

# Pupil premium strategy statement

## Higham Ferrers Junior School

This statement details our school's use of pupil premium (and recovery 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 and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	319
Proportion (%) of pupil premium eligible pupils	81/319 25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs Bull
Pupil premium lead	Mrs Denton
Governor / Trustee lead	Mr Ireland

### Funding overview 23/24

Detail	Amount
Pupil premium funding allocation this academic year	£122,780.00
Recovery premium funding allocation this academic year	£8156.00
Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£37,121.00
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£168,057.00

# Part A: Pupil premium strategy plan

## Statement of intent

*At HFJS our vision is for all pupils to become curious, confident and creative learners.*

*We aspire for all pupils to leave HFJS with a love of learning and the academic and personal skills to achieve future success.*

*The three drivers of our curriculum are diversity, equality, ambition and resilience.*

*Our intention therefore is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium and disadvantaged strategy is to support those identified pupils to achieve that goal, including progress for those who are already higher attainers.*

*During the period of the strategy plan we will focus on the key challenges that are preventing our PP pupils from attaining well: lateness, emotional wellbeing, self-esteem/lack of confidence, motivation, resilience, behaviour, low aspirations and lack of support/engagement from home.*

*Our strategy aims to:*

- *Improve attainment and progress of PP pupils.*
- *Close the attainment gap between PP and non-PP pupils both in school and nationally.*
- *Sustain high levels of attendance and punctuality for all disadvantaged pupils.*
- *Address underlying wellbeing and behaviour issues promptly to ensure high levels of attainment and progress.*
- *Ensure all PP pupils access their full curriculum entitlement by attending trips and residential visits.*

*At HFJS we expect all pupils to become strong confident readers, irrespective of barriers/ challenges they face. This will broaden their horizons and allow them to become aspirational learners.*

*Our approach will be tailored to each pupil's individual needs, rooted in robust assessments and not assumptions about the impact of disadvantage. The approaches we have adopted aim to ensure that PP pupils are challenged and that we intervene early to ensure attainment gaps close.*

## Challenges

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

Challenge number	Detail of challenge
1	<p>Although end of year reading assessments demonstrate that attainment gaps are closing in between PP and Non-PP pupils, there is still a large percentage of PP pupils who cannot decode words to an age equivalent level.</p> <p>39% of PP pupils have a Salford Reading age below their Chronological Age compared to 25% of Non-PP pupils.</p>
2	<p>Between July 22 and July 23 attainment gaps in maths widened in years 3 and 5. EXS+ attainment in maths is below Key Stage 1 in years 3 and 5.</p>
3	<p>Analysis of data shows that some families continue to need support to improve and sustain good punctuality and attendance.</p> <p>Data shows an increase in Persistent Absence and lateness during 22/23.</p> <p>Eight pupils from disadvantaged families have fallen into the Persistent Absence category.</p> <p>Nineteen pupils from sixteen disadvantaged families each recorded lateness of over 100 minutes during the 22/23 academic year.</p> <p>The average minutes late for PP pupils is twice that of Non-PP.</p>
4	<p>Our discussions and observations have identified social and emotional, and self-confidence issues with some of our disadvantaged pupils. In school, 15% of all pupils have been identified as needing some form of SEMH support. 31% of PP pupils and 10% of Non-PP pupils have been identified as needing SEMH support.</p> <p>Three times as many PP pupils as Non-PP are currently accessing support from the Learning Mentor.</p> <p>Twice as many PP pupils as Non-PP pupils access support from the sports mentor</p> <p>A quarter of the children accessing the lunchtime nurture club are PP pupils.</p> <p>9% of PP pupils are accessing more than one adult /intervention compared to 2% of Non-PP.</p>

## 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
All PP pupils leave HFJS as good readers.	<p>Reduced attainment gaps</p> <p>End of key stage results show good or better progress.</p> <p>PP pupils perform as well as Non-PP nationally</p>

	<p>Greater % of PP pupils have Salford reading ages above their chronological age.</p> <p>Where interventions are in place, accelerated progress is made.</p>
<p>60% or more of PP pupils achieve EXS+ in Maths at the end of the year</p> <p>All PP pupils make at least expected progress in maths.</p>	<p>Reduced attainment gaps between PP and Non-PP pupils.</p> <p>PP Pupils achieve at least as well as they did at the end of KS1.</p> <p>End of key stage results show good or better progress.</p> <p>Greater % of PP pupils achieve GD.</p> <p>PP pupils perform as well as Non-PP nationally</p>
<p>To improve and sustain attendance and punctuality of PP pupils.</p>	<p>Attendance of PP pupils is at least 97%</p> <p>Persistent absentees among pupils eligible for PP is below 6.</p> <p>Total minutes late recorded by PP pupils reduces by 50%</p> <p>Where pupils were over 100 minutes late during 22/23, the total minutes will reduce by at least 25% during 23/24.</p>
<p>All pupils receive SEMH support/interventions as and when needed/identified by parents/ staff/ pupil.</p>	<p>PP pupils receive support from the Learning Mentor and/or Sports Mentor.</p> <p>Programmes/support provided are reviewed and evaluated regularly to ensure the best possible support is provided. Where good/desired progress is not made, interventions are amended/changed and/or further referrals made.</p> <p>Case studies demonstrate the progress made during an intervention.</p>
<p>To improve behaviour and attitude of some PP pupils</p>	<p>Greater focus and engagement in lessons.</p> <p>Positive behaviours observed in class/school.</p> <p>Behaviour points and detentions are tracked and reduce throughout the year.</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: £43,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT and monitoring – book looks, lesson drop ins, positive discrimination of PP pupils to ensure maximum engagement in lessons	<p><a href="https://educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p>	1,2
Support given by SLT/ Subject Leaders where needed to improve teaching and learning/ attainment and progress	<p><a href="https://educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	1,2
Use of a variety of feedback approaches to ensure maximum learning.	<p><a href="https://educationendowmentfoundation.org.uk">Assessment and feedback   EEF</a></p> <p>Feedback appears to have slightly greater effects for primary age pupils (+7 months)</p> <p>Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science.</p> <p>Low attaining pupils tend to benefit more from explicit feedback than high attainers.</p> <p>Although some studies have successfully demonstrated the benefits of digital feedback, effects are typically slightly smaller (+ 4 months).</p>	1,2
Meetings between PPC and Subject Leaders to ensure progress. PP pupils closely monitored and needs addressed promptly.	<p><a href="https://educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Assessment</p> <p>Taking account of prior knowledge is essential if pupils' learning needs are to be met. Anticipating common misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process.</p> <p>Careful attention needs to be given to the purposes of assessment and the actions that will be undertaken in response to the information it provides. Common reasons for using assessment include:</p> <ul style="list-style-type: none"> <li>Tracking of pupil progress to inform school-level decision-making;</li> <li>Identifying ideas and concepts which might need revisiting or re-teaching by the class teacher;</li> <li>Highlighting pupils whose misunderstandings or misconceptions require targeted individual support through intervention or tutoring.</li> </ul>	1,2

	It is also important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Additionally, anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils	
Diagnostic assessment/ QLA of assessment tests. PIXL	<a href="https://www.educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a> Taking account of prior knowledge is essential if pupils' learning needs are to be met. Anticipating common misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process. Careful attention needs to be given to the purposes of assessment and the actions that will be undertaken in response to the information it provides.	1,2
Termly mentoring with year group staff	<a href="#">Mentoring   EEF</a> <a href="#">Average +2months</a> Overall impact on mathematics and general school subjects tends to be higher than on reading and science outcomes.  While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.	1,2,4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver high quality reading / phonic interventions	<a href="#">Phonics   EEF</a> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1,2
Cognitive assessments where needed to ensure a full understanding of the learning needs of individuals	<a href="#">Special Educational Needs in Mainstream Schools  </a> Early Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. <a href="https://www.gov.uk">Supporting SEND - GOV.UK (www.gov.uk)</a> Research suggests that early identification of SEND is crucial. Timely, effective provision can help to narrow the educational gaps between pupils with SEND and those without. It can also help pupils with SEND to adjust to school positively.	1,2

1-1 tutoring for maths	<p><a href="#">One to one tuition EEF</a> Average +5months</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p>	1,2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £112,308

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Family Support Worker to address attendance and lateness.	<p><a href="#">EEF Parental Engagement Guidance Report.pdf</a></p> <p>Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. The evidence suggests that three areas are particularly worth focusing on:</p> <ul style="list-style-type: none"> <li>• supporting parents to have high academic expectations for their children;</li> <li>• developing and maintaining communication with parents about school activities and schoolwork; and</li> <li>• promoting the development of reading habits.</li> </ul> <p><a href="#">New guidance report published: Working with Parents to Support...   EEF</a></p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	3
Employment of a Learning Mentor to deliver SEMH interventions.	<p><a href="#">Social and emotional learning   EEF</a> Average +4months</p> <p>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and</p>	4

	<p>targeted support for pupils with particular social and emotional needs.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	
<p>Employment of a Community Education and Sports Mentor to improve behaviour/wellbeing.</p>	<p><a href="#">Social and emotional learning   EEF</a> Average +4months</p> <p>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p><a href="#">Behaviour interventions   EEF</a> Average +4 months</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p> <p>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p> <p><a href="#">Mentoring   EEF</a> Average +2months</p> <p>Overall impact on mathematics and general school subjects tends to be higher than on reading and science outcomes.</p> <p>While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p>	4
<p>To provide equal opportunities for all disadvantaged pupils</p>	<p><a href="#">EEF</a></p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation.</p> <p>If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to</p>	4



	<p>access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p>	
<p>Lunch club to provide nurturing/SEMH support for pupils.</p>	<p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> Average +4months</p> <p>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p><a href="#">Behaviour interventions   EEF</a> Average +4 months</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p> <p>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p>	4
<p>Development of a sensory room to enable children to learn and use self-regulation skills.</p>	<p>Spending time in a calming environment of a sensory room has a positive impact on fine and gross motor <a href="#">skills</a>, as well as, tactile, <a href="#">auditory</a> and visual processing. By offering a sense of comfort and calmness, calming space of a sensory room enables learners to <a href="#">self-regulate</a> their negative <a href="#">behaviours</a>, which eventually improves focus.</p> <p>Occupational therapists (OTs) have been using the <a href="#">concept of a sensory room</a> for years, but the advantages of "Multi-Sensory Environments of sensory rooms" are so tremendous that a lot of people are building a calming environment of a sensory room in their schools or homes as well. <a href="#">Sensory Rooms: A School Guide (structural-learning.com)</a></p>	2,4

**Total budgeted cost: £167,908.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 22/23

In July 2023, 61% of PP pupils had a Salford reading age (RA) above their chronological age (CA) whereas an average of 75% of Non-PP pupils had a RA above their CA. This is an increase of 8% of PP pupils since December 2022.

In reading, gaps between PP and Non-PP pupils have closed in all year groups except year 6. However, 3 pupils missed achieving SATs Expected by 1 mark. If these 3 pupils had achieved expected, year 6 SATs data would have been 67% and gaps would have closed in all years.

<b>Reading</b> End of year 22/23	<b>End of previous year</b> <b>PP/Non-PP</b>	<b>PP</b>	<b>Non-PP</b>
<b>Year 3</b>	56%/75%	46% (15% GD)	62% (20% GD)
<b>Year 4</b>	50%/63%	67% (7% GD)	78% (25% GD)
<b>Year 5</b>	57%/70%	54% (8% GD)	66% (14% GD)
<b>Year 6</b>	50%/68%	50% (6% GD) 3 children missed EXS by 1 mark.	82% (21%GD)

In writing, gaps closed in year 4 but opened in years 3, 5 and 6.

<b>Writing</b> End of year 22/23	<b>End of previous year</b> <b>PP/Non-PP</b>	<b>PP</b>	<b>Non-PP</b>
<b>Year 3</b>	44%/60%	42% (15%GD)	65% (3% GD)
<b>Year 4</b>	20%/51%	67% (0% GD)	61% (1% GD)
<b>Year 5</b>	33%/59%	38% (8% GD)	67% (11% GD)
<b>Year 6</b>	69%/74%	75% (6% GD)	90% (10% GD)

In maths, the attainment gaps have opened in years 3 and 5 and closed in years 4 and 6.

<b>Maths</b> End of year 22/23	<b>End of previous year</b> <b>PP/Non-PP</b>	<b>PP</b>	<b>Non-PP</b>
<b>Year 3</b>	60%/70%	42% (4% GD)	62% (2% GD)
<b>Year 4</b>	40%/67%	67% (0% GD)	72% (13% GD)
<b>Year 5</b>	48%/69%	33% (0% GD)	55% (13% GD)
<b>Year 6</b>	31%/58%	63% (13% GD)	86% (39% GD)

### 2023 Year 6 SATs compared to National PP and Non-PP

HFJS SATs results for PP pupils were above national PP in writing, maths and combined. However, HFJS results were below national Non-PP.

22/23	HFJS PP	National PP	National Non-PP
Reading	50%	60%	78%
Writing	75%	58%	77%
Maths	63%	59%	79%
Combined	50%	44%	66%

### Year 6 2023 KS1 - KS2 progress

A greater percentage of PP pupils achieved EXS+ in KS2 SATs compared to KS1 data.

PP	End of KS1 EXS+	End of KS2 EXS+
Reading	53%	50% (If the 3 children who missed by 1 mark has achieved EXS = 67%)
Writing	53%	75%
Maths	60%	63%
Combined	33%	50%

Attendance and lateness continue to be closely monitored and procedures followed to address any issues. Parents engage with the FSW and the resulting attendance data demonstrates little difference between PP and Non-PP pupils. Where attendance has not improved following FSW intervention, referrals have been made to EIPT and/or other outside agencies such as Strengthening Families.

During the 22/23 academic year, attendance for both PP and Non-PP was below 97%, with a 1.42% gap between PP and Non-PP.

PP: 94.42%

Non-PP: 95.84%

There has been an increase in lateness for both PP and Non-PP.

Lateness was much greater for PP than Non-PP. 61% (52ch) of PP pupils were late for school at some point during the 22/23 year compared to 40% (102 ch) of Non-PP pupils.

For pupils who have been late for school, the average lateness is 107 minutes per PP pupil and 48 minutes per Non-PP pupil.

A small number of pupils, who have over 100 minutes of recorded lateness during the school year, are being monitored closely and have had involvement of the FSW and/or outside agencies.

22% of PP pupils have been 100+ minutes late  
 7% of Non-PP pupils have been 100+ minutes late  
 5/11 pupils who were 100+ minutes late in 21/22 have reduced their minutes by at least 25%.

Persistent absence 22/23

8 PP pupils  
 13 Non-PP pupils

Support from the Learning Mentor, Sports Mentor and Lunchtime Nurture Lead has been effective. More PP pupils than Non-PP pupils have accessed support from these adults/interventions. Children complete pre and post evaluations and are able to recognise what they have learned about themselves and how to improve. Case studies demonstrate the effectiveness of the support provided. A greater percentage of PP pupils access support from these interventions/adults than Non-PP.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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.*