

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	Higham Ferrers Junior School
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Bull (Head Teacher)
Pupil premium lead	Mrs Denton
Governor / Trustee lead	Mrs Gibbs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,975
Recovery premium funding allocation this academic year	£8560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£33,597
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	£125,132

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges, make good progress and achieve high attainment across all subject areas.

During the period of the strategy plan we will focus on the key challenges that are preventing our PP pupils from attaining well: attendance, lateness, emotional wellbeing, self-esteem/lack of confidence, motivation, 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 children 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 child'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	Internal assessment data shows that the education of PP pupils has been affected by school closures. The attainment gaps have widened and PP pupils have not made expected year on year progress. This is most evident in Y3/4 reading, Y3/4/5 writing and Y5 maths where Non-PP pupils significantly

	outperform PP pupils, and fewer pupils achieved ARE compared to previous years.
2	41% of PP pupils have a Salford Reading age below their Chronological Age compared to 14% of Non-PP pupils.
3	Analysis of data shows that some families need support to improve and sustain good punctuality and attendance. Data shows that five children from disadvantaged families have fallen into the Persistent Absence category. Six children from disadvantaged families each recorded lateness of over 100 minutes during the 20/21 academic year.
4	Our discussions and observations have identified social and emotional and self-confidence issues with some of our disadvantaged pupils. In school 16% PP pupils have been identified as needing some form of SEMH support. A further 9.7% of Non PP Pupils have also been identified as needing support.
5	Behaviour. Our discussions, assessments and observations have identified a significant rise in behaviour incidents among PP pupils. There were 59 recorded incidents during 19/20 compared to 128 during the 20/21 academic year.

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 make at least expected progress in reading, writing and maths.	<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: Writing Reading Maths</p>
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 Writing Reading Maths</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>
To improve and sustain attendance and punctuality of PP pupils.	Attendance of PP pupils is at least 97%

	<p>Persistent absentees among pupils eligible for PP is below 5.</p> <p>Total minutes late recorded by PP pupils reduces by 50%</p> <p>Where pupils were over 100 minutes late during 20/21, the total minutes will reduce by at least 25% this year.</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>90% of children RAG rated Green at the end of an intervention/programme of support.</p>
<p>To improve behaviour and attitude of some PP pupils</p>	<p>Greater focus and engagement in lessons.</p> <p>Less time spent out of class.</p> <p>Behaviours incidents reduce by 50%.</p> <p>Positive behaviours observed in class/school.</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: £24,000

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>High-quality teaching EEF (educationendowmentfoundation.org.uk)</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
Support given by SLT/ Subject Leaders where needed to improve teaching and learning/ attainment and progress	<p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Curriculum adaptation and enhancement is core to the work of school improvement. Many pupils have lost out on time in the classroom this year, which means that adaptations to the curriculum may be necessary; however, choices must be made judiciously, and should be based on information provided by careful diagnostic assessment, as well as teachers' knowledge of their pupils and content.</p> <p>Adaptations to the curriculum should support pupils to move forwards from their specific starting points, strengthening understanding as they go. Teachers can look for opportunities to capitalise on strengths they find whilst identifying areas that might need revisiting— understanding what foundations already exist is key if we are to build on them with new knowledge and skills.</p>	1,2
Use of a variety of feedback approaches to ensure maximum learning.	<p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Our Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback, while a teacher may also choose to vary the frequency, timing, focus and tone.</p>	1
Meetings between PPC and Subject Leaders to ensure progress. PP pupils closely monitored and needs addressed promptly.	<p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</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> <p>Tracking of pupil progress to inform school-level decision-making;</p>	1,2

	Identifying ideas and concepts which might need revisiting or re-teaching by the class teacher; Highlighting pupils whose misunderstandings or misconceptions require targeted individual support through intervention or tutoring.	
CPD – MHST to deliver staff training in relation to identifying and addressing anxiety in the classroom.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	1,2

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

Budgeted cost: £29,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 tuition/ small group tuition Third Space Learning online Maths tuition	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils and those falling behind. One to one tuition EEF (educationendowmentfoundation.org.uk) Average +5months</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 spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk) Average +4months</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1,2
Deliver high quality reading / phonic interventions	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Teaching and Learning Toolkit finds that phonics approaches to teaching reading have, on average, a positive impact on pupil outcomes. This is the only 5 padlock finding in the Toolkit, so we can be sure that it can make a positive contribution to pupils' reading ability.</p>	1,2
Termly mentoring with year group staff	<p>Mentoring EEF (educationendowmentfoundation.org.uk) Average +2months</p> <p>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p>	1,2,4

Cognitive assessments where needed to ensure a full understanding of the learning needs of individuals	<p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p> <p>Supporting SEND - GOV.UK (www.gov.uk)</p> <p>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.</p>	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £70,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Family Support Worker to address attendance and lateness.	<p>EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</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"> • supporting parents to have high academic expectations for their children; • developing and maintaining communication with parents about school activities and schoolwork; and • promoting the development of reading habits. <p>New guidance report published: Working with Parents to Support... EEF (educationendowmentfoundation.org.uk)</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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Average +4months</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	4,5
Employment of a Community Education and Sports Mentor to improve behaviour/wellbeing.	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Average +4months</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Average +2months</p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p>	4,5

	<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>	
<p>To provide equal opportunities for all disadvantaged pupils</p>	<p>EEF</p> <p>School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.</p> <p>Core components of a school uniform policy might include staff holding high expectations of pupils' behaviour and that their attire reflects the values and culture of the school which the pupils reflect.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to 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>	4
<p>Lunch club to provide nurturing/SEMH support for pupils.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Average +4months</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>	4

Total budgeted cost: £115,650

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.

A number of our plans for 2020/2021 were not fully implemented due to COVID 19 restrictions and school closures.

Although national assessments were cancelled in 2020/2021, end of year teacher assessments for year 6 show that PP reading attainment was roughly in line with Non-PP (PP 82%/Non-PP 88%).

Year 6 achievement in writing: PP:73% Non-PP: 84%

Year 6 achievement in maths: PP:64% Non-PP: 78%

Year 6 combined PP data has increased from 40% in the two previous years to 45% in 20/21.

Although there are some gaps in attainment between PP and Non- PP pupils, Y6 performance in all subjects was higher than the previous two years.

For those children who received 1-1 tuition in maths, 66% made expected key stage progress.

55% of PP pupils who completed a reading intervention made accelerated progress.

Our assessments and observations indicate behaviour, mental health and wellbeing have been significantly impacted by school closures. Behaviour incidents increased during the 20/21 academic year. 128 recorded behaviour incidents relate to 34.5% (19) of PP children. Two children have 20+ recorded incidents each.

The Learning Mentor delivered tailored SEMH interventions to 23% of PP children during the 20/21 academic year. Adults and children involved felt that good progress had been made and outcomes achieved. The Learning Mentor has good relationships with the children she has worked with. Many, who have previously accessed structured interventions, catch up with her informally in the playground, or before or after school.

The Family support worker has engaged regularly with families to improve punctuality and attendance of PP children.

Between 19/20 and 20/21 attendance has increased and lateness has reduced.

Attendance:

PP: 96.61% Non-PP: 97.75% (19/20 PP:96.25% Non-PP: 96.31%)

Lateness:
 PP 1.02% before registers, 0.13% after registers (19/20:1.59% before registers, 0.11% after registers)
 Non-PP 0.24% before registers, 0.02% after registers (19/20: 0.5% before registers, 0.03% after registers)
 58% of disadvantaged families had contact with the FSW during the 20/21 academic year.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.