

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	365
Proportion (%) of pupil premium eligible pupils	13.75 %
Academic year/years that our current pupil premium strategy plan covers	2022/23 - 2024/25
Date this statement was published	15.12.2023
Date on which it will be reviewed	1st November 2024
Statement authorised by	Andy Leach
Pupil premium lead	Caroline Armstead
Governor / Trustee lead	Izzy McLocklin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75, 595
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6,670
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>	£82,265

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. Our challenge is to Con-</p>

	<p>sider 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. (90% v 95% or -5%) as of 12/12/22</p>
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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
For as many PP pupils as possible to reach Age Related Expectations and show good levels of progress in READING	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 and Pupil Progress Meetings (to be held in January and April 2023). Interventions applied by teachers where necessary. *(We have focussed large parts of our School Development plan on improving Reading and reading culture, especially post lockdown.
For as many PP pupils as possible to reach Age Related Expectations and show good levels of progress in WRITING	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
For as many PP pupils as possible to reach Age Related Expectations and show good levels of progress in MATHS	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.
To improve wellbeing at HCJS by giving our pupils the voice and the power to make a difference to their school	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.

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
<p>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>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, <i>particularly for socio-economically disadvantaged students.</i></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>1 & 3</p>
<p>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>	<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>	<p>6</p>

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

Budgeted cost: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of Read Write Inc programme.</p>	<p>The EEF commissioned an independent evaluation of Read Write Inc. Phonics and Fresh Start, two literacy teaching programmes developed by Ruth Miskin Training. They include systematic synthetic phonics, reading and applying phonics to decodable books, and skills for writing, including handwriting and compositional writing. The evaluation of Read Write Inc. Phonics and Fresh Start will be published in late 2023</p>	<p>2 & 3</p>
<p>Handwriting intervention:</p> <p>Across Y3-Y6 children are given small, focussed group interventions to improve their fine motor skills and handwriting.</p>	<p>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</p>	<p>2 & 3</p>
<p>Members of the teaching support staff at HCJS will be appointed to a specialist role with a focus on delivering evidence-based intervention, which support SALT, OT & Cognition and Learning Needs</p>	<p>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.</p>	<p>1,2,3, & 4</p>
<p>Success @ Arithmetic: Small focused groups of targeted children to raise attainment and achievement in numeracy.</p>	<p>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.</p>	<p>1,2,3, & 4</p>

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p>	<p>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.</p>	
<p>Forest School provision and Forest School training for additional pastoral staff</p>	<p>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.</p>	<p>CH2 CH3 CH4 CH5 CH6 CH7</p>
<p>Nurture Café</p>	<p>Improves bonds and friendships within school. Anxiety reduction and an opportunity to speak out about worries.</p> <p>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.</p>	
<p>Resilience Club</p>	<p>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.</p> <p>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>	

Lego Therapy	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	CH2 CH3 CH4 CH5 CH6 CH7
Little Voices	Drama based pastoral intervention to build self-esteem and confidence and to aid communication and interaction, well-being, emotional literacy and therefore academic attainment.	CH2 CH3 CH4 CH5 CH6 CH7
Therapies	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.	
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,	

	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: £82,265

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We are still witnessing the long-term impact of the periods of Covid lockdowns which disproportionately impacted our disadvantaged pupils in line with national data

Reading: Across the whole school, 16 of 36 PP children achieved age related expectation or above in reading (44.4%) compared to 80.6% of non-PP.

READING	% PP achieving EXP+	% non PP achieving EXP+
Combined 3/4/5	44.4% (of 36 children)	80.6% (of 236 children)
Year 3	46.2% (of 13 children)	69.7% (of 76 children)
Year 4	30% (of 10 children)	82% (of 78 children)
Year 5	53.9% (of 13 children)	89% (of 82 children)

Although published and our own internal data demonstrates a disparity between attainment of our disadvantaged children and our non-disadvantaged pupils in reading, professional's judgement and data from individual interventions shows good progress. For example, numerous pupils attending Read Write Inc showed progress of two phonics levels in the year.

Writing: Across the whole school, 11 of 36 PP children achieved EXP+ (30.6%) in writing compared to 70.8% of non-PP.

WRITING	% PP achieving EXP+	% non PP achieving EXP+
Combined 3/4/5	30.6% (of 36 children)	70.8% (of 236 children)
Year 3	38.5% (of 13 children)	63.2% (of 76 children)
Year 4	20% (of 10 children)	70.5% (of 78 children)
Year 5	30.8% (of 13 children)	78% (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.

Maths: Across the whole school, 12 of 36 PP children achieved EXP+ (33.4%) in maths compared to 82.3% non-PP.

MATHS	% PP achieving EXP+	% non PP achieving EXP+
Combined 3/4/5	33.4% (of 36 children)	82.3% (of 236 children)
Year 3	30.8% (of 13 children)	80.2% (of 76 children)
Year 4	30% (of 10 children)	80.7% (of 78 children)
Year 5	38.5% (of 13 children)	85.4% (of 82 children)

Although the data demonstrates a disparity between 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

Pupil Voice

HCJS has an active and involved school council. This is a democratically elected group of children who help to represent their class, are spokespeople and provide important feedback to the school leadership regarding school improvement. We aim to involve our school council in our decision making wherever possible. Examples of this have been staff employment where the council help inform the decision-making process. How we effectively spend Sports Premium money - last year this resulted in an outdoor gym being installed at a cost of £20k. The school council also takes part in pupil voice interviews with the Head and Deputy as well as representing the views and opinions of their peers who make suggestions on how school could be improved. School council have also helped with initiatives and fundraisers across the year and been part of the dissemination of information from SLT to the children. This has all demonstrably had a positive impact on pupil wellbeing as children are given the voice and the power to make a difference to their school

Our pastoral interventions are aimed to support emotional regulation and increased pupil wellbeing to enable pupils to access learning. They also act as a 'pull factor' for school attendance. Teacher observations have noted increased appropriate pupil interactions, emotional regulation, resilience and a good connection with the pastoral team to be able to offer good quality pastoral support to those pupils. Current attendance for this academic year (as of 15.12.23) is **96%** (and rising) which is 1% above the National average (Source: Arbor)

Persistent absence for the year to date (as of 13.11.23) is 13.6% , this is 2.9% below the National average, this places us in the top 40% of schools nationally.

At the half way 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 this academic year (23/24) suggests that it is continuing to narrow over time.

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)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

