

# Pupil premium strategy statement 2022/23 (2021-22 reviewed)

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 within our school.

## School overview

Detail	Data
School name	Hatfield Peverel St Andrew's Junior School
Number of pupils in school	35/191 41/203
Proportion (%) of pupil premium eligible pupils	18% 21%
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	October 2021 December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Becky Black Headteacher
Pupil premium lead	Becky Black
Governor / Trustee lead	Michelle Chasmer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,486.95 £54,663.75

Recovery premium funding allocation this academic year	£16,150 (Covid Recovery) £3,987.50 (Recovery premium) £4,455 (School-led catch up) £2,868.75 (school led tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0
<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	£74091.95 £61,176.25 (financial year)

## Part A: Pupil premium strategy plan

### Statement of intent

At Hatfield Peverel St Andrew's Junior School our vision is '***every child is loved and known, every child shines***'. We pride ourselves on knowing our families and children extremely well; allowing us to provide timely support to all children both academically and emotionally.

The TPP training undertaken by all staff will ensure a clear and cohesive approach to understanding behaviour and will ensure positive relationships support emotional needs in class.

Our aim is that all children will make good progress regardless of their backgrounds and the challenges they may face.

At the centre of, and continually driving our approach as a school, is that all pupils have consistent access to quality first teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap. Ongoing staff training and development is key to ensuring best practice in teaching strategies used. This approach ensures that all pupils regardless of disadvantage are able to make good progress and attainment from their own starting points.

Targeted support through the National Tutoring Programme is built into our strategy, supporting educational recovery for those pupils who have been most severely affected through the pandemic.

Our whole school approach is rooted in the common challenges faced by our disadvantaged pupils and their own unique individual needs. All staff take responsibility for raising expectations of what disadvantaged pupils can achieve and their outcomes. We do not make assumptions about the impact disadvantage can have on pupils. We act early to identify need using appropriate assessment methods and evidence informed interventions.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last term indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils.</p> <p>PPG pupils have 1% more unauthorised absences than non-PPG and 3% more authorised absences in PPG than non.</p> <p>PPG pupils have a 2% higher rate of lateness.</p> <p>A significant proportion of our persistent absentees are PPG.</p>
2	<p>Our assessments, surveys, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to an increase in family separation or change in family circumstances, an increase in extended family bereavements and a significant rise in generalised anxiety.</p>
3	<p>Low-income families are at risk of missing out on 'paid-for' activities and experiences and therefore these children's cultural capital has potential to be lower than their peers.</p>
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with maths than their peers. This negatively impacts their development as confident mathematicians.</p>
5	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with oracy and writing; this negatively impacts their development as effective communicators.</p>

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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Review- December 2022 (21-22 review)			
1) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	PPG percentage attendance increases	Years	PPG	Non-PPG	Increase+/-
		2021-22	89.0%	94.1%	-----
		2022-23	89.2%	95.8%	+
		Mrs Shuttlewood (our attendance consultant) has			
2) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Student survey indicates children feel well supported in mental health and well-being. Referrals to external agencies are made in a timely fashion when higher-level needs are identified. All staff will received TPP training. Targeted lunchtime support for vulnerable children, to support non-cognitive skills.	Wellbeing checks each Monday morning demonstrate pupil's engagement with identifying their sense of well-being. Referrals made regularly with increased number of TAF meetings taking place. Training is ongoing, Shine shelter set up and working very well. Children supported with social situations by adults; opportunities for them to develop strategies and social communication needs.			
3)	Discussion with parents, financial uptake of support for school activities, uptake of	Salvation Army donations shared each term.			

To ensure all children have access to experiences related to cultural capital, extra-curricular activities and school trips.	foodbank donations, staff meeting minutes.	Financial support given to year 6 parents ensuring their children can attend the residential trip to Hilltop in June. Support with paying for school trips for PPG families who request it. HT supports families with completion of FSM online forms in order to access financial support. DHT identifies and refers families for Salvation army Christmas gift donations.																																								
4) Improved maths attainment for disadvantaged pupils at the end of KS2.	NFER data will show a reduction in the gap between PPG and non-PPG pupils. Pupils with PPG and identified SEND receive appropriate timely interventions and make good progress from their starting points.	<table><tr><td></td><td>Number of PPG pupils</td><td>Working Below</td><td>Working at age related</td><td>Working at Greater depth</td><td>Number on SEND register</td><td></td></tr><tr><td>Year 3</td><td>7</td><td>5</td><td>1</td><td>1</td><td>5</td><td></td></tr><tr><td>Year 4</td><td>8</td><td>4</td><td>3</td><td>1</td><td>5</td><td></td></tr><tr><td>Year 5</td><td>10</td><td>5</td><td>4</td><td>1</td><td>5</td><td></td></tr><tr><td>Year 6</td><td>7</td><td>5</td><td>1</td><td>1</td><td>3</td><td></td></tr></table> <p>All pupils receive same-day interventions in Maths during our Maths meets after lunch. This is best practice and allows for any consolidation to be completed or any misconceptions to be addressed.</p> <p>Additional training for Maths interventions has been undertaken in order to ensure high-quality Maths support is in place.</p> <p>Good maths progress from their starting points is being made- even though they are still working below their age group (in many cases).</p>							Number of PPG pupils	Working Below	Working at age related	Working at Greater depth	Number on SEND register		Year 3	7	5	1	1	5		Year 4	8	4	3	1	5		Year 5	10	5	4	1	5		Year 6	7	5	1	1	3	
	Number of PPG pupils	Working Below	Working at age related	Working at Greater depth	Number on SEND register																																					
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Year 4	8	4	3	1	5																																					
Year 5	10	5	4	1	5																																					
Year 6	7	5	1	1	3																																					
5) Improved oral language skills, writing and vocabulary among disadvantaged pupils.	Staff will received training in oracy development and the English subject leader will be given release time to prepare teaching materials to improve explicit oracy teaching strategies. Pupils who are working below the expected standards in writing will receive additional TA support and intervention to ensure all learning is accessible and that they make good progress from their starting points.	<p>Oracy training taken place and class teachers have adopted some strategies and techniques discussed in order to improve opportunities for oracy development in class.</p> <p>English consultant bought in to advise on best approaches to the teaching of writing with pupils who are working below age related expectations as greater than usual proportion of children are at this level across the school. Staff confident in delivering writing lessons allowing pupils to focus on key writing skills that need embedding.</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: £4,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Whole school staff training on Trauma Perceptive Practice.</b>	Trauma-Informed Practices in Schools Across Two Decades: An Interdisciplinary Review of Research <a href="https://journals.sagepub.com/doi/full/10.3102/0091732X18821123">https://journals.sagepub.com/doi/full/10.3102/0091732X18821123</a>  Essex TPP Briefing <a href="https://schools.essex.gov.uk/staff/headteacher_wellbeing/Documents/TPP%20briefing%20-%2011.06.20.docx">https://schools.essex.gov.uk/staff/headteacher_wellbeing/Documents/TPP%20briefing%20-%2011.06.20.docx</a>	2
<b>Supply cover for subject leaders training – specifically Maths and English Class teacher training.</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	4, 5

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

Budgeted cost: £27,633.60+ £10,615 = **£45,248.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Range of evidence based interventions across the school led by TAs.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	4, 5
School-led tutoring. Booster groups in school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	4, 5

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

Budgeted cost: £ 1,100+ £11,053.44 + £1,329 + £4,605.60 + £1224, £5,925+£2,072.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer 1 morning a month. Attendance officer's role is to embed all principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1



<b>TA pastoral support including 1:1 sessions (as set out in one-plans) and small group support. (e.g. 'think good, feel good', 'there's a volcano in my tummy'.</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2
<b>Zones of Regulation (TA led, class based support)</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2
<b>Financial support – cultural capital.</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3
<b>Forest School leader and resources.</b>	<a href="https://www.tandfonline.com/doi/abs/10.1080/14729679.2020.1730206">https://www.tandfonline.com/doi/abs/10.1080/14729679.2020.1730206</a>	2
<b>Sensory resources to support behaviour.</b>	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/</a>	2
<b>Lunchtime support for vulnerable children. Supporting non-cognitive skills- self-control, resilience, social communication.</b>	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf</a>	2

**Total budgeted cost: £26,763.35**

## 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.

Subject		Other	<100	100+	110+	Average	National Average	National Average
Reading	Non-PPG	1.9% (1)	26.9% (14)	71.2% (37)	26.9 (14)	105.1		
	PPG	12.5% (1)	37.5% (3)	50%(4)	12.5% (1)	101.7		
	Combined score			68%	25%	104.7	105	74%
GPS	Non-PPG		25% (13)	75% (39)	42.3% (22)	106.7		
	PPG		50%(4)	37.5% (3)	25% (2)	101.7		
	Combined score			70%	40%	106.1	105	72%
Maths	Non-PPG	1.9% (1)	28.8% (15)	69.2% (36)	23.1% (12)	106.7		
	PPG	12.5% (1)	62.5% (5)	25% (2)	12.55 (1)	100		
	Combined score			63%	22%	103.3	104	71%
Science (teacher assessment)	Non-PPG		19.2% (10)	78.8% (41)				
	PPG	12.5% (1)		87.5% (7)				
	Combined score					80%	----- --	79%
Writing		Other	Working towards ARE	Working At ARE	Working at Greater depth	HPSAJS combined		National Average

(teacher assess- ment)	<b>Non- PPG</b>	1.9% (1)	25% (13)	57.7% (30)	15.4% (8)			
	<b>PPG</b>	12.5% (1)	25% (2)	50%(4)	12.5% (1)			
	<b>Combined score</b>					<b>72%</b>		<b>69%</b>

## 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>
SUMO- Stop understand move on (resilience and positive mind-set intervention)	Boys Brigade

## 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.*