



## Harnham Junior School Pupil Premium Strategy Statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 at our school.

### School overview

Detail	Data
School name	Harnham Junior School
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	Year 3 10.81% (8 children) Year 4 14.94% (13 children) Year 5 26.31 % (20 children) Year 6 14.44 % (13 children) Total 16.51% (54 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	December 31 <sup>st</sup> 2021
Date on which it will be reviewed	March 2022 July 2022
Statement authorised by	Mr Luke Coles
Pupil premium lead	Mrs Sarah Quartley Mrs Vicki Poole (Finance)
Governor / Trustee lead	Mrs Jeanne Ross

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,280
Recovery premium funding allocation this academic year	£39,778.60
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,000
<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	£122,058.60

## 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 Rockstars, 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 groups 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.

Challenge number	Detail of challenge
1	<p><b>Weak language and communication skills</b></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 has been exaggerated due to the effects of COVID-19 lockdown and home-learning.</p>
2	<p><b>Presentation and Writing Stamina</b></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>
3	<p><b>Recall Number Facts</b></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 times table facts.</p>
4	<p><b>Learning Behaviours</b></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>
5	<p><b>Parental Engagement</b></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>
6	<p><b>Gaps in Knowledge</b></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>
7	<p><b>Attendance</b></p> <p>Some pupils in receipt of PP funding have attendance and punctuality issues.</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><b>Reading:</b> Pupils in receipt of PP make at least expected progress in reading and the attainment gap is narrowed.</p>	<p>Achieve national average progress scores in KS2 Reading (4)</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. Monitored weekly by class teachers and SL. PP Lead and PP Governor to monitor termly.</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>Precision Teaching and Pre-teaching of Guided Reading weekly by class Tas. Monitored by SL.</p>
<p><b>Writing:</b> 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 ( 4 )</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 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. Termly by PP lead and PP Governor.</p> <p>Pupils have fluent, joined and legible handwriting.</p> <p>Pupils are using ambitious, precise and technical vocabulary.</p>
<p><b>Maths:</b> 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 ( 4 )</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><b>Learning Behaviour:</b> Pupils in receipt of PP will be able to work metacognitively, 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 and 'book looks' 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 assessing their work using the School Strategy of A.C.E. and responding to next step marking in purple polishing pen.</p> <p>Pupil voice, learning walks and book looks show that children are resilient and able to learn from mistakes. Termly Monitoring by PP lead and PP Governors.</p> <p>Learning walks and book looks show teachers are modelling learning from mistakes by 'thinking out loud' when teaching, celebrating mistakes and</p>

	<p>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><b>Recall facts:</b> Pupils in receipt of PP can recall key facts and information.</p>	<p>Pupils have regular opportunities to rehearse, practice and consolidate key skills and facts.</p> <p>Homework club offered to those who need additional support to learn key 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>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 an Activity Week which will promote risk-taking and perseverance.</p>
<p><b>Attendance:</b> 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>Attendance figures are currently good for PP and we want to maintain this and look ways to improve it further.</p> <p>Monitoring of attendance by Attendance Lead and SENCO 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)

Budgeted cost: £ [56.310] ( 49% of spending)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Lead to monitor progress of PPG children, to advice on interventions and support, and to identify areas of need.</p> <p>(Cost PP lead x 1 day x 38 weeks 9,672.31)</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 passionate drive from Pupil Premium Lead and SLT.</p>	1,2,3,4,5, 6,7
<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>(Cost £100 x 32 £3,200)</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>(170 x 12 = £2,040 day per term)</p> <p>£200</p>	<p>High quality staff CPD is essential in raising expectations of Teachers. 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 (3 days cover 170 x 3 = £510)</p> <p>£200</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.</p> <p>School Monitoring shows this has a good impact on QFT – for example the use of Head, Heart Hand sheets has had a significant impact on how books have been chosen across the school.</p>	<p>1, 2</p>
<p>Training Teaching Assistants in delivery of Mathematics using the White Rose online training resources.</p> <p>£4,000</p>	<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>3</p>
<p>Training for Year 3 and Year 4 Teams in phonics / accelerated reading ensuring staff are competent to teach and assess gaps in phonics.</p> <p>£6,000</p>	<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>	<p>1</p>
<p>CPD and funding to release PHSE lead to monitor and support strategies to improve social and emotional learning</p> <p>(170 x 6 = £1,020)</p>	<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</p>	<p>4</p>



	positive impact on Year 5 (now Year 6) cohort of PPG children,	
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 (170 x 6 = £1,020)	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
Recruitment of 3 additional TAs to support Year 6 classes through pre-teaching, group intervention and 1:1 support.  £344 x 14 weeks = £4816 x 3 = £14,448		1, 2, 3, 4, 5

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

Budgeted cost: £ 37,440 ( 33 % of spending)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time allocated for teachers to create provision maps, Personalised learning Plans, and pupil portfolios to target	Data shows a difference between the attainments of disadvantaged pupils compared to those in other groups, especially at the end of KS2 for mathematics and writing.	1, 2, 3, 4, 5 and 6

<p>support provided to pupils receiving PPG</p> <p>(170 per day x 6 x 6 terms = £6,120)</p>	<p>Raising awareness of these pupils allows for better provision to be planned implemented and monitored</p>	
<p>Improve reading fluency through EMR intervention</p> <p>( £5,790)</p>	<p>Historical evidence of successful EMR intervention at HJS</p> <p>Small group work and fluency practice has positive impact across the curriculum</p>	1 and 2
<p>Teaching Assistants to deliver Phonics intervention Group for identified children across all year groups</p> <p>Teachers in Year 3 to deliver whole class phonics teaching, as part of the spelling interventions.</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>	1
<p>Reading Comprehension Group for identified children to boost reading comprehension skills.</p> <p>(2,400 100 x 2 x12 Term 3 and 4 Year 6 2,400 100 x 2 x12 Term 5 and 6 Year 5)</p>	<p>EEF shows that on average, direct teaching of reading comprehension skills can deliver an additional six months' progress for all PPG children</p>	1
<p>Whole School Maths intervention to help recall number facts using Non Nonsense Maths.</p> <p>Purchase of additional concrete resources which focus on the development of numbers.</p> <p>£4,000</p>	<p>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.</p>	3

Structured interventions across the school using NCTEM ready to progress criteria.	Formative assessment July 2021 shows there are gaps in learning that need to be addressed.	3
Third Space Learning used to target Maths Learning  £4,776	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
Thrive to support children who have experienced emotional difficulties, enabling them to feel valued, involved, and engaged.  Budget £2,450  10 half days £1010	Pupil resilience identified as barrier to learner in progress reviews.  Increase in children experience emotional difficulties, that need supporting in a structured and targeted way, beyond ELSA provision.  Eff Toolkit shows that effective behaviour improves pupil progress by up to 8 months	4
ELSA cost: Including Lego Therapy and 1.1 and Group ELSA work 10,944 3 days week	Increase in children experience emotional difficulties, that need supporting in social skills.	4
1.1 ELSA  (see above)	Increase in children experience emotional difficulties, that need supporting in managing emotions	4

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

Budgeted cost: £ 19,500 ( 17 % spending)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pupils in receipt of PP receive a termly reading book to keep, which results in children having access to books at home.</p> <p>£1, 500</p>	<p>Historical school data and case studies shows this has a positive impact on children's attitude towards reading.</p>	1
<p>Age-appropriate reading materials are purchased to support reading fluency, with a focus for children with additional needs.</p> <p>£3,000</p>	<p>Children access high interest books, that are suitable for their age range.</p>	2
<p>Reading enrichment events, such as book fairs, reading week, story night all promote a culture of reading.</p> <p>£2,000</p>	<p>Children cultivate a love of reading.</p>	1
<p>Subsidised trips</p> <p>£4,000</p>	<p>Children in lower income families have the chance to attend trips so they have access to the broad and balanced curriculum and increased social capital.</p>	4, 5 and 6
<p>Parent workshops</p> <p>£2,000</p>	<p>Positive parental engagement can support children's progress and attendance</p>	1, 2, 3, 4, 5, and 6
<p>Children will participate in an Activity Week that will promote resilience</p> <p>£4,000</p>	<p>Children in lower income families have the opportunities to participate in wide range of activities that promote resilience.</p>	4
<p>Provide the purple aspects of School Uniform</p> <p>£ 400</p>	<p>Children feel a sense of belonging and share the ethos, values and pride in our School. In turn encouraging children to engage in appropriate learning behaviours.</p>	4
<p>Ensure attendance of disadvantaged pupils is at least 96% - children need to be in school to access provision.</p> <p>Work with EWO and families to overcome barriers</p> <p>Provide Breakfast club</p>	<p>Successful reintegration of PP children 2020-2021.</p> <p>For some children, food deprivation is a barrier to learning, so providing them with food before School helps them to be ready to learn. Research shows that hungry children do not perform as well as their peers.</p>	7

Support with anxiety (Barnardo's, CAHMS, Thrive)  £ 1,600	For some children their morning routine can be chaotic and Breakfast club provided a calmer and more structured start to the day and helps them to be ready to learn.  Current attendance...	
Laptop Allocation  £1,000 support remote learning	Providing children with access to laptops, for home-learning and for families who need it. The proper use of technology can benefit children.	
Access to Microsoft Team	Children have access to virtual life lessons, and access to Microsoft Word, PowerPoint and Excel.	
Parental Workshops for use of Technology	To support parental engagement with home-learning and homework, so that children are supported at home.	

**Total budgeted cost: £ 113, 250**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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*

Programme	Provider
Timetable Rockstar	
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 Harnham Heroes
What was the impact of that spending on service pupil premium eligible pupils?	1.1 children supported emotionally when needed, eg parent deployment. ELSA Running Harnham Heroes children and families feel part of community, within Harnham and friendships are made, built on common interests. Key events celebrated together.

	Parents have a first point of contact with ELSA.
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### 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.*