate provisions are made to meet children's needs.
Improved outcomes in phonics.	<p>There is an effective, systematic, synthetic phonics programme securely embedded that is well taught.</p> <p>Reading books connect with the phonic knowledge children are taught.</p> <p>90% of children pass the phonic check in Year 1.</p> <p>Children read easily, confidently and often, with fluency and comprehension appropriate to their age.</p> <p>90% pass Year 2 phonics.</p>
Improved outcomes in reading.	<p>Reading is prioritised to allow children (including the lowest 20% of readers) access to the full curriculum offer.</p> <p>A sequential reading curriculum is developed.</p> <p>Children read widely and often, with fluency and comprehension appropriate to their age.</p> <p>Children develop a love of reading for its own sake.</p>
A broad, high quality curriculum is offered to all children.	<p>Subject leaders are up to date on the latest research and thinking about their subject.</p> <p>Subject leaders are confident about undertaking a variety of monitoring and evaluation activities and are able to provide effective feedback to staff and give guidance on how provision (including teaching strategies and planning) can be improved.</p> <p>Feedback from children shows they have acquired new knowledge and skills which have built upon previous learning.</p>

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: £ 3k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Essential Letters and Sounds programme	Observations show that this validated programme provides staff with confidence and resources to ensure that high quality teaching and learning is taking place.	1,3,4,6
Purchase Spelling Shed programme	SATS results show that children are secure and confident in their spelling ability. They are able to decode and spell high level words with fluency ready for their continued journey.	1,3,4
Whole school strategy supporting Zones of Regulation: <ul style="list-style-type: none"> <li>• Training given to staff by mental health lead</li> <li>• Assembly delivered to all children.</li> </ul>	The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories. It has been recommended by several Educational Psychologists who have worked with our children.	1,5
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	High quality teaching raises attainment for all, DfE Supporting the Attainment of Disadvantaged Pupils.	1,2,3,4,6

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

Budgeted cost: £ 3,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Recovery	Link Educational Psychologist has recommended Reading Recovery's effectiveness with the lowest-attaining pupils.	1

1:1 and small group interventions with TAs	TA impact sheets, observations and children's books show that children make progress as a result of these sessions and ensure all children reach their full potential and no child is disadvantaged due to any different circumstances that occurred during the Covid Pandemic.	1,2,3,4,5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art therapy	The art therapist uses a variety of methods to encourage the children to express themselves creatively in order to reduce stress and have a positive effect on mental health.	5
Boxall Profiles	Provides a way to measure children's social, emotional and behavioural development so that effective triage of children's needs can be put in place.	1,5
1:1 Well-being mentoring from well-being practitioner	Children feel secure and supported and emotionally ready for learning.	5
Funding for school trips, residential, swimming lessons, clubs and music lessons.	Pupils access curriculum enrichment in line with their peers.	2

**Total budgeted cost: £ 14,795**

## 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.

#### **Actual Allocation of Funds for 2020/2021**

At HJPS the Pupil Premium has been used to provide curriculum enrichment in both PE and Music, with students having the opportunity to participate in their Grade 1 Music exams. School trips have also been paid for. Technology was also provided to pupils to support their learning during lock down.

Mental well-being has been supported through regular nurture groups, one to one well-being sessions and art therapy. Boxall profiles have been used to both measure the impact of this support and guide next steps.

To improve the impact of teaching of reading we have invested in training for all staff, delivered a reading conference for parents and invested in an on-line library and an outdoor library for all pupils.

#### **Disadvantaged Pupil Progress for 2020/2021**

With SATS cancelled for 2020 and 2021 external progress data is unavailable however internal data shows that on average 55.6% of children in receipt of the Pupil Premium have made 'Good' progress (6 or more steps of progress) compared to 44.9% for all pupils.

<b>% of Pupils making 6 steps of Progress or more from the start of the year</b>	<b>Pupil Premium</b>	<b>All Pupils</b>
<b>Reading</b>	<b>58.3%</b>	<b>43.7%</b>
<b>Writing</b>	<b>50%</b>	<b>44%</b>
<b>Maths</b>	<b>58.3%</b>	<b>47%</b>

85% of pupils in receipt of the pupil premium would have met the expected standard at KS2 for reading, writing and maths.

## 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
N/A	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*