

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 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 these academic years and the effect spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Hanham Abbots Junior School
Number of pupils in school	2021-22 - 308 2022-23 - 313 2023-24 - 298
Proportion (%) of pupil premium eligible pupils	2021-22 - 16% 2022-23 - 16% 2023-24 - 14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	October 2021
Date on which it will be reviewed	Oct 2022 Oct 2023 Oct 2024
Statement authorised by	Gabby Howells, Executive Headteacher
Pupil premium lead	Helen lees AHT and Inclusion Lead
Governor / Trustee lead	Stuart Mason, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>2021-22:</b> £67,215 <b>2022-23:</b> £59,555 <b>2023-24</b>
Recovery premium funding allocation this academic year	<b>2021-22:</b> £7,105

	<b>2022-23:</b> £6,235 <b>2023-24</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>2021-22:</b> £4,826 <b>2022-23:</b> 14,216 <b>2023-24</b>
<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	<b>2021-22 :</b> £79,146 <b>2022-23 :</b> £80,006 <b>2023-24</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention 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 strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
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1	Observations of, and discussions with, pupils show that some disadvantaged learners lack the motivation and resilience to reflect on their learning and challenge themselves.
2	Assessment outcomes indicate that disadvantaged learners find it more difficult to concentrate and focus during assessment tasks.
3	A high proportion of disadvantaged learners have received less effective home support during the periods of school closure resulting in significant gaps in their learning.
4	Poor attendance and punctuality amongst disadvantaged learners.
5	Tiredness and hunger displayed by some disadvantaged learners upon arrival in school results in them finding it challenging to settle quickly to their learning.
6	General lack of life experience amongst disadvantaged learning making it more difficult for them to apply their knowledge and understanding of the world to their learning, especially in Reading and Writing.
7	Disadvantaged learners who face anxiety and adverse family situations which affect their focus in school.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils achieve in line with non-disadvantaged pupils.
Improved punctuality and attendance for disadvantaged pupils.	Persistent absence amongst disadvantaged learners is significantly reduced and attendance is above 95% for all pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• observations from breakfast club staff</li> </ul>

	<ul style="list-style-type: none"><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li></ul>
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## Activity in this academic year 2022-23

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of dedicated inclusion team to augment quality first teaching.	Use of experienced teachers with expertise in inclusion will support class teachers to deliver quality first teaching. This includes key features of HPF talk rich pedagogies  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	1, 2, 6
CPD for all teaching staff about the role and remit of inclusion team	Linked to previous action point.	1, 2, 6
Retention of Family Link Advisor to support vulnerable families and pupils.	Feedback from vulnerable families.  There is a well-established body of evidence that illustrates the powerful impact parent engagement has on a child's education, aspirations and, ultimately, on their outcomes. The effect is greater than schooling itself and there are very few factors that have more impact and which are open to our influence (Desforges and Abouchaar, 2003).	3, 4, 5, 7
Retention of Reading Assistants to support reading	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1, 2, 6
Provision of additional hours and resources to staff to operate breakfast and lunchtime provision.	<a href="https://www.family-action.org.uk/content/uploads/2019/07/NSBP-Impact-report-v11-LOWRES.pdf">https://www.family-action.org.uk/content/uploads/2019/07/NSBP-Impact-report-v11-LOWRES.pdf</a>	4, 5, 7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one reading support for PP pupils	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1, 2, 6
Class cover to release class teachers to engage in one-to-one 'structured conversations' with disadvantaged learners in Year 5 & 6.	<a href="https://dera.ioe.ac.uk/2418/1/afa_struct_nv_hbook_0105609bkt_en.pdf">https://dera.ioe.ac.uk/2418/1/afa_struct_nv_hbook_0105609bkt_en.pdf</a>  Principles taken from the Achievement for All strategy and applied to all disadvantaged learners regardless of prior attainment to facilitate greater engagement with and reflection on their work.	1, 2, 3, 6
Individual mentoring for disadvantaged learners.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	6, 7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued operation of before school and lunchtime provision for vulnerable learners.	<a href="https://www.family-action.org.uk/content/uploads/2019/07/NSBP-Impact-report-v11-LOWRES.pdf">https://www.family-action.org.uk/content/uploads/2019/07/NSBP-Impact-report-v11-LOWRES.pdf</a>  <a href="https://www.thriveapproach.com/about-thrive/impact-of-thrive/">https://www.thriveapproach.com/about-thrive/impact-of-thrive/</a>	4, 5, 7
Use of Family Link Advisor and Attendance Officer to support and challenge disadvantaged families.	Feedback from vulnerable families.  There is a well-established body of evidence that illustrates the powerful impact parent engagement has on a child's education, aspirations and,	4, 5, 7

	<p>ultimately, on their outcomes. The effect is greater than schooling itself and there are very few factors that have more impact and which are open to our influence (Desforges and Abouchaar, 2003).</p>	
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## 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 each academic year.

#### 2020-21

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous several years in key areas of the curriculum and continues to fall below the attainment achieved by non-disadvantaged pupils.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of bespoke online teaching and targeted support from class teachers and the inclusion team. However, parental engagement within disadvantaged families acted as a barrier in some cases.

Although overall attendance in 2020/21 was higher than in the preceding year at 91.7%, it was lower than the attendance of non-disadvantaged pupils. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4.6% higher than their peers and persistent absence 18.1% higher. Although the level of persistent absence was lower than in both 2018/19 and 2019/2020, it remains a priority for 2021/22 as supporting key families is crucial to reducing this number and ensuring that all disadvantaged learners are benefitting from attending school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions and one-to-one mentoring where required. We are building on that approach with the activities detailed in this plan.

#### 2022-23

##### **Improved oral language skills and vocabulary**

Staff training on our pedagogies of **inclusive**, **active** and **collaborative** learning which are underpinned by dialogic teaching have had a positive impact on

expectations of oral language and participation by disadvantaged pupils. This is evident when the Inclusion team monitors this in lessons. Teachers are intentionally using strategies to encourage those with a less rich vocabulary to participate and increase their vocabulary and confidence to use this confidently in front of their peers.

Good oral language skills are likely to be applied to writing. In 2022-23 8% of PP pupils made above expected progress in writing.

### **Improved reading attainment among disadvantaged pupils**

Good oral language skills are likely to be enhanced by a wide variety of text exposure and reading comprehension. In 2022-23 27% of PP pupils made above expected progress in reading.

### **Phonics data**

In the academic year 2022-23 30% of Y3/4 pupils who were not phonetically secure accessed high quality teacher-led intervention using the Little Wandle catch up programme.

By the end of the year 30% of those pupils had reached the end of the phonic scheme and had moved onto free reading.

All other pupils had moved up at least 1 phase and 86% of the pupils moved up to whole phase sets.

Very positive teacher, parent and pupil voice linked to this provision

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### **Improved punctuality and attendance**

Attendance for disadvantaged pupils has remained consistent with the previous year. 2021-22 disadvantaged attendance was 93% and 2022-23 was 92%. The gap between disadvantaged and non disadvantaged is narrowing with non disadvantaged being 95% for both 2021-22 and 2022-23.

This Parent Link role in supporting families where there were anxieties around the home to school transition and post holiday attendance has had an impact on this percentage.

### **Improved well being**

#### **Breakfast Club**

The HAJ breakfast club and lunchtime provision is a valuable resource for those children who are finding coming into school difficult.

In 2022-23 up to 20 pupils attended breakfast club. At least 50% of these pupils had anxieties about coming into school and this affected attendance for these pupils. By the end of the year these pupils recorded positive pupil voice and average attendance improved. Observations of this club demonstrate happy pupils who have made many cross year group friendships. Parent voice about this resource and the impact it has on their child and family life in the mornings is very positive.

## **EMHP - Early Mental Health practitioner**

In 2022-23 11 children and their families accessed our mental health practitioner provision. These were children with low mood and low to moderate anxiety. Feedback from parents is very positive and talk about the ongoing strategies they and their children use after the intervention. The inclusion team revisit strategies with parents when these pupils' mental health declines at certain times after the intervention.

In 2022-23 two disadvantaged pupils accessed Play Therapy. Outcomes were achieved and the 2 pupils are regularly checked in for

well being. Both pupils attend the morning breakfast club and the Parent Link regularly liaises with parents who are very complimentary about the support given to their children and how it has supported their well being when other external factors are out of their control. Attendance for both pupils has improved on the previous academic year.

Our most disadvantaged families received a Christmas food parcel and will get the same this year. This was very well received by parents.

### **Example parent quotes:**

'You've made me cry happy tears. Thank both so much for all of your support when I am struggling lots'

' You have no idea of the difference you make to my girl'

' Coming to breakfast club has made so much difference to our mornings thank you so much'

' The support I got from the mental health practitioner during the summer holidays was so good - thank you so much!'

### **Club participation**

There was a big drive on inclusion of disadvantaged pupils in enrichment sporting events in 2022-23 and participation by these groups were pleasing:

Y3 - 37% of disadvantaged groups represented the school

100% have participated in one or more clubs

Y4 - 52% of disadvantaged groups represented the school

100% have done one or more clubs

Y5 - 60% of disadvantaged pupils represented the school

100% have done one or more clubs

Y6 - 30% of disadvantaged pupils represented the school

93% have done one or more clubs



