

Pupil premium strategy statement – Haddenham Community 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	346
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2022/23 - 2024/25
Date this statement was published	16.12.2024
Date on which it will be reviewed	1st November 2025
Statement authorised by	Andy Leach
Pupil premium lead	Claire McMahon
Governor / Trustee lead	Marjorie Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79, 530
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	N/A
Total budget for this academic year <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>	£79, 530

Part A: Pupil premium strategy plan

Statement of intent

Haddenham Community Junior School is fully committed to helping all our pupils reach their full potential irrespective of their background or economic status. We have a well-established culture in our school where all children can experience a broad and balanced curriculum which has high quality teaching at its heart. Our engaging curriculum caters for all learners and is enriched with broad cultural experiences and exciting topics. The overarching intention of our school is to ensure all our pupils achieve well and attain their full potential. We aim to ensure they are both challenged and supported throughout their learning journey. We believe that by holding quality teaching and learning in high regard and supporting the most disadvantaged pupils in a bespoke manner, we can raise the attainment of all learners. We plan motivating and relevant topics and themes with a wide range of cultural influences.

Every child is an individual and each has their own complexities and barriers to learning; as a result, our staff carefully consider each young person's needs individually, tailoring their approach and support as appropriate. Approaches may be financial, behavioural, academic, social & emotional, pastoral support and wider support for the family. These complexities and barriers are interrelated and interdependent and they feed into the challenges that we have outlined below in the next section of this strategy plan.

Haddenham Community Junior School always aims to go the extra mile and support our disadvantaged families and children in any way we can to close the gap. The ethos at Haddenham Community Junior School has values at its core. We are committed to enabling **all** children to thrive emotionally, intellectually, physically, socially and spiritually. Our four core values: respect, resilience, empathy and reflection are the foundation stones to achieve this.

Challenges

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

Challenge number	Detail of challenge
1	<p>Quality First Teaching</p> <p>We believe that the behaviour and practice of the classroom teacher has the greatest impact on the academic and social outcomes of all children, particularly those living with disadvantage and/or SEND</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every one of our teachers is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>
2	<p>The Attainment gap</p> <p>Our disadvantaged pupils are not attaining or progressing as well as their peers. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.</p>

	<p>Our challenge is to consider how classroom teachers and teaching assistants can better provide targeted academic support, particularly by linking interventions such as structured small group work , pre teaching sessions or individual provision/tutoring to general classroom teaching and the curriculum</p>
3	<p>Improving pupils understanding of their own learning</p> <p>The Sutton Trust-EEF Teaching and Learning Toolkit—which summarises international evidence - rates ‘metacognition and self-regulation’ as a high impact, low cost approach to improving the attainment of disadvantaged learners.</p> <p>Many of our disadvantaged pupils lack metacognitive strategies, including how to plan, monitor, and evaluate their learning. Our challenge is develop and promote these strategies in our classrooms and in addition more explicitly teach pupils how to organise, and effectively manage, their learning independently</p>
4	<p>Increasing amount of Social, Emotional and Mental Health (SEMH) difficulties</p> <p>We have an increased number of pupils who find school challenging. These children are showing greater levels of anxiety and less independence than their peers - Disadvantaged pupils are overrepresented in this category and there is a noticeable decline in their communication skills and their levels of emotional resilience. Pupils with Social, Emotional and Mental Health (SEMH) difficulties have become more prevalent in our school as a result</p>
5	<p>Increasing number of families in poverty</p> <p>According to a report by the National Foundation for Educational Research, the Covid -19 pandemic “precipitated a sharp increase in the number of families in poverty”, with an extra 300,000 pupils in England becoming eligible for free school meals between January 2020 and 2021.</p> <p>This increase has been seen and felt at our school with significant impacts on many disadvantaged families as a result. Our challenge is to ensure all children at HCJS can thrive and learn and to ensure that no child is held back because of poverty. In addition, children who live in poverty are more likely than their affluent peers to develop some forms of SEND, such as Social and Emotional Mental Health, as they experience ‘persistently challenging family circumstances’ the families of children with SEND are more likely to move into poverty (for example, because of the costs and/or family stress associated with their child’s SEND status pushing them into poverty</p>
6	<p>A lack of Cultural Capital</p> <p>An individual who is knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a range of experiences and access to skill development has good cultural capital.</p> <p>Cultural capital is intrinsically linked to economic and social capital, in that access to economic and social capital allows greater access to cultural capital. Therefore, Cultural Capital is an indicator of how well an individual can succeed academically and engage in wider society. Many of our disadvantaged pupils lack opportunities to gain cultural capital.</p>

7	<p>Attendance</p> <p>Our data indicates that school attendance among disadvantaged pupils continues to be lower than those of non-disadvantaged pupils.</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
<p>For as many PP pupils as possible to reach Age Related Expectations and show good levels of progress in READING *</p> <ul style="list-style-type: none"> NB - As of September 2024 , Reading includes daily phonics teaching for non fluent readers. 	<p>PP children will 'close the gap' with their peers, but if still below, they will achieve closer to Age Related Expectations. This will be addressed and measured by data (x3 per year) in Arbor, Pupil Progress Meetings (to be held in January and April 2023) and regular phonics assessments. Interventions are then applied by teachers where necessary. *(We have focussed large parts of our School Development plan on improving Reading and reading culture, (includes phonics teaching) especially post lockdown.</p>
<p>For as many PP pupils as possible to reach Age Related Expectations and show good levels of progress in WRITING</p>	<p>PP children will 'close the gap' with their peers and if below, achieve closer to ARE. This will be addressed and measured by data (x3 per year) in Arbor and Pupil Progress Meetings (to be held in January and April 2023). Interventions applied by teachers where necessary. Children will be accessing The Write Stuff in Literacy lessons</p>
<p>For as many PP pupils as possible to reach Age Related Expectations and show good levels of progress in MATHS</p>	<p>PP children will 'close the gap' with their peers and if below, achieve closer to ARE. This will be addressed and measured by data (x3 per year) in Arbor and Pupil Progress Meetings (to be held in January and April 2023).. Interventions applied by teachers where necessary.</p>
<p>To improve wellbeing at HCJS by giving our pupils the voice and the power to make a difference to their school</p>	<p>Children are given the platform to express what would make a difference to them - and given the ability to talk openly about how they feel they could improve their school environment.</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: £1,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Over the duration of this strategy plan, we aim to build teacher knowledge and pedagogical expertise, strengthen curriculum development, and improve the purposeful use of assessment. We will do this through the selection of high quality curriculum materials and an investment in the use of standardised assessments and diagnostic tools.	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>The EEF Teaching and Learning Toolkit and guidance reports summarise a great deal of this evidence across a variety of teaching and learning approaches, and we use these resources to make informed decisions when selecting curriculum resources and approaches.</p> <p>Our primary focus in this academic year (On this challenge) is to improve adaptations to teaching so all pupils can fully access our curriculum - To this end we have adopted the EEF '5 a day' adaptive teaching approach which is proven to meet the needs of ALL learners, particularly those with disadvantage (includes SEND)</p>	1 & 3
Through our broad and balanced curriculum, we aim to not only provide essential knowledge and skills, but also spiritual, social and cultural opportunities which many of our disadvantaged pupils lack the opportunity to gain outside school.	<p>The term "Cultural capital" was most notably developed by the French sociologist Pierre Bourdieu. Bourdieu said that the middle classes had the most cultural capital, while the lower or working classes had less.</p> <p>In more recent research, The Sutton Trust's Parent Power 2018 report provides evidence that even today, middle-class children have more cultural capital than their less advantaged peers. Consequently, the children of middle-class families are still much more likely to succeed at school, have a university education and succeed in their adult life. At HCJS we aim to redress the balance of such inequality through the day to day and extracurricular opportunities and experiences we offer our pupils.</p>	6

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

Budgeted cost: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of the Little Wandle letters and sounds phonics programme	The EEF has produced research which demonstrates that disadvantaged pupils typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of instruction and the intensive support provided. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	2 & 3
Handwriting intervention: Across Y3-Y6 children are given small, focussed group interventions to improve their fine motor skills and handwriting.	Handwriting takes most of children's focus and limits the amount of thought that can be given to the content of their writing. Approaches that aim to support the accuracy and fluency of children's handwriting have been shown to improve the presentation, quantity and quality of children's writing. Additionally, studies show that poor handwriting can bias readers' judgements of writing composition in a text, which may lead to lower marks	2 & 3
Members of the teaching support staff at HCJS have been appointed to a specialist role with a focus on delivering evidence-based intervention, which support SALT, OT & Cognition and Learning Needs - The activity this year is to support that transition (from general support).	The evidence on TA deployment suggests they are often used as an informal instructional resource for pupils in most need. This has the effect of separating pupils from the classroom, their teacher and their peers. Although this has happened with the best of intentions, this evidence suggests that the status quo is no longer an option. We have systematically reviewed the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.	1,2,3, & 4
Success @ Arithmetic: Small focused groups of targeted children to raise attainment and achievement in numeracy.	Over 13,000 pupils have been supported by Success@Arithmetic in 2,000 schools. They made an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress. 91% of them showed more confidence and interest in learning mathematics in class after Success@Arithmetic.	1,2,3, & 4

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

Budgeted cost: £23,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
As part of our redeployment or our teaching support staff, we have created several new roles focused on wider strategies to improve wellbeing: including Pastoral & Health and Wellbeing Assistants & a Family Links Coordinator	Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. Our staff will be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks through pastoral support which helps overcome their barriers to learning. As Maslow points out in his 'Hierarchy of Need', for children to access higher level thinking, their basic needs must be met. Below are summaries of evidence based interventions that will be delivered to achieve this.	CH2 CH3 CH4 CH5 CH6 CH7
Forest School provision and Forest School training for additional pastoral staff	A 2019 study showed that children's academic attainment, social development, and emotional well-being increased because of Forest School, and did well in comparison to peers who didn't participate.	
Nurture Group	Improves bonds and friendships within school. Anxiety reduction and an opportunity to speak out about worries. Nurture groups such as this, are designed to address the social and emotional needs that can hamper pupils' learning. So, as well as providing academic teaching, the group is designed to help children develop vital social skills, to develop confidence and self-respect, and to take pride in behaving well and in achieving.	
Resilience and Zones of Regulation Intervention Groups	Resilience is a key factor in protecting and promoting good mental health. It is the quality of being able to deal with the ups and downs of life, and is based on self-esteem. Resilience is important because it is part of achieving good health and wellbeing for all children and young people. It is often described as supporting young people's ability to bounce back	

	<p>Zones of Regulation is a framework designed to help children understand and manage their emotions, sensory needs, and impulses in a structured way. It groups emotional states and energy levels into four colored zones, teaching self-regulation strategies and emotional awareness.</p>	
--	--	--

7

Lego based Therapy	<p>Playing with LEGO in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations</p>	<p>CH2 CH3 CH4 CH5 CH6 CH7</p>
Draw and Talk	<p>Draw and Talk Therapy is a low-cost, early intervention therapeutic approach designed to support children and young people experiencing emotional distress, anxiety, or behavioral difficulties. It uses drawing as a medium to help children express and process their feelings in a safe and non-judgmental environment.</p>	<p>CH2 CH3 CH4 CH5 CH6 CH7</p>
Therapies	<p>The aim of play therapy is to decrease difficulties that interfere significantly with a child's normally functioning play, achieving improved communication and understanding between the child and others, developing self-observation skills, resulting in improved impulse control, and more adaptive ways of coping with anxiety and frustration, and an improved capacity to trust and to relate to others.</p>	

School trips (Enrichment opportunity to visit places they may not be able to attend or access without school funding support).	While it is possible to learn some basic concepts in class, there is no substitute for real experience in the wider world. School trips provide a great opportunity for pupils to gain such experience and face a range of challenges that can contribute significantly to their personal development.	CH2 CH4 CH5 CH6 CH7
Hot Dinners for Ever-6 Children	Help with Nutrition and nourishment. leads to Improved attendance and physical well being.	CH2 CH4 CH5 CH6 CH7
Breakfast Club Provision	Nutrition for vulnerable children and those who need a gentle start to the school day, improving attendance. Food poverty - particularly relating to children's access to food - has been more widely discussed recently,	

8

	with the emergence of national campaigns to tackle the issue. According to a government study, pupils being hungry has been linked with poor concentration in class. Breakfast clubs can have positive impacts on pupils' ability to concentrate, and pupils who have eaten breakfast are more prepared to learn.	
After school extra-curricular clubs and activities	Enrichment opportunity to visit places they may not be able to attend or access without school funding support.	
School uniform	Support for parents for school uniform purchasing.	CH4 CH5 CH7
Subscription to Provision Map software	To better track and assess the attainment and achievements of our SEND and PP children. This PM software allows us to create, log, alter and store all SEND and PP children's personalised plans which will greatly improve our internal communication	CH1 CH2 CH4

Total budgeted cost: £79,530

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We are still Seeing Long term (social and economic) trends which disproportionately impacted our disadvantaged pupils in line with national data

Reading:

At the end of the 2023/24 academic year:

Across the whole school, 17 of 56 PP children achieved age-related expectations or above in reading (26.8%) compared to 256 out of 311 children (82.3%) of non-PP.

	% PP achieving EXP+	% non PP achieving EXP+
Combined 3/4/5&6	30.4% (of 56 children)	82.3% (of 311 children)
Year 3	23.5% (of 17 children)	87.3% (of 71 children)
Year 4	35.7% (of 14 children)	72.9 % (of 71 children)
Year 5	20% (of 10 children)	79.7% (of 79 children)
Year 6	58.3% (of 12 children)	84.1% (of 82 children)

Although both published and our own internal data demonstrates a disparity between attainment of our disadvantaged children and our non-disadvantaged pupils in reading, our own data from individual interventions, particularly phonics shows excellent progress.

In general, 52% of HCJS pupils who were identified as disadvantaged also have an identified Special Educational Need.

Our data shows that disadvantaged pupils that enter our school in Year 3 are quickly identified as needing additional support and intervention. For example, 67% of Year 3 children identified as needing Phonics intervention were disadvantaged and 52% of Year 3 children needing additional intensive weekly 1:1 reading practice were disadvantaged. 70% of these Year 3 children made better than expected progress in at least one of the core subject areas of Reading, Writing or Maths.

Within Year 6, 50% of children needing daily 1:1 reading practice were identified as disadvantaged and 31% of children needing intensive weekly 1:1 reading practice were disadvantaged. 37% of all Year 6 children taking part in Nessler Reading and Spelling (and thus screened as having dyslexic tendencies) were also disadvantaged.

58% of disadvantaged children in Year 6 achieved the standard in the end of KS2 Reading Assessment and 92% of disadvantaged children achieved better or expected progress in reading by the end of Year 6.

Writing: Across the whole school, 16 of 56 PP children achieved EXP+ (28.6%) in writing compared to 228 out of 311 (73.3%) of non-PP.

	% PP achieving EXP+	% non PP achieving EXP+
Combined 3/4/5/6	28.6% (of 56 children)	73.3.% (of 311 children)
Year 3	23.5% (of 17 children)	75% (of 71 children)
Year 4	35.7% (of 14 children)	80.3% (of 71 children)

Year 5 50% (of 10 children) 67.1% (of 79 children)
Year 6 16.7% (of 12 children) 80.5% (of 82 children)

Although the data demonstrates a disparity between attainment of our disadvantaged children and our non-disadvantaged pupils in writing, teacher assessment of pupils attending the interventions funded by pupil premium report improvements in writing across the board which were notable both in the interventions and in the classroom.

Our data shows that 68% of the **Year 3** children identified as needing an intensive spelling intervention were also disadvantaged. Additionally 78% of **Year 3** children identified as needing in class adaptations, support and scaffolding to access the whole class writing lesson were also identified as disadvantaged. 62% of these **Year 3** children achieved better than expected progress in at least one of the core areas of reading, writing and maths, with 31% of disadvantaged **Year 3** children achieving better than expected progress in writing.

In **Year 6**, 100% of the disadvantaged children who took part in the Year 6 Grammar booster group achieved the standard in the end of KS2 Grammar and Punctuation assessment. 83% of all disadvantaged children achieved better or expected progress in writing by the end of **Year 6**. The remaining 17% also had an identified SEN

Maths:

Across the whole school, 12 out of 41 (29.3%) PP children achieved EXP+ in maths compared to 170 out of 221 (76.9%) non-PP.

MATHS % PP achieving EXP+ % non PP achieving EXP+
Combined 3/4/5/6 32.1% (of 56 children) 78.5% (of 311 children)
Year 3 44.4 % (8 of 18 children) 86.1 % (62 of 72 children)
Year 4 26.7% (4 of 15 children) 80.8 % (63 of 78 children)
Year 5 9.1% (1 of 11 children) 65% (52 of 8 children)
Year 6 - 33.3% (4 of 12 children) - 81.7% (67 of 82 children)

Although the data demonstrates a disparity between the attainment of our disadvantaged children and our non-disadvantaged pupils in maths, the individual maths interventions show good progress. Teachers can demonstrate an instilled love of learning, targeted support by challenging misconceptions and celebrate all successes

Our data shows that 33% of year 3 children selected for a maths intervention at the start of the year were disadvantaged. Of the children that took part in this intervention, 43% achieved better than expected progress and 57% maintained their progress. *(therefore 100% of the children that took part in the Rapid Catch up Maths intervention achieved expected or better progress by the end of year 3).* 28% of all disadvantaged children in Year 3 achieved better than expected progress in maths, with 100% of all year 3 children achieving expected or better progress by the end of the year. Our data shows that 54% of disadvantaged children in year 3 also had an identified SEN.

In Year 6, 75% of disadvantaged children achieved expected or better progress by the end of Key Stage 2. 100% of the disadvantaged children who were targeted for intensive maths support in Year 6 achieved the standard at the end of Key Stage 2.

Attendance

We recognise that low attendance is a barrier to attainment, particularly for already disadvantaged pupils. Removing barriers to attendance was a significant focus in 23/24 (and remains so in the 24/25). To that end, our Family Links worker, EBSA specialist, SENCO and SEN administrator worked closely together to monitor attendance, aiming to maintain communication and build relationships with disadvantaged families. This proved to be highly successful, as The SENCO continues to work under the supervision of the Educational Psychologist team at County to manage children with identified EBSNA. Again, this is proving to be successful in removing the emotional barriers to children's attendance and reintegrating these children to near full time timetables. We offer a 'soft start' to a number of children within the setting, who can access either Breakfast Club or The Nest. These provisions are staffed by our Inclusion Team and Our Welfare Assistant. Both provisions are designed to support children who experience anxiety in either separating from a parent or transitioning to school, thus removing these barriers to lateness or attendance.

Pastoral Support and the Inclusion Team

We recognise the impact that the Covid 19 pandemic has had on children's social, emotional and mental health, learning behaviours and also attendance. To this end, we continue to focus on removing these barriers and developing relationships with families. We have continued to develop high quality pastoral support at HCJS. This year we have invested in a Health and Wellbeing TA at our school. The role delivers both planned and responsive support to children struggling to access learning. Our specialist Pastoral TA delivers well regarded and highly effective pastoral provisions to individuals and groups.

Our wide ranging pastoral interventions support emotional regulation and increased pupil wellbeing to enable pupils to access learning. They also act as a 'pull factor' for school attendance. In 2023/24 Teacher observations noted increased appropriate pupil interactions, emotional regulation and resilience.

At the three quarter point in the delivery of this strategy plan, we are on target to achieve the outcomes outlined in Section A of this document, the gap appears to be slow to close (between disadvantage pupils and their peers) but preliminary assessment data from the current academic year (24//25) suggests that it is continuing to narrow over time - data from phonics and intervention programmes in particular shows that even if a larger than desired % of disadvantaged pupils are not reaching expectations - progress towards those expectations has accelerated.

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
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

N/A

The impact of that spending on service pupil premium eligible pupils

N/A