

# Hove Junior School Pupil Premium Strategy Statement

*“Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.”*

**Rita Pierson**

## **Reporting on Pupil Premium in the 2023 to 2024 Academic Year**

- The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM), at any point over the last six years (known as ‘Ever 6 FSM’). The Pupil Premium aims to address the current underlying inequalities, which exist between children from disadvantaged backgrounds and their more affluent peers.
- The Pupil Premium also provides funding for children who are adopted from local authority care, looked after continuously for more than one day and the children of service personnel.
- At Hove Junior School, we strive for the achievement of all our pupils and are an accredited IQM School of Excellence. Our pastoral care and tracking of all pupils help us to identify any pupils who are at risk of not making enough progress and have helped us to plan and implement effective intervention strategies.
- Our governing body tracks the achievement of children who qualify for the Pupil Premium Grant. They ensure their needs are clearly identified/met and that their progress is closely monitored throughout the school, as well as tracking the gap in their achievement as compared to their peers. This statement details our school’s use of pupil premium (and recovery premium for the 2023 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 this academic year 2024-25 and the effect that last year is spending of pupil premium had within our school.

## **Hove Junior School Overview**

<b>Detail</b>	<b>Data</b>
School name	Hove Junior School
Number of pupils in school	669
Proportion (%) of pupil premium eligible pupils	19.4%
Proportion (%) of FSM pupils	18.8%

Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Maddie Southern
Pupil premium leads	Maddie Southern Lorna Cummings Christine Cawte
Governor / Trustee lead	Anne-Marie Williamson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,582.50
Covid Recovery premium funding allocation this academic year	£14,137.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
NTP Recovery Grant	£8,977.51
<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	£220,697.51

## Part A: Pupil Premium Strategy Plan

### Statement of intent:

We believe that all children have an equal right to access the curriculum and make progress in their learning, regardless of gender, race, background or ability. Our Teaching & Learning ethos and Pupil Premium Strategy ensures that children are at the centre of our approach.

- At Hove Junior School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers, which may affect their learning. We provide high-quality education to all pupils. This is realised through strong, shared values, policies, and exceptional, inclusive practice. We are a Family of Friends who LEARN together.
- Our key priorities identified through school performance review & evaluation for 2024-25 are:

<b>1. Leadership &amp; Management</b>	The new leadership structure and development programme advances the Federation whilst maintaining high standards and expectations.
<b>2. Quality of Education</b>	Enhance and enrich the curriculum with cultural capital and creativity ensuring staff are trained to have the highest pedagogical understanding in order to achieve consistent excellence in teaching and learning for all pupils.
<b>3. Behaviour and attitudes</b>	School culture and systems for behaviour support excellent standards of teaching and learning.
<b>4. Standards</b>	Attainment and progress in writing is increased for all children with a secure focus on assessment to drive improvement

### Our Context:

Hove Junior School is a larger than average 7-11 school. The school is situated on two sites in different areas of Hove (both in busy urban areas close to the seafront). Whilst on two sites, the school operates as one school – same curriculum, uniform, ethos and vision, with the key aim being, consistent provision and high expectations resulting in good outcomes. We provide high-quality education to all pupils. This is realised through strong, shared values, policies and exceptional, inclusive practice.

The school governing body federated with West Hove Infant School governing body in September 2021. Both schools work closely together with a shared leadership team to ensure continuity of provision for children like an all through primary experience.

Attendance is at 96% with disadvantaged pupils at 94%, below local and national averages. There have been no permanent exclusions.

Stability is high at the Portland Road (PR) site and the school is over subscribed. There are reduced numbers at the Holland Road (HR) site, due to a fall in pupil numbers across Brighton and Hove and the site has more mobility. 19.6% SEN across the school. 16.7% of pupils' first language is believed not to be English. 31% (237 pupils) are from minority ethnic groups (NA 34%). Deprivation indicator (0.0%). 19% of children are eligible for FSM (NA 24%) and 19.4% are disadvantaged (NA 27%).

### **Our primary objectives are to:**

- We have aspirational expectations and believe that all children can succeed in life and learning.
- Ensure ALL pupils can become mentally healthy and emotionally well individuals with systems that support this as a necessary pre-cursor for academic achievement. Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum and maintain our high standards in reading for both attainment and progress for disadvantaged pupils. Over the last three years we have continued to maintain high progress data for disadvantaged pupils closing the gap.
- Narrow the attainment and progress gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. Writing attainment for DA pupils is slightly below national averages.
- Ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify and track pupil premium pupils through the class provision and progress meetings and plan specific intervention and support for individual pupils which will be reviewed at least termly.
- Ensure all pupils can fluently recall their mathematical timetables and are confident in their mathematical fluency.
- All pupils access a wide range of opportunities to develop their knowledge and understanding of the world through a well-planned and resourced curriculum offer. Progression documents and Knowledge continue to be well planned across Key Stage 2 to help pupils to acquire subject-specific knowledge that builds and deepens over time.
- Remove barriers to learning created by poverty, family circumstance and background for our school community.

- Develop and maintain effective communication with our families as we recognise that children learn best where a positive and supportive relationship exists between teachers and parents.

### Achieving our objectives:

#### **To achieve our objectives and overcome identified barriers to learning we will:**

- Build on strong understanding and practice of meeting educationally disadvantaged needs and disseminate through CPD mechanisms
- Ensure quality first teaching is at the heart of our day-to-day practice and meets the needs of all pupils including those who are most disadvantaged and those with SEND.
- Strive to use teaching methods that make accessing learning inclusive to all, using Assessment for Learning (AFL) and our 'individual pupil premium target reviews' to identify barriers and work together to overcome them, differentiation and personalised methods to tailor teaching and reduce the attainment gap. Each disadvantaged child's progress and barriers to learning is reviewed each term, and this allows the teacher to prioritise disadvantaged and vulnerable children for extra targeted support creating personalised targets and evaluating their barriers to learning. Additional time is given to teachers to complete this.
- Teachers use teaching methods that make accessing learning inclusive to all, using Assessment for Learning (AFL), differentiation and personalised methods to tailor teaching and reduce the attainment gap. CPD specifically for disadvantaged pupils and focused on inclusive quality first teaching approaches is targeted termly e.g., explicit vocabulary instruction, metacognition, formative assessment
- Ensure teachers are responsible for planning to the highest standard to create the most inclusive lessons that address misconceptions and build on prior knowledge and skills to support progress. We believe that considered, thorough planning ensures continuity in curriculum provision and produces lessons, which enable children to build on their learning and make progress.
- Keep up to date with educational developments, thinking and research in commitment to continuing professional development. Ensuring staff use evidence based whole class teaching strategies, interventions e.g., same day intervention, and meaningful verbal feedback.
- Provide targeted reading intervention through 'Better reading Partners' (BRP) reading interventions and 'Inference Groups,' using the school reading team.
- Ensure staff working 1:1/small groups with children provide feedback and exit plans, identifying level of support and next steps to support pupils in class to maintain progress on Edukey recording learning plans.
- Provide targeted intervention and support to address identified gaps in learning including the use of small group work, 1:3 tuition in English writing, reading and maths.
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences.

- Provide opportunities for all pupils to participate in enrichment activities including sport and music. The school is committed to a music enrichment initiative 'Sound Makers' in Year 4 which enables all pupils to learn a musical instrument. Free access to all sports clubs is available for all disadvantaged pupils.
- Provide appropriate nurture, social skills including additional learning mentor support to enable pupils to access learning within and beyond the classroom.
- Provide additional attachment specialism through our leaning mentor for our adopted pupils and those under special guardianships.
- Ensure classrooms adhere to the teaching and learning audit and the most up to date research and are well-planned environments for learning to take place. They should be places that the children are proud of, well resourced and enable the right conditions for learning. We know that learning requires active involvement, which needs to be modelled by staff at all opportunities. See Teaching and Learning Policy Environment Checklist.
- Ensure ambitious standards of behaviour and consistent expectations of all adults supporting children, classroom management must be considered and effective. It is important that as children move from year to year, they expect to find continuity and consistency and there are consistent routines that ensure all pupils feel safe and happy.
  - Secure classrooms rules, routines and expectations
  - Consistency of language around each step
  - Clarity of rewards and consequences
- Embed 'Mitigation to Success Research Project' with Marc Roland on successful school CPD (Durrington Research School)

This is not an exhaustive list, and strategies will change and develop based on the needs of individuals.

## Challenges

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

Challenge number	Detail of challenge																																																																
1	<p><b>Attainment in core subjects:</b></p> <p>On entry to the junior school disadvantaged pupils' attainment in reading, maths and writing is significantly below all pupils and below national standards from 2023. Children attaining ARE on entry to KS2 (end of KS1 data 2023)</p> <table border="1"> <caption>Disadvantaged Attainment</caption> <thead> <tr> <th rowspan="2">Disadvantaged Pupils (40)</th> <th colspan="6">% attaining Expected Standard +</th> <th colspan="6">% attaining Greater Depth</th> </tr> <tr> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>Nat. Other 2023</th> <th>Nat. DA 2023</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>Nat. Other 2023</th> <th>Nat. DA 2023</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61</td> <td>66</td> <td>66</td> <td>50</td> <td>73</td> <td>54</td> <td>13</td> <td>13</td> <td>6</td> <td>13</td> <td>22</td> <td>9</td> </tr> <tr> <td>Writing</td> <td>47</td> <td>56</td> <td>56</td> <td>30</td> <td>65</td> <td>45</td> <td>8</td> <td>9</td> <td>3</td> <td>3</td> <td>10</td> <td>3</td> </tr> <tr> <td>Maths</td> <td>63</td> <td>59</td> <td>66</td> <td>45</td> <td>75</td> <td>56</td> <td>8</td> <td>13</td> <td>6</td> <td>10</td> <td>19</td> <td>8</td> </tr> </tbody> </table>	Disadvantaged Pupils (40)	% attaining Expected Standard +						% attaining Greater Depth						2021	2022	2023	2024	Nat. Other 2023	Nat. DA 2023	2021	2022	2023	2024	Nat. Other 2023	Nat. DA 2023	Reading	61	66	66	50	73	54	13	13	6	13	22	9	Writing	47	56	56	30	65	45	8	9	3	3	10	3	Maths	63	59	66	45	75	56	8	13	6	10	19	8
Disadvantaged Pupils (40)	% attaining Expected Standard +						% attaining Greater Depth																																																										
	2021	2022	2023	2024	Nat. Other 2023	Nat. DA 2023	2021	2022	2023	2024	Nat. Other 2023	Nat. DA 2023																																																					
Reading	61	66	66	50	73	54	13	13	6	13	22	9																																																					
Writing	47	56	56	30	65	45	8	9	3	3	10	3																																																					
Maths	63	59	66	45	75	56	8	13	6	10	19	8																																																					

2	<p><b>Attainment and progress in writing is increased for all children with a secure focus on assessment to drive improvement:</b></p> <p>On entry to the junior school writing attainment at end of KS1 is at 30%.</p> <p>Disadvantaged children make good progress from their starting points, but there remains a gap between the attainment of disadvantaged children and ‘other’ children in Writing on entry into KS2 and at the end of KS2 - closing this gap is a key priority.</p>
3	<p><b>Relationships and Emotional Wellbeing</b></p> <p>Discussions with families and referrals to our Inclusion team have identified social and emotional issues for many pupils. These challenges particularly impact on our disadvantaged pupils and impact on their well-being and learning. A priority to support families with financial hardship and provide advice and external support is also available.</p> <p>(Evidence: Bounce Back Children’s Survey 2024)</p>
4	<p><b>Attendance</b></p> <p>Our attendance data for the 2023 - 2024 indicates that attendance among disadvantaged pupils was lower than for non-disadvantaged.</p> <p>DA - 92.98% Non DA - 95.17%. The school needs to reduce persistent absence for pupils who are educationally disadvantaged. There is a rising trend in persistent absence over 3 years, although the school is still below local and national levels.</p>
5	<p><b>School culture and systems for behaviour.</b></p> <p>As a large federation and with 3 sites we are focused on achieving consistency for all pupils and aligning practice across all sites. Clear systems and routines ensure a sense of belonging ensuring the school feels calm and orderly.</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>Embed Pupil Premium profiles from Reception to Year 6 (time provided within staff meeting)</p> <p>Pupil premium profiles used as case studies to track intervention</p> <p>Termly targets for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Teachers can articulate strategies and identify targets for pupil premium pupils in their class</li> <li>• Articulate the lesson design and explain how the lesson model is supporting learning in class.</li> <li>• Reduced cognitive load in classroom environment</li> <li>• Reduced cognitive load within teaching (slides, resources, tasks)</li> <li>• Modelling using ‘think aloud’</li> <li>• Dual coding across the curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>• Retrieval quizzes at the start of each lesson (science and humanities)</li> <li>• Embed concept of ‘wait time/cold calling’ using research</li> <li>• Pre-teaching using AFL</li> </ul>
Reading – School remains in the top 20% of all schools in reading progress	<ul style="list-style-type: none"> <li>• Disadvantaged pupils maintain above average progress scores at end of KS2 in reading. In 2023 this was 2.7+. There are no national progress scores in 2024</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• For ‘disadvantaged’ KS2 attainment indicators demonstrate an uplift and are above national average for ‘disadvantaged’</li> <li>• KS2 Progress indicators are above national for ‘all’ and ‘disadvantaged’ in Reading, Writing and Maths.</li> <li>• Continued increase of disadvantaged pupils in Y4 pass the Y4 Multiplication Times Table Check.</li> </ul>
<p>Enhance and enrich the curriculum with cultural capital and creativity ensuring staff are trained to have the highest pedagogical understanding in order to achieve consistent excellence in teaching and learning for all pupils.</p> <p>Disadvantaged pupils do not have a reduced curriculum offer. They make good progress, in that they know more, remember more and do more.</p>	<ul style="list-style-type: none"> <li>• Further staff training on the different kinds of cultural capital and how they can be used to enrich learning for all pupils</li> <li>• Plan in opportunities for cultural capital in all subjects</li> <li>• Use the resources in each site’s locality to maximise children’s experience of learning in context (including local walks, trips and visitors)</li> <li>• Incorporate the use of selective research-based teaching strategies into professional development model</li> <li>• Use subject leads and members of subject teams to support creative approaches to task design for less experienced teachers</li> <li>• Create opportunities for children to work across year group, key stage and with local secondary schools to see how learning extends and can be used to widen their future options</li> <li>• The process of assessing foundation subjects to include year group reflection determining which cultural capital</li> </ul>

	<p>opportunities should be introduced to planning</p> <ul style="list-style-type: none"> <li>• Embed Pupil Premium profiles from Reception to Year 6 (time provided within staff meeting)</li> </ul>
Attendance - There is no significant difference in the attendance of disadvantaged and non-disadvantaged pupils at 95+%.	<ul style="list-style-type: none"> <li>• Breakfast club is well attended</li> <li>• Statutory School Age attendance figures are good</li> <li>• Raised profile amongst school children and families</li> <li>• Reduced persistent absence indicators and reduced persistent late indicators</li> <li>• We continue to monitor any site variation and review persistent absence every 4 weeks.</li> </ul>
Writing Assessment and Moderation	<ul style="list-style-type: none"> <li>• All teachers can confidently assess and benchmark children's writing 3 times per year</li> <li>• All teachers can confidently moderate writing assessment in year groups and across sites</li> <li>• All teachers to confidently use AFL to identify next steps in planning and teaching writing and use this to inform planning</li> <li>• All teachers to confidently use the pre key stage assessment tools for children working below programme of study</li> <li>• All teachers to identify children working at or with the potential to achieve greater depth at the end of KS2 and plan stretch, choice and challenge opportunities</li> </ul>
Writing Attainment	<ul style="list-style-type: none"> <li>• Disadvantaged pupils' progress continues to improve over three-year period at end of KS2.</li> <li>• Disadvantaged higher attaining pupils at KS1 maintain progress and achieve Greater Depth at end of KS2.</li> <li>• Increase GDS for disadvantaged pupils at end of KS2. In progress meetings identify potential GDS DA pupils and opportunities to enhance writing offer.</li> </ul>

<p>To achieve and sustain improved wellbeing for pupils in our school, particularly disadvantaged and vulnerable children led by Federation mental Health Lead, Inclusion Team and PSHE subject leads.</p>	<ul style="list-style-type: none"> <li>• Mental Health concerns are reported in a timely manner allowing appropriate support and early intervention for children.</li> <li>• Referral system allows mental health concerns to be triaged and intervention offered without delays.</li> <li>• The school uses data to identify mental health concerns and offer early intervention.</li> <li>• Children most in need are supported by a network of skilled professionals</li> <li>• Learning Mentors develop the use of Boxall profile and BHISS LAM matrix for a baseline well-being assessment to effectively target wellbeing support and to track progress.</li> <li>• Wellbeing is supported through classroom strategies and throughout the curriculum. Children are taught social and emotional skills and an awareness of mental health.</li> <li>• Children feel safe, cared for, valued, and trusted so that they can enjoy and achieve.</li> <li>• Parent/Carers know how to access mental health support for their child.</li> </ul>
<p>School culture and systems for behaviour support excellent standards of teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Securing classrooms rules, routines and expectations</li> <li>• Consistency of language around each step</li> <li>• Consistency of expectations in and around the school</li> <li>• Clarity of rewards and consequences</li> <li>• Aligning practises across the sites</li> </ul>

## Activity in this Academic Year 2024-5

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: £38,848.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention teaching team maintained for KS2.	Maintain significantly high reading attainment and progress scores for disadvantaged pupils for end of KS2. Staff trained in school approach linked to ECAR/BRP intervention programme. See research evidence below.	1
Little Wandle inc additional Catch-Up Programme.	All teachers and support staff trained in Little Wandle. Reading team trained in Little Wandle Catch up Phonics to increase capacity across school  <a href="http://www.littlewandlelettersandsounds.org.uk">www.littlewandlelettersandsounds.org.uk</a>	1
CPD focused on QFT and curriculum pedagogy	AFL - CPD on 'responsive teaching', to continue developing the understanding of mastery learning, formative assessment and individualising learning. <ul style="list-style-type: none"> <li>• Reduced cognitive load in classroom environment</li> <li>• Reducing cognitive load within teaching (slides, resources, tasks)</li> <li>• Modelling using 'think aloud'</li> <li>• Dual coding across the curriculum*</li> <li>• Retrieval quizzes at the start of each lesson</li> </ul> <p>The use of dual coding throughout the school in all lessons. Dual coding is used to develop language acquisition and reduce cognitive load. Dual-coded key vocabulary is on displays and working walls, in addition to being displayed on lesson slides and used with resources such as knowledge strips and word bank.</p>	1-3

	Targeted learning and appraisal conversations and directed coaching with a focus on - metacognition and self-regulation, vocabulary, oral language, attention and memory.	
Staff are trained to have the highest pedagogical understanding in order to achieve consistent excellence in teaching and learning for all pupils.	Further staff training on the different kinds of cultural capital and how they can be used to enrich learning for all pupils Plan in opportunities for cultural capital in all subjects	1-3
Moderation in writing for all staff	Staff confident in moderation have a greater knowledge of standards and can adapt their planning and Assessment for Learning within the lesson making feedback more meaningful.	2
Training on mental health from strategy lead.	Mental Health concerns are reported in a timely manner allowing appropriate support and early intervention for children Referral system embedded and allowed mental health concerns to be triaged and intervention offered without delays.  The school uses Bounce data to identify mental health concerns and offer early intervention.  Wellbeing is supported through classroom strategies and throughout the curriculum. Children are taught social and emotional skills and an awareness of mental health.	3
<b>Behaviour and Regulation Training</b> Inset with Inclusion Team and Behaviour Team.	Staff training to increase confidence in using regulation strategies.  <ul style="list-style-type: none"> <li>• Developing our approach to behaviour so the highest standards are maintained across all sites and all staff are clear on routines and strategies.</li> <li>• We treat behaviour as a curriculum subject.</li> <li>• Securing classrooms rules, routines and expectations</li> <li>• Consistency of language around each step</li> </ul>	5

	<ul style="list-style-type: none"> <li>• Consistency of expectations in and around the school</li> <li>• Clarity of rewards and consequences</li> <li>• Aligning practises across the sites - steps - accountability - reflection - restorative justice - sanctions - rewards - Just Right – approach to, and support of, self-regulation strategies</li> </ul>	
'Tackling Educational Disadvantage' training with Durrington Research School	<p>Profiles identify barriers to learning and form effective intervention strategies wider approaches and the evidence for them.</p> <p>All teachers to use profile and identify barriers and targets for their pupil premium pupils. Profiles are saved and carry through from EYFS-Y6.</p>	1-5
Poverty Proofing the School Day	<p>Poverty Proofing Audit actions embedded across the school (including clubs, access to uniform, resources, trips) and implement actions over academic year.</p> <p>Continue 'sharing shed for school community with food resources, toiletries and free uniform at SR/PR. PTA at HR site to set up similar offer.</p>	3

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

Budgeted cost: £80,556

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Reading Intervention:</b></p> <ul style="list-style-type: none"> <li>• 1:1 Ten-week BRP (Better Reading Partners) intervention</li> <li>• Small group 10-week Inference Reading Group</li> </ul> <p>Ensure all disadvantaged pupils in</p>	<p>Pupils make accelerated progress from year group entry and in-line with all other pupils nationally. School data evidence from 2024 shows the school has maintained considerable progress in reading attainment at the end of KS2. Reading team approach of using 1:1 interventions and small inference groups have supported school research strategy in identifying underachieving pupils, providing systemic teaching of</p>	1

<p>Year 3-6 receive additional reading intervention as appropriate to need through BRP (Better Reading Partners) 1:1 provision and/or small group inference reading groups with the reading team</p>	<p>reading, and maintaining progress over time.</p> <p>Research into BRP shows over 3,000 pupils in Years 1 to 8 have been supported by BRP in 300 schools: They made an average Reading Age gain of 12 months in only 3 months – four times the expected progress. They made an average Comprehension Age gain of 10 months. 99% of them showed more interest and confidence in reading after BRP.</p> <p>Engaging parents with their children’s learning, in this case through reading, is proven to benefit pupil learning - <a href="#">See EEF study - +4 months effect</a></p>	
<p>Year 3 and Y4 Little Wandle Rapid Catch-Up Intervention</p>	<p>Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally. <a href="#">Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy. EEF efficacy trial found a positive impact on all pupils of an additional three months’ progress over the course of an academic year.</a></p>	1
<p>Maths No Problem is used as a mastery scheme supplemented with White Rose.</p> <p>The school has a lead mastery specialist teacher who works with the maths hub and supports other schools in the LA and county.</p> <p>Maths Mastery and Fluency Booster Groups</p>	<p>Disadvantaged pupils make accelerated progress in line with end of KS2 school targets of 66+ ARE (21% GD). Pupils are at least in-line with all other pupils nationally. EEF recognise the impact of mastery learning approaches is an additional five months’ progress, on average, over the course of a year.</p> <p>Additional booster groups are taught by the maths lead and Year 6 lead in addition to the 5 weekly lessons for disadvantaged pupils. Groups are fluid and flexible and pupils are only in the group for 6 weeks and benchmarked.</p>	1
<p>Intervention groups for writing provided by LA writing moderators.</p>	<p>Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally. EEF research shows that small group tuition has an average impact of four months’ additional progress over</p>	2

	the course of a year and is most likely to be effective if it is targeted at pupils' specific needs.	
Pupil conferencing for writing with class teacher	Pupils make accelerated progress in-line with all others non-disadvantaged pupils in school. EEF research 2019 shows low attaining pupils particularly benefit from small group tuition. <a href="#">EEF research 2019 shows low attaining pupils particularly benefit from small group tuition</a>	2
Catch Up Maths Yr 3  Maths Interventions for Upper KS2	Yr 3 Close Your Eyes Project in fluency with Maths Hub targeting fluency catch up for year 2 and 3 pupils.  Yr 6 teachers provide additional intervention sessions following targeted assessment in maths.  EEF tested pupils found pupils who received made two months' additional progress in maths, on average, compared to pupils in the control group. This result has a high security rating.	1
Ensure all disadvantaged pupils in year 4 receive Quality First Teaching (QFT) and additional provision and/or intervention as appropriate to need to access Year 4 multiplication test.	Support pupils' cognitive domain making explicit the thinking skills and intellectual processes required for the MTC, recalling facts from long term memory and at speed within time limit of 6 seconds per item which is key to assess fluency recall of tables. The 6-second time limit was informed by research undertaken by STA. 1124 pupils took part- and 3-time limits were trialled. Six seconds was deemed the most appropriate time to allow children to recall and input their responses without allowing enough time to work out the answer.	1

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

Budgeted cost: £101,293

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Attendance Leads on both sites	<p>Education Endowment Foundation (2018). Closing the Attainment Gap. London: EEF  <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/</a> [17 January 2019].</p> <p>Higher overall absence leads to lower attainment at KS2 and KS4. The Department for Education (DfE) published research in 2016 which found that: ... Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p> <p><a href="#">Collaborating with an EWO, facilitates a more effective, joined up, strategic approach to tackling attendance.</a></p>	4
Maintaining learning mentor roles to support families with attendance and acute need.	<p>Mentoring improves positive relationships, provides opportunities for pupils to re-engage with the purpose of learning in school and improves attendance. (<a href="#">Evidence on EEF</a>). Pupils are safe, are confident in themselves, and can manage their emotions effectively.</p> <p>EEF research has found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance, and behaviour.</p>	3
Dedicated Senior Mental Health Lead on both sites.	<p>Enable the school to use existing resources more effectively and promote good mental health and wellbeing in HJS setting. Quickly identify individual pupils who need support with their mental health and work effectively with local children and young people’s mental health services.</p>	3
Parent workshops	<p>Studies have also shown that the long-term impact of elevated levels of primary school age parental involvement include higher earnings; less crime and delinquency; greater literacy; higher achievement test scores; higher employment rates; lower teenage pregnancy; and better jobs (CANparent 2014).</p>	3

Attachment Leads	<p>Funding is used to support the strategic role of a designated leader on each school site for individual pupils who have experienced trauma, attachment disorder or other mental health issues and identified as adopted or looked after.</p> <p>Research indicates that an attachment and trauma informed approach and awareness of how to support children and young people's emotional needs and development can promote better learning and health. HJS has found that whole school practice and regularly training alongside targeted intervention provides significant help to support children with SEMH difficulties and reduces behaviour incidents in classrooms. For example, to allocate additional resources or adult support where needed. Percentage of adopted pupils who have achieved ARE expectations in reading has increased between 2017-2019. (Parker et al., 2015; Furnivall et al., 2012; NICE, 2015). NICE (2015).</p>	3
School to provide pencil case and resources for learning	All pupils have the necessary equipment/uniform - forgotten or missing school equipment affects the quality of instruction. Furthermore, school equipment supplies represent, together with home learning a vital connection between the school and the children's home in which a pupil's preparedness for learning becomes a negotiation of the division of responsibility between school and family.	3
Free/Subsidised Extra Curricular Clubs/activities	<p>Increase provision and additional opportunities for disadvantaged pupils. This can include subsidising of <a href="#">trips</a>, <a href="#">visits</a>, club fees, uniform, equipment etc. for disadvantaged pupils.</p> <p><a href="#">Importance of After School Provision for DA pupils</a>  <a href="#">Can out of hours clubs close the gap?</a>  <a href="#">Benefits of Extracurricular Provision- an Overview</a></p> <p>In Year 6 the school subsidises part of the residential for disadvantaged pupils The PTA then fund DA children's yearbook and leavers hoody if needed.</p>	3/ 5
Free/Subsidised Breakfast club	<p>All pupils have a settled start to the school day.</p> <p>No pupil starts the day hungry – Each school site runs breakfast and after school club.</p> <p>Maintain gold breakfast club award.</p>	3/5

**Total budgeted cost: £ 220,697.51**

## Part B: Review of pupil premium outcomes in the previous academic year 2023-4

### Key areas of impact:

KS2 OUTCOMES					
Key Stage 2					
The are no progress measures for 2024 because baseline key stage 1 data was not collected due to historic Covid-19 disruption.					
All Pupils	2022	2023	2024	LA	National
Number of pupils	187	181	165	2,509	
% Expected standard in Reading	90.4	87.3	87.3	79	74
% Expected standard in Writing	81.3	82.9	76.4	71	72
% Expected standard in Maths	84.0	81.8	81.2	72	73
% Expected standard in GPS	84.5	84.5	80.6	72	72
% Expected standard in RWM	74.3	74.6	72.1	60	61
% Greater depth within Reading	46.0	45.9	44.8	35	29
% Greater depth within Writing	19.8	16.0	12.1	7	13
% Greater depth within Maths	31.6	33.1	34.5	22	24
% Greater depth within GPS	31.6	42.5	40.0	31	32
% Greater depth within RWM	10.7	11.6	9.1	5	8
Reading Progress	2.7	3.1	No data	No data	No data
Writing Progress	1.4	1.5	No data	No data	No data
Maths Progress	1.8	1.7	No data	No data	No data
Disadvantaged Pupils	2022	2023	2024	LA	National
Number of pupils	39	35	24	689	
% Expected standard in Reading	89.7	80.0	75.0	65	63
% Expected standard in Writing	64.1	57.1	58.3	53	59
% Expected standard in Maths	66.7	60.0	62.5	54	59
% Expected standard in GPS	74.4	74.3	66.7	55	59
% Expected standard in RWM	53.8	48.6	54.2	39	46
Reading Progress	2.7	2.4	No data	No data	No data
Writing Progress	0.1	0.3	No data	No data	No data
Maths Progress	1.2	1.0	No data	No data	No data
Aim	Outcome				
<b>Attendance of disadvantaged pupils is at least 94% and is maintained term by term</b>	PP Overall Attendance was <b>94%</b> compared to non-PP pupils at <b>96%</b> . The school will continue to monitor attendance robustly reducing the difference between non disadvantaged pupils and disadvantaged pupils.				

KS2 OUTCOMES	
<p><b>Combined R/W/M for PP Pupils</b></p> <p>Disadvantaged pupils achieve national average attainment and progress scores in KS2 R/W/M (National 2020 51%)</p>	<p>At the end of Key Stage 2 <b>54.2%</b> achieved combined ARE</p> <p><b>Increase from previous 2 years and above national and LA in Reading/Writing and Maths.</b></p> <p><i>There are no progress measures in reading, maths and writing in 2024 as the pupils did not take KS1 SATs due to Covid.</i></p>
<p><b>Disadvantaged pupils maintain above national average progress scores at end of KS2 Reading</b></p>	<p>End of KS2 <b>75%</b> of DA pupils achieved ARE in reading (Nat: 63%) with 27% achieving greater depth in <i>standardised teacher administered tests</i>.</p> <p><b>(Progress of disadvantaged pupils in 2023 was 2.4+ which is significantly above national)</b></p>
<p><b>Writing</b></p> <p>Disadvantaged pupils achieve national average progress scores in KS2 Writing (0)</p> <p>Disadvantaged higher attaining pupils at KS1 maintain progress and achieve Greater Depth at end of KS2.</p>	<p>End of KS2 58.3% of DA pupils achieved ARE in writing (Nat:59%) with 4% achieving greater depth.</p> <p><b>(Progress of disadvantaged pupils continues has continued to increase over a three-year period to +0.3 - Nat 2023: -0.7.</b></p>
<p><b>Maths</b></p> <p>Disadvantaged pupils achieve average KS2 Mathematics progress score in maths above -0.9 and LA/NA averages (KS1 66% ARE).</p>	<p>End of KS2 52.5% of DA pupils achieved ARE in maths with 12% achieving greater depth competed with standardised teacher administered tests.</p> <p><b>(Progress of disadvantaged pupils in 2023 was +1.2 (Nat: -1.1)</b></p>

## KS2 OUTCOMES

**Maths**  
**90% of disadvantaged pupils in Y4 pass the Y4 Multiplication Times Table Check**

The percentage of disadvantaged pupils achieving over score 16 was:

Score	Percentage – all PP pupils on roll	Percentage – PP pupils who accessed the test
0 – 10 (Below PoS) <40%	24% (8/34)	16% (5/31)
11 – 15 (WTS) 40-60%	9% (3/34)	10% (3/31)
16 – 20 (ARE) 60-80%	26% (9/34)	29% (9/31)
21 – 25 (ARE+) >80%	41% (14/34)	45% (14/31)

2024	Portland Road	Holland Road	Both
Mean	20	21	20
25/25	26%	33%	28%
22+	58%	67%	63%

**GPS**  
**Disadvantaged pupils achieve above national attainment in GPS in KS2 Writing**

**ARE for Pupil Premium Pupils: 67% achieved ARE with 23% at greater depth.**

(Nat 2024:59%)

**Mental Health and Wellbeing**

A designated Mental Health Lead leads pupil mental health and wellbeing across the federation. The school uses an online referral system available to both staff and parent/carers. These are then triaged, and support provided by our designated lead, inclusion team and external services as appropriate to need.

Staff were asked to contribute to a survey about positive mental health to identify areas of training and support needed which are now detailed in the Mental Health action plan.

The school uses 'Bounce' to review impact of wellbeing initiatives for KS2 and provide comprehensive data for wellbeing including the lowest 20% for class teachers/year leaders. This has enabled the school to continuously identify pupils for specific pastoral support.

A school provision plan identifies levels and severity of Mental Health needs, support available both within school and locally and the appropriate referral pathways.

## 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*

<b>Programme</b>	<b>Provider</b>
Times Tables Rockstars	<a href="https://trockstars.com/">https://trockstars.com/</a>
Seesaw (online Platform) RWI Portal	<a href="https://web.seesaw.me">https://web.seesaw.me</a>
Google Classroom	<a href="https://edu.google.com/intl/ALL_uk/products/classroom/">https://edu.google.com/intl/ALL_uk/products/classroom/</a>
Bug Club	<a href="https://www.activelearnprimary.co.uk/login">https://www.activelearnprimary.co.uk/login</a>
Clicker and Word Shark	<a href="https://www.cricksoft.com/uk/clicker">https://www.cricksoft.com/uk/clicker</a> <a href="https://www.wordshark.co.uk/">https://www.wordshark.co.uk/</a>