



HJPS Pupil premium strategy statement

This statement details our school's use of pupil premium 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 (2023-2024) 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	419
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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	£13,000
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	£13,000

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.

	<p>Targets are ambitious and progress is monitored regularly so that provision can be put in place to support each child in meeting their potential.</p>
<p>Children in receipt of the Pupil Premium grant can access curriculum enrichment or wellbeing services in line with their peers.</p>	<p>Appropriate provisions are made to meet children's needs.</p>
<p>Improved outcomes in phonics.</p>	<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>Improved outcomes in reading.</p>	<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>
<p>A broad, high quality curriculum is offered to all children.</p>	<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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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

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

Budgeted cost: £8,000

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	5

	order to reduce stress and have a positive effect on mental health.	
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
Building Block Therapy	The National Autistic Society cite that this intervention led to a significant development of listening skills, turn taking, joint attention, resilience, patience, perseverance and problem solving. Children also show a greater awareness of social expectations and learn to develop a team approach to problem solving, using mainly the strategy of turn taking.	5
1:1 Well-being mentoring from well-being practitioner	Children feel secure and supported and emotionally ready for learning.	5
Indoor provision at lunchtime	EP advice from Hertfordshire suggests that some children benefit from a quieter environment at lunchtime so they are regulated and ready to learn.	5
Funding for school trips, residentials, swimming lessons, clubs and music lessons.	Pupils access curriculum enrichment in line with their peers.	2
Chill Zone	Children can have a calm, regulating breaktime with opportunities for structured social interactions through playing games. This enables them to go to lessons regulated and ready to learn.	5
Widget	Social stories are written for children to help reduce anxieties.	5
We will buy in a Family Support Worker to support families with early intervention to avoid escalation of need and remove barriers to learning.	We have noticed increasing levels of anxiety in our children but many would not meet the threshold for support from CAMHS. A family support worker would enable our children to access appropriate support. 70% of parents working with a Family Support Worker believe there is increased safety of	5

	the child and family since School Family Worker involvement and 64% believe they have a more positive relationship with their child's school.	
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Total budgeted cost: £ 13,000

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 2022 to 2023 academic year.

Actual Allocation of Funds for 2022/2023

We have noticed increased levels of anxiety and declining mental well-being in our pupils so this has been a key focus for HJPS. The Pupil Premium funding enabled us to:

- employ a well-being practitioner to run regular nurture groups and one to one well-being sessions.
- train our well-being practitioner on using Boxall Profiles to measure and identify strategies to support children's mental health.
- deliver refresher training on Zones of Regulation and embed this approach across the school.
- support some children to access art therapy.

The Pupil Premium also supported additional training and resources from White Rose for maths to support and secure children's learning

Disadvantaged Pupil Progress for 2022/2023

% of Pupils making 6 steps of Progress or more from the start of the year	Pupil Premium	All Pupils
Reading	42%	48%
Writing	33%	45%
Maths	42%	38%

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.