

# Pupil premium strategy statement – Hatfield Peverel St Andrew’s Junior School 2024-25 (2023-2024 Reviewed on page 6 to 8)

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	235
Proportion (%) of pupil premium eligible pupils	18% (43 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	3 years (2nd year of this plan) Academic year 2023-24
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	B Black
Pupil premium lead	B Black
Governor / Trustee lead	M Chasmer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,154.75
Recovery premium funding allocation this academic year Including National Tuition Programme	£7,926.25
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£78,081</b>

# 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 Trauma Perceptive Practice 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	To improve attendance of children eligible for PPG.
2	To improve outcomes in reading, writing and maths.
3	To improve oracy in children.
4	To increase opportunities for cultural capital in children.

## 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
For PPG children to achieve similar end of key stage results as non-PPG children.	End of key stage data demonstrates good/accelerated progress from their starting points.
Children's improved oracy.	Children will confidently speak to visitors, in performances and in events at school. Children's vocabulary will increase and improve, improving their writing progress.
Attendance will improve.	Children will attend school more than they individually did the previous year. As a group attendance will match that of non-PPG children.

## 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: £13,687.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy activities and focus to be embedded across the school following training.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2, 3
Direct training to teachers and TAs from Helen Burgess, Speech & Language Therapist on	It is a known fact that children with good vocabulary go on to become good readers. Orally tested vocabulary at the end of first grade is a significant prediction of reading comprehension 10 years later (Cunningham and Stanovich, 1997). However, children do not always come into schools with a basic vocabulary. Although vocabulary development is crucial for school success, it has not received the attention and interest that work on identifying printed words and spellings have received (Biemiller and	2, 3

whole school approaches to vocab building.	Slonim, 2001). The evidence is clear – we can make a difference by providing consistent attention to vocabulary growth, which in turn would improve literacy growth.  <a href="http://thinkingtalking.co.uk/word-aware/">http://thinkingtalking.co.uk/word-aware/</a>	
Number stacks, 1:1 interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>  Extracts from EEF doc (linked above); <ul style="list-style-type: none"> <li>• Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.</li> <li>• Interventions should include explicit and systematic instruction</li> <li>• Ensure that pupils develop fluent recall of facts.</li> </ul>	2
Mastery approach to teaching Mathematics	<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>	2
Training in Nurture principles	<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>	1, 2

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

Budgeted cost: £55,276.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions in reading and writing to impact pupil confidence and improve outcomes. Focused phonics across school	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2

Speech and language groups	<a href="https://www.researchgate.net/publication/288015299_Language_for_thinking_A_study_of_children_solving_reasoning_test_problems_together">https://www.researchgate.net/publication/288015299_Language_for_thinking_A_study_of_children_solving_reasoning_test_problems_together</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  Language for Thinking and Word Aware resources.	2, 3
Nurture provision for children with SEMH/ SEL needs	<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>	1,2,3 & 4

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

Budgeted cost: £9,117

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance consultant to support with attendance and TAF meetings. Supporting families to attend as frequently as possible.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?utm_source=/education-evidence/leadership-and-planning/supporting-attendance&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?utm_source=/education-evidence/leadership-and-planning/supporting-attendance&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a>	1
<i>Financial support for residential trips and extra curricular opportunities.</i>		4
<i>TAF meetings to support families with behaviours at home.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parenta">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parenta</a>	

**Total budgeted cost: £78,081**

**Part B: Review of the academic year 23-24 Updated in December 2024**  
**Outcomes for disadvantaged pupils**

Aim	Outcomes
<p>For PPG children to achieve similar end of key stage results as non-PPG children.</p>	<p><b>SATS results- July 2024.</b></p> <p>The children (eligible for PPG) achieved an average score in reading of 107. This was above the Local Authority and the National score of 106.</p> <p>The score for Maths was 105, just one below the LA and National figures.</p> <p>All children made very good progress during their time at St Andrew's and have made very strong starts at local secondary schools.</p> <p>In depth analysis:</p> <p>8 children in year 6 eligible for PPG.  1 child achieved Greater Depth in all areas</p> <p><b>Grammar Punctuation and Spelling</b>  Expected 4/8= 50%  Greater depth 3/8= 38%</p> <p><b>Reading-</b> (2 children didn't achieve)  Expected 4/8= 50%  greater depth 2/8= 25%</p> <p><b>Maths-</b> (1 child didn't achieve)  Expected 6/8= 75%  greater depth 1/8= 12%</p> <p><b>Writing-</b> (3 children didn't achieve)  Expected 4/8=50%  Greater depth 1/8= 12%</p> <p>Our careful use of School Led Tutoring Budget and PPG funding in securing very high quality small group tuition allowed for accelerated and very specific progress to be made by the year 6 pupils.</p> <p>Children NOT in year 6 yet</p> <p>Number stacks Maths intervention has been introduced in all year groups now. This is having a very positive impact on the Maths progress of children. It is developing their pace of recall and understanding,</p> <p>Phonics interventions are being taught with rigour and fidelity to Little Wandle scheme. The resulting increased confidence in children reading fluency and therefore comprehension is supporting progress in all year groups.</p> <p>Our Nurture provision is accessed to a number of children eligible for PPG. Ensuring that their emotional wellbeing</p>

	<p>needs are being met means that they are in better emotional places to be able to learn in the mornings.</p> <p>Soft -starts are provided to the children who need a little encouragement in the mornings. This has involved working in our reflection garden, having an additional morning snack or just some mindfulness tasks in the nurture spaces.</p>
<p>Children's improved oracy.</p>	<p>All children eligible for PPG who wanted to participate in our 'Hatfield Peverel Schools Poetry Slam' in February 2024 were able to.</p> <p>This was a wonderful celebration of the spoken word where children were able to 'free-style' a poem of their choice in addition to those learnt for the competition.</p> <p>Parents were able to watch (in our new hall) and it was a really lovely event.</p> <p>We are currently preparing for the 2025 Poetry Slam with HPINS which will be taking place on 13th February and is based on love!</p> <p>Word Aware scheme has been rolled out to all staff in school. All subject leaders have identified key vocabulary required in each unit of work for their subjects. These are being displayed in classrooms to increase all children's exposure and understanding of subject specific language.</p> <p>Childe eligible for PPG funding may have pre-teaching of the language (if appropriate for them).</p> <p>We have financially supported all children to be able to attend sports clubs and music lessons when requested.</p> <p>These additional opportunities give greater confidence to the children.</p>
<p>Attendance will improve.</p>	<p>We have an attendance consultant who works very closely with school leaders and families. She leads school based attendance meetings. School leaders work very closely with parents and children in order to support families. They work to identifying barriers to school attendance and then think creatively to be able to support children's attendance improve.</p> <p>Children's attendance remains a little below school average. 93.7% compared to 95.2%. However across the school we have a number of children with chronic illnesses and attending off-site provision. This reduces the whole school attendance significantly.</p> <p>We continue to develop new strategies to support children with poor attendance. Class teachers are monitoring the</p>

	<p>children whose attendance is weakest and are using bespoke reward charts to support improved attendance.</p> <p>Increased communication with parents (our 'spotted shining' emails) are designed to improve links with all families.</p>
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
SUMO- Stop, understand, move on	Boys Brigade and CYO