



Harnham Junior School Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Harnham Junior School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	Year 3 13 children 22 % Year 4 9 children 16 % Year 5 15 children 26 % Year 6 21 children 36% 58 children
Academic year/years that our current pupil premium strategy plan covers (2nd year in 3 Year Strategy)	2021/22 2022/23 2023/24
Date this statement was published	December 31 st 2022
Date on which it will be reviewed	January 2023 March 2023 July 2023
Statement authorised by	Mr Coles
Pupil premium lead	Sarah Quartley
Governor / Trustee lead	Jeanne Ross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 74,790 Service children £7,680 PLAC /LAC £2,410

Recovery premium funding allocation this academic year	Recovery Curriculum £8,410 School Led Tutoring £5,346
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19,659
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£118,295

Part A: Pupil premium strategy plan

Statement of intent

At Harnham Junior School we adopt a whole school approach in which all staff take responsibility for all pupils' outcomes, including those children who are in receipt of PP funding. High quality first teaching is our main strategy to support these children and we have high expectations of what they can achieve. We recognise the many barriers that children in receipt of PP may experience and the impact these have on children's learning and learning behaviour. We believe that with Quality First Teaching (QFT), timely interventions, effective engagement with parents and a personalised approach to meet children's individual needs, **every child** can fulfil their individual potential, both academically and socially. Our aims are:

- children eligible for Pupil Premium Funding will make at least good progress in reading, writing and maths through a rich and varied curriculum that provides them with memorable and fulfilling experiences.
- to narrow the attainment gap, so those children eligible for Pupil Premium Funding will do at least as well as their peers, who have similar starting points, in reading, writing and maths.
- provide opportunities to develop life chances by giving access to a wide range of activities to develop self-motivation, resilience, risk-taking and perseverance.
- Children in receipt of Pupil Premium Funding will be fluent readers who have good comprehension skills. They will be exposed to a range of books and authors, across different genres.
- children in receipt of Pupil Premium Funding will be fluent writers who have good grasp of grammar, spelling patterns and have neat and legible handwriting, so they can record and communicate their ideas clearly.
- That all children in receipt of Pupil Premium Funding will be fluent 'in number' and have a good recall of number facts.
- All children in receipt of Pupil Premium Funding will be supported in their emotional and physical wellbeing, to equip them to develop emotional resilience and manage their feelings.
- All children in receipt of Pupil Premium Funding will be above the national average for attendance and it will be in line with their peers. Key children and families will be supported.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some interventions and school

initiatives - such as our ELSA and use of Timetable Rock stars, have been made possible by the allocation of the Pupil Premium and by the catch-up funding. Some interventions will be delivered on a group, class or year group's basis, and some 1:1. This means that not all children receiving free school meals will be in receipt of interventions at one time.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding.

When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of our own historical research, as well as published research such as the Education Endowment Foundation. Expenditure is reviewed, planned and implemented each academic year

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils for the three year period – 2021-2023. This is the **second year** of the 3 Year Strategy

Challenge number	Detail of challenge
1	<p>Weak language and communication skills.</p> <p>This includes a lack of phonological awareness, a lack of access to spoken and written standard English, exposure to ambitious and precise technical vocabulary and exposure to high quality texts.</p> <p>Children can lack the vocabulary to be able to communicate their feelings in a mature way.</p> <p>This language deficit been exaggerated due to the effects of COVID-19 lockdown and home-learning.</p> <p>Through exposure to ambitious texts and vocabulary, children are developing new language skills, but some can struggle to apply this to their written work.</p> <p>Some children can struggle to speak in clear sentences and are unable to explain the reasoning behind their opinions and view.</p>
2	<p>Presentation and Writing Stamina</p> <p>Difficulty in presenting work neatly, due to handwriting development, resulting in reduced writing stamina. The impact of COVID-19 and home-learning has had a significant negative impact on writing.</p> <p>Handwriting has improved over the last academic year 2021-2022 although this will still remain a focus for 2022-2023.</p> <p>Some children need continued supported to produce more written work across the curriculum, writing for longer amounts of time to increase their writing stamina.</p>
3	<p>Recall Number Facts</p>

	<p>Difficulty for Year 3 children on entry to the School to recall key number facts learnt in KS1. Difficult for children in Upper Key Stage 2 in retaining and recalling of times table facts.</p> <p>Children in Year 3, 4 and 5 need to learn and recall Timetable facts.</p> <p>Children in Year 3 need to recall basic number facts – including number bonds and doubling.</p> <p>Children in Year 6 need to retain timetable facts.</p>
4	<p>Learning Behaviour</p> <p>Some pupils in receipt of PP funding need support in re-establishing learning behaviours and engaging fully in education. These pupils can lack self-belief, resilience, and can be reluctant to take risks in their learning. They do not always show a readiness to learn, and external factors can affect how they enter School in the morning. They can struggle to reflect and evaluate their own learning and often lack confidence in their ability.</p> <p>Children have re-established learning behaviours, but need strategies to be able to self-regulate as external factors can affect how they enter the School in the morning.</p> <p>Some children in receipt of PP funding need access to therapeutic and alternative provision.</p>
5	<p>Parental Engagement</p> <p>Low parental support for reading, spelling and learning of times tables, so opportunities to practise reading and spelling are limited out of school.</p> <p>Ongoing focus.</p>
6	<p>Gaps in Knowledge</p> <p>Some pupils in receipt of PP funding have knowledge gaps and find it difficult to retain and recall prior knowledge. The impact of COVID-19, and home-learning has resulted in this gap widening for a number of PP children.</p> <p>Ongoing focus.</p>
7	<p>Attendance</p> <p>Some pupils in receipt of PP funding have attendance and punctuality issues</p> <p>Ongoing focus.</p>
8	<p>31% of disadvantaged pupils have SEND which has an impact on their learning</p> <p>This has increased to 46%. Personalised learning continues to be a focus.</p>
9	<p>Behaviour</p> <p>Some children in receipt of PP funding struggle to follow the School Rules and demonstrate appropriate behaviour.</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
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<p>Reading: Pupils in receipt of PP make at least expected progress from their individual starting points in Reading.</p>	<p>Achieve national average progress scores in KS2 Reading age.</p> <p>Accelerated fluency in reading with the aim that reading age is 2 years above Chronological age.</p> <p>Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by SL and SLT every 2 terms.</p> <p>Pupils in receipt of PP are reading daily at home, and for those who are not able to do This, are supported daily in school.</p> <p>Monitored weekly by class teachers. PP Lead and PP Governor to monitor 3 times a year.</p> <p>Consistent implementation of high-quality whole class guided reading lessons across the school, monitored by SL in SL release Time.</p> <p>Pupils in receipt of PP receive termly reading books to keep, which results in children having access to books at home in order that children read regularly and Develop a love of book.</p> <p>Ensure that children are given opportunities to attend whole school events that promote Reading.</p> <p>Pre-teaching of Guided Reading weekly by class Tas.</p>
<p>Writing: Pupils in receipt of PP make at least expected progress from their individual starting points in Writing and the attainment gap is narrowed.</p>	<p>Achieve national average progress scores in KS2 Writing.</p> <p>Children’s writing is clear and legible, and their fluidity improves resulting in increased writing stamina.</p> <p>Children who need to make accelerated progress, receive targeted high-quality</p>

	<p>intervention using Letter Join Scheme and this is monitored by SLT.</p> <p>Monitoring through book looks, shows children are applying taught vocabulary to their independent writing across the curriculum.</p> <p>Monitored weekly by class teachers. PP Lead and PP Governor to monitor 3 times a year.</p> <p>Pupils have fluent, joined and legible handwriting. Pupils are using ambitious, precise and technical vocabulary.</p> <p>Planning and developing oracy across the Curriculum is a key focus on the School PFSI 2022-23, across the curriculum.</p> <p>Children will be encouraged to use sentence stems in Maths, English and Reading, to help them develop their oracy skills</p>
<p>Maths: Pupils in receipt of PP make at least expected progress from their individual starting points in Maths and the attainment gap is narrowed.</p>	<p>Achieve national average progress scores in KS2 Maths</p> <p>Times Table Recall is on the Maths action plan for 2022-23 and is a key focus for all children.</p> <p>Pupils in Year 4 attainment in Times table Testing is in line with their peers.</p> <p>Parental engagement (see below) will promote the learning of Times tables at home.</p> <p>Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by SLT</p> <p>Monitored weekly by class teachers. PP Lead and PP Governor to monitor 3 times a year.</p> <p>Our PFSI 2022-2023 will drive this ensuring that children embed retrieval practice, to enable children to strengthen their memory and be able to build on previous learning.</p>

<p>Learning Behaviour: Pupils in receipt of PP will be able to work met cognitively, including seeking extra support to start a task and monitor their own progress. All PPG will be able to assess their own work. And identify and work on their next steps</p>	<p>Monitoring through learning walks and pupil voice show that children have appropriate aged self-organisation skills and are being encouraged to be independent by all staff.</p> <p>Monitoring through book looks show children are accessing their work using the School Strategy of A.C.E. and responding to next step marking in purple polishing pen.</p> <p>Pupil voice and learning walks show that children are resilient and able to learn from mistakes.</p> <p>Learning walks show teachers are modelling learning from mistakes by 'thinking out loud' when teaching, celebrating mistakes and discussing and spotting common errors and how we can learn from them.</p> <p>Learning walks show Teaching Assistants are used effectively to challenge and guide children without creating an over reliance on adult support</p> <p>As part of the PFSI 2022-23 we are revisiting behaviour strategies and introducing a Behaviour Curriculum to ensure all children behave in an appropriate way. This is seen in the updated barrier section for behaviour for 2022-23.</p> <p>Following the successful recruitment of the PSA and ELSA, we will develop their roles in supporting families.</p> <p>The ELSA will support children in developing resilience.</p>
<p>Recall facts: Pupils in receipt of PP can recall key facts and information. Homework club offered to those who need additional support to learn key facts.</p>	<p>Pupils have regular opportunities to rehearse, practice and consolidate key skills and facts.</p> <p>Children can recall key facts monitored by assessment tasks at the end of units.</p> <p>Children can apply their knowledge to writing across the curriculum.</p>

	<p>Breakfast and After School staff to be trained to support children in homework activities.</p> <p>This project will be driven by our Plan for School Development Plan where we are ensuring that the curriculum builds on prior knowledge and provides opportunities for recap. This is evident in the English and Maths Action Plan 2022-23.</p>
<p>Pupils in receipt of PP are exposed to a rich and varied curriculum that provides them with memorable and fulfilling experiences.</p>	<p>The curriculum will provide pupils with an exciting, varied curriculum, that builds on previous learning,</p> <p>Teachers will plan a wide range of visits, and promote the '101 Things to do at Harnham Junior School' to inspire and enhance learning and make it memorable.</p> <p>Each Year Group will have Careers Fair.</p>
<p>Attendance: All disadvantaged pupils will meet national expectations for attendance and persistent absence.</p>	<p>Disadvantaged pupils will match or exceed national average attendance rate for non-disadvantaged pupils (96.5%).</p> <p>Monitoring of attendance by Attendance Lead results in an increase in PP pupils' attendance and a decrease in persistent absence.</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)

£55383

47%

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p>Pupil Premium Lead to monitor progress of PPG children, to advise on interventions and support, and to identify areas of need.</p>	<p>Historical evidence shows this has a good impact. Evidence Wiltshire Pupil Premium Audit 2021 showed leadership was secure plus and was evidenced through the PFSI, the PPG strategy and the</p>	<p>1,2,3,4,5, 6,7</p>	

	<p>passionate drive from Pupil Premium Lead and SLT.</p> <p>Wiltshire Pupil Premium Audit 2022 commented on the use of personalised Target Sheets for PP children</p>		
<p>English SL released to support English Planning in LKS2 to promote development of oral language and vocabulary, and to ensure writing stamina improves.</p>	<p>High quality staff CPD is essential in raising expectations of Teachers.</p> <p>Evidence from EEF Toolkit shows that on average, oral language approaches can have an average impact of additional six months' progress over the course of a year.</p> <p>In School Monitoring from 2020-2021 showed the explicit teaching of key vocabulary, word mats, working walls had a good impact on children's writing.</p> <p>Evidence from SL action plans 2021-2022 shows this is an area of focus across the school.</p>	1, 2	
<p>Maths SL release time for CPD</p>	<p>High quality staff CPD is essential in raising expectations of Teachers.</p> <p>Information from SL Hub meetings are disseminated at Staff meetings. School Monitoring shows this has a good impact on QFT.</p> <p>Evidence from EEF Toolkit shows that the Mastery Approach in Mathematics can raise attainment by five months.</p>	3	
<p>English SL Hub for CPD</p>	<p>High quality staff CPD is essential in raising expectations of Teachers.</p>	1, 2	

	Information from SL Hub meetings are disseminated at Staff meetings.		
Training Teaching Assistants in delivery of Mathematics	<p>Evidence from EEF Toolkit shows TA deployment can have an average impact of additional four months' progress over the course of a year.</p> <p>It is important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>In School Monitoring and TA feedback has identified that maths training is a priority.</p> <p>Recommendations from the EEF are to adopt evidence-based interventions to support TAs in their small group and one-to-one Instruction. They state that schools should</p> <p>Use structured interventions with reliable evidence of effectiveness. Number Stacks meets the following guidance from the EEF:</p> <p>Sessions are often brief (20–50mins), occur regularly (3–5 times per week) and are maintained Over a sustained period (8–20 weeks).</p> <p>TAs receive extensive training</p> <p>The intervention has structured supporting resources and lesson plans, with clear objectives</p> <p>TAs closely follow the plan and structure of the intervention</p>	3	

	Assessments are used to identify appropriate pupils, Guide areas for focus and track pupil progress.		
Training for Year 3 and Year 4 Teams in phonics / accelerated reading ensuring staff are competent to teach and assess gaps in phonics.	<p>In School reading assessment baselines identified some pupils have poor decoding skills on entry to the Junior School</p> <p>EEF shows that Phonics has a positive impact overall (+five months progress over a year) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>In School Monitoring and staff feedback has identified that phonics training is a priority. We will ensure that all staff are competent to teach and assess groups avoiding a programme intended for younger pupils.</p>	1	
CPD and funding to release PHSE lead to monitor and support strategies to improve social and emotional learning	<p>EEF shows the potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)</p> <p>Successful historical data 2020-2021 showed Metacognition lessons had an impact on whole school learning behaviour Targeted interventions had a positive impact on Year 5 (now Year 6) cohort of PPG children,</p>	4	
Funding to release subject leaders for CPD and to monitor foundation subjects so that all pupils access a high quality curriculum where they can recall key facts and information	Continual improvement of the quality of education across the school.	1, 2, 3, 4, 5 and 6	

Recruitment of PSA to provide parental support for families, including emotional and academic support. 3 days per week £14,000.	Families are supported and children enter school ready to learn	1,2, 3, 4, 5 and 6	
Whole School subscription to Maths and English Resources	Continual improvement of the quality of education across the school.	1, 2, 3, 4, 5 and 6	
Quality First Teaching to be supported in Year 6 x2 days	Continual improvement of the quality of education across the school.	1, 2, 3, 4, 5 and 6	
Homework books purchased across the school.	Continual improvement of the quality of education across the school.	1, 2, 3, 4, 5 and 6	
Maths Resources	Continual improvement of the quality of education across the school.	3	
English Resources	Continual improvement of the quality of education across the school.	1 and 2	
Improve reading fluency through EMR intervention	Historical evidence of successful EMR intervention at HJS Small group work and fluency practice has positive impact across the curriculum	1 and 2	

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

£41569.00 35%

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Intervention Teacher from Term 3 to provide group work	Additional teachers will provide quality first teaching through targeted and	1, 2, 3	

to target gaps, in Writing and Maths.	differentiated small group teaching. This will ensure teaching is tailored to the needs of all.		
Intervention Teacher Term 2 to provide group work to target gaps in Maths	Additional teachers will provide quality first teaching through targeted and differentiated small group teaching. This will ensure teaching is tailored to the needs of all.	3	
Teacher Term 2 to provide Year 6 Support	Additional teachers will provide quality first teaching through targeted and differentiated small group teaching. This will ensure teaching is tailored to the needs of all.	1, 2, 3	
Intervention Teacher to provide group work to target Reading Comprehension	EEF shows that on average, direct teaching of reading comprehension skills can deliver an additional six months' progress for all PPG children		
Teaching Assistants to deliver Phonics intervention Group for identified children across all year groups Teachers in Year 3 to deliver whole class phonics teaching, as part of the spelling interventions.	EEF shows that Phonics has a positive impact overall (+five months progress over a year) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1	
Whole School Maths intervention to help recall number facts Purchase of additional concrete resources which focus on the development of numbers.	Data from formative assessments in July 2021 shows that recall of basic maths skills has suffered – children are not able to recall addition/ subtraction facts, times tables and have forgotten once taught calculation strategies.	3	

Third Space Learning used to target Maths Learning	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment. This intervention to be read in addition to the maths lessons.	3	
ELSA cost: Including Lego Therapy and 1.1 and Group ELSA work	Increase in children experience emotional difficulties that need supporting in social skills.	4	

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

Budgeted cost £21,060.00 18%

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Pupils in receipt of PP receive a termly reading book to keep, which results in children having access to books at home.	Historical school data and case studies shows this has a positive impact on children's attitude towards reading.	1	
Age-appropriate reading materials are purchased	Children access high interest books that are suitable for their age range.	2	
Reading events, such as book fairs, reading week, story night all promote a culture of reading.	Children cultivate a love for reading.	1	
Subsidised trips Trips Marwell Zoo Osmington Bay	Children in lower income families have the chance to attend trips so they have access to the broad	4, 5 and 6	

Tile Barn Mary Rose	and balanced curriculum and increased social capital.		
Parent workshops	Positive parental engagement can support children's progress and attendance	1, 2, 3, 4, 5, and 6	
Children will participate in an Careers Fair that will promote aspirations	Children in lower income families have the opportunities to participate in wide range of activities that promote aspirations.	4	
Uniform	Children feel a sense of belonging, and are encouraged to engage in appropriate learning behaviours.	4	
Ensure attendance of disadvantaged pupils is at least 96% - children need to be in school to access provision. Work with EWO and families to overcome barriers Breakfast club Support with anxiety (Bernard's, CAHMS, Thrive)	Successful reintegration of PP children 2020-2021.	7	
Parental Workshops for use of Technology	To support parental engagement with home-learning and homework, so that children are supported at home.		
TA to run a lunchtime Homework Club	To support parental engagement with homework, and to support children who can not access homework at home.	1, 2, 3	

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

KS2 Data

EoKS 2 Data July 2022	Children	RWM combined	R	W	M
Whole Cohort	90	34.4%	64.4%	40%	57.8%
			23.3%	0%	14.4%
Disadv	14	42.9%	64.3%	50%	57.1%
			7.1%	0%	14.3%
FSM	9	44.4%	55.6%	44.4%	66.7%
			11.1%	0%	11.1%

Children in receipt of FSM attainment was above those of their peers for writing and Maths. It was below that of their peers for Reading

Reading:

In July 2022, attainment for children in receipt of Pupil Premium Grant was below that of their peers in Year 3, 4 and 5. Attainment in Reading in Year 6 was in line with their peers.

The progress (measured in AIR points) in reading in year groups was as expected (3 AIR points). In Year 3 and 6 the progress for children in receipt of Pupil Premium Grant was better than their peers.

Writing:

In July 2022 attainment for children in receipt of Pupil Premium Grant was below that of their peers in Year 3, 4 and 5. Attainment in Writing in Year 6 was in line with their peers.

The progress (measured in AIR points) in writing for all year groups was low (less than 3 AIR points). In Year 5 and 6 the progress for children in receipt of Pupil Premium Grant was better than their peers.

Maths:

In July 2021, attainment for children in receipt of Pupil Premium Grant is below that of their peers for Year 3, 4, 5 and 6.

The progress (measured in AIR points) in Maths for Year groups 3, 5 and 6 was good (3+ AIR points) for Year 3 – 6 and children in receipt of Pupil Premium Grant made slightly more progress than their peers.

Externally provided programmes

Please include the names of any non-DfES programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Timetable Rock star	
Letter Join	
Read Write Inc. Spellings	
Thrive	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA Pastoral Support ELSA Running Farnham Heroes
What was the impact of that spending on service pupil premium eligible pupils?	1.1 Children supported emotionally when needed, egg parent deployment. ELSA Running Farnham Heroes children and families feel part of community, within Farnham and friendships are made, built on common interests. Key events celebrated together. Parents have a first point of contact with ELSA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.