

Pupil premium strategy statement – Harnham Junior School 23-24

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	18 Year 3 13 Year 4 10 Year 5 15 Year 6 56 children = 19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Mr Luke Coles
Pupil premium lead	Mrs Trish Winters
Governor / Trustee lead	Mrs Jeanne Ross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 96,150,00
Recovery premium funding allocation this academic year	£ 8265,00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 104, 415,00

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, irrespective of their background or the challenges they face. Our intention is that all children make good progress and achieve high attainment across all subject areas, feeling an integral part of the school community. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach 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 high-quality teaching, 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 in line with 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 4 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.

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. 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> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Years 3-6 and in general, are more prevalent among our disadvantaged pupils than their peers.</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. Handwriting has improved over the last academic year 2021-2022 although this will still remain a focus for 2022-2023. 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> <p>Assessments, observations and monitoring with pupils suggest that disadvantaged pupils generally have greater difficulty with writing than their peers. This gap is still significant.</p>
3.	<p>Maths</p> <p>Difficulty for Year 3 children on entry to the School to recall key number facts learnt in KS1. Difficulty 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. 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> <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
4.	<p>Reading</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers and are often less likely to read at home.</p>
5.	<p>Wellbeing and 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. Some children in receipt of PP funding need access to therapeutic and alternative provision.</p>

	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p>
6.	<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> <p>This is still the case.</p>
7.	<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> <p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p>
8.	<p>Attendance</p> <p>Some pupils in receipt of PP funding have attendance and punctuality issues.</p> <p>Ongoing focus.</p> <p>Our attendance data indicates that attendance among disadvantaged pupils is lower than that of non-disadvantaged pupils.</p>
9.	<p>SEND</p> <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> <p>The figure has risen to 48% of disadvantaged pupils have SEND.</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>Oracy</p> <p>Improved oral language skills and vocabulary</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of</p>

among disadvantaged pupils.	evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Reading: Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 50% of disadvantaged pupils met the expected standard.
Writing: Pupils in receipt of PP make at least expected progress from their individual starting points in Writing and the attainment gap is narrowed.	KS2 writing outcomes in 2023/24 show that more than 40% of disadvantaged pupils met the expected standard.
Maths: Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2023/24 show that more than 50% of disadvantaged pupils met the expected standard.
Curriculum: Pupils in receipt of PP are exposed to a rich and varied curriculum that provides them with memorable and fulfilling experiences.	The curriculum will provide pupils with an exciting, varied curriculum, that builds on previous learning. 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.
Wellbeing: To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing by 2023/24 demonstrated by: <ul style="list-style-type: none"> • Pupil voice, surveys and teacher observations. • An increase in participation in enrichment activities, particularly among disadvantaged pupils. • Improved attendance.
Attendance: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils will match or exceed national average attendance rate for non-disadvantaged pupils. Monitoring of attendance by Attendance Lead results in an increase in PP pupils' attendance and a decrease in persistent absence.

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: £ 53134.78 = 51%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead to monitor progress of PPG children, to advice on interventions and support, and to identify areas of need.	<p>Historical evidence shows this has a good impact. Evidenced through the PFSI, the PPG strategy and the passionate drive from Pupil Premium Lead, Governor and SLT.</p> <p>Personalised Target Sheets for Pupil Premium.</p>	All
English SL released to support English to promote development of oral language and vocabulary, and to ensure writing stamina improves.	<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>	1, 2, 4, 7, 9
Maths SL release time to support Maths.	<p>High quality staff CPD is essential in raising expectations of Teachers.</p> <p>Evidence from EEF Toolkit shows that the Mastery Approach in Mathematics can raise attainment by five months.</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3, 7, 9
<p>Purchase of Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Training of Staff to ensure scheme is administered correctly.</p> <p>Monitoring of progress.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>In School reading assessment baselines identified some pupils have poor decoding skills on entry to the Junior School</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 6, 7

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, 7, 9
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, 7, 9
To subsidise school trips for disadvantaged families.	Children in lower income families have the opportunity to attend trips so they have access to the broad and balanced curriculum and increased capital.	5, 8,
To provide vulnerable and disadvantaged children with alternative and therapeutic opportunities to learn to improve attainment, attendance, confidence, social skills and behaviour eg music lessons, mindfulness club, alternative provision, play therapy, ELSA	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5, 8, 9, 10

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

Budgeted cost: £ 25590.72 = 24%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining	1, 2, 3, 4, 7, 9

<p>Tutoring programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Intervention teachers to provide group work to target gaps in Writing and Maths.</p>	<p>pupils or those falling behind, both one-to-one and in small groups.</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	
<p>Additional phonics sessions delivered by TAs targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4, 7</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Purchase of Number Stacks Maths programme to enhance the learning of our maths curriculum and address gaps in learning.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>Interventions should motivate pupils.</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>3, 6, 7</p>

Targeted Curriculum resources	Continual improvement of the quality of education for specific children across the school.	1, 2, 3, 4, 5, 7, 9
CPD for Teaching Assistants.	Evidence from EEF Toolkit shows targeted TA deployment can have an average impact of additional four months' progress over the course of a year.	1, 2, 3, 4, 7, 9
To purchase more Clicker licences to support children's writing. Improve IT infrastructure to accommodate assistive technology.	There is strong evidence that assistive technology can support children's writing in many ways. We have had success with the 10 licences we already have and would like to increase the number of children that can access this. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	2, 7
Daily Early Morning Reading sessions targeted at disadvantaged pupils who require further reading support and don't read regularly at home.	There is strong evidence which suggests that children need to read regularly to improve fluency. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1, 4, 7, 9
SENCO, PSA and ELSA to deliver additional social skills sessions targeted at disadvantaged pupils who require further SEL support eg ELSA, Social Groups, Mindfulness Club. Continue to improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF (educationendowmentfoundation.org.uk) ELSA already costed above (PSA salary included below)	5, 8, 9, 10

<p>Additional oral language sessions, including SALT sessions, targeted at disadvantaged pupils who require further speech and language support.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 7</p>
<p>To support children's emotional and social wellbeing.</p> <p>Whole Staff training on Behaviour and Safeguarding approaches with the aim of developing our school ethos and improving culture across the school.</p> <p>CPD and release time for PSHE Lead and SENCO to monitor and support strategies to improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). This is particularly important for children from disadvantaged backgrounds and other vulnerable groups, who, on average have weaker SEL skills.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5, 7, 8, 9</p>

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

Budgeted cost: £ 25751.75 = 25%

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 show this has a positive impact on children's attitude towards reading.	1, 4, 7
To promote a culture of reading by organising reading events such as Book Fairs, Reading Week and Story Night.	Children cultivate a love for reading.	1, 4, 7
To improve the engagement of parents and carers by organising workshops and Coffee Socials Inclusion Team Time and resources.	Positive parental engagement can support children's progress and attendance.	5, 6, 8,
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. SENCO/Attendance Lead and PSA working closely with the EWO. Early identification of vulnerable pupils to improve attendance. To further establish the role of Parent Support Advisor to improve parental engagement and attendance. Breakfast and Afterschool Club.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Attendance for disadvantaged children has improved this term. https://www.skillsforschools.org.uk/roles-in-schools/parent-support-adviser/	7, 8, 9,
To provide a cost-effective option for uniform.	Children feel a sense of belonging and are encouraged to engage in appropriate learning behaviour. School is affordable for all.	5, 6

Thrive Approach training and resources.	Both targeted interventions and universal approaches can have positive overall effects.	5, 8,
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Total budgeted cost: £ 104477.25

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<i>EoKS2 Data</i>					
	RWM	Reading	Writing	Maths	GPS
Whole Cohort	42.5%	67.5%	51.3%	58.8%	52.5%
HJS FSM	9.1%	40.9%	18.2%	27.3%	27.3%
LA FSM	32.6%	55.2%	48.1%	45.8%	48.3%
National Disadvantaged	44%	60%	58%	59%	

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that attainment for children in receipt of Pupil Premium was below their peers, across the board in every area.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at local and national level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that there is a significant gap between disadvantaged children and their peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance. The data demonstrated that Harnham Junior School's children in receipt of the Pupil Premium Grant have lower attendance at 91.87% than that of their peers with SEN (93%) and the overall school attendance rate (94.98%).

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that we have made progress but need more time to embed strategies and target in certain areas. We also need to recognise the fact that 12 of the children from last year's Year 6 did not start Harnham Junior School at the beginning of Year 3.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Times Table Rock Stars	
Letter Join	
Read, Write, Inc	
The Thrive Approach	
Clicker	Crick Software
Affordable Schools	Wiltshire Local Authority

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>Our Inclusion Team are dedicated to the emotional wellbeing and academic achievement of service children.</p> <p>ELSA/Parent Support Advisor - Pastoral Support</p> <p>Running Harnham Heroes</p>
The impact of that spending on service pupil premium eligible pupils
<p>1.1 Children supported emotionally when needed, eg parent deployment.</p> <p>Inclusion Team leading Harnham Heroes.</p> <p>Children and their families feel part of the community, within Harnham. Friendships are made, built on common interests. Key events celebrated together.</p> <p>Parents have a first point of contact with ELSA, PSA and SENCO.</p> <p>Service children have someone other than their class teacher to form a relationship with.</p>

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.