

# Haddenham Community Junior School: Pupil premium strategy statement

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	Haddenham Community Junior School
Number of pupils in school	364
Proportion (%) of pupil premium eligible pupils	13.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 3, 4, 5, 6
Date this statement was published	31 <sup>st</sup> Dec 2021
Date on which it will be reviewed	30 <sup>th</sup> Sept 2022
Statement authorised by	A. Leach
Pupil premium lead	Caroline Armstead
Governor / Trustee lead	Sara Barnes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,145
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,131.58
<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	£88,123.08 (pending contingency award £7,220)

# Part A: Pupil premium strategy plan

## Statement of intent

Haddenham Community Junior School is fully committed to helping all our pupils reach their full potential irrespective of their background or economic status. We have a well-established culture in our school where all children are able to experience a broad and balanced curriculum which has high quality teaching at its heart. Our engaging curriculum caters for all learners and is enriched with broad cultural experiences and exciting topics. The overarching intention of our school is to ensure all our pupils achieve well and attain their full potential. We aim to ensure they are both challenged and supported throughout their learning journey. We believe that by holding quality teaching and learning in high regard and supporting the most disadvantaged pupils in a bespoke manner, we are able to raise the attainment of all learners. We plan motivating and relevant topics and themes with a wide range of cultural influences

Every child is an individual and has their own complexities and barriers to learning; as a result our staff carefully consider each young person's needs individually, tailoring their approach and support as appropriate. Approaches and may be financial, behavioural, academic, social & emotional, pastoral support and wider support for the family.

Haddenham Community Junior School always aims to go the extra mile and support our disadvantaged families and children however we can in order to close the gap.

The ethos at Haddenham Community Junior School has values at its core. We are committed to enabling **all** children to thrive emotionally, intellectually, physically, socially and spiritually. Our four core values: respect, resilience, empathy and reflection are the foundation stones to achieve this.

## Challenges

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

Challenge number	Detail of challenge
1	Improve academic outcomes for children identified as PP and SEND through targeted support plans.
2	Observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils including their attainment and can have a negative impact on behaviour and attendance.

3	We pride ourselves on developing children as individuals and increasing their cultural experiences. As a result of the pandemic and restrictions, there has been a significant reduction in the number of real world extra-curricular and pastoral activities on offer for our disadvantaged children.
4	The pandemic has particularly affected our younger learners, they have found returning to school challenging and are showing greater levels of anxiety and less independence than pre-Covid cohorts. There is a noticeable decline in their communication skills and their levels of emotional resilience.
5	The impact of Covid closures and subsequent staff and pupil absences from school has resulted in missed learning opportunities: posing a real risk that pupils may not reach Age Related Expectations (ARE).
6	Prolonged national lockdowns have had a significant impact on many disadvantaged families and their related incomes.

## 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 as many PP pupils as possible to reach Age Related Expectations and show good levels of progress in READING	PP children will 'close the gap' with their peers and if below, achieve closer to ARE. This will be addressed and measured by data (x3 per year) in Arbor and Pupil Progress Meetings (held again in April 2022). Interventions applied by teachers where necessary.  *(We have focussed large parts of our School Development plan on improving Reading and reading culture, especially post lockdown).
For as many PP pupils as possible to reach Age Related Expectations and show good levels of progress in WRITING	PP children will 'close the gap' with their peers and if below, achieve closer to ARE. This will be addressed and measured by data (x3 per year) in Arbor and Pupil Progress Meetings (held again in April 2022). Interventions applied by teachers where necessary.  Children will be accessing The Write Stuff in Literacy lessons
For as many PP pupils as possible to reach Age Related Expectations and show good levels of progress in MATHS	PP children will 'close the gap' with their peers and if below, achieve closer to ARE. This will be addressed and measured by data (x3 per year) in Arbor and Pupil Progress Meetings (held again in April 2022). Interventions applied by teachers where necessary.
To improve pupil well being at HCJS by using our School Council and to give children the voice and the power to	Children are given the platform to express what would make a difference to them - and given the ability to talk openly about how they feel they could improve their school environment.

make a difference to their school	School council minutes, school development plan and other key documents highlight these pupil contributions.
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## 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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School training for additional pastoral staff	A 2019 study showed that children's academic attainment, social development, and emotional well-being increased as a result of Forest School, and did well in comparison to peers who didn't participate.	CH2 CH3 CH4
First aid training,	A component of Forest School training - See above	CH2 CH3 CH4
FASD training –Tina Long	Foetal alcohol spectrum disorders (FASDs) are a group of conditions that can occur in a person who was exposed to alcohol before birth. These effects can include physical problems and problems with behaviour and learning. Often, a person with an FASD has a mix of these problems. This training is to help us further develop our understanding of the long term effects of FASD and the implications of this to the children we teach.	CH2
Food safety training, (to allow for the opening and running of a breakfast club for our most vulnerable pupils, helping children and families with food and attendance.	Food poverty - particularly relating to children's access to food - has been more widely discussed recently, with the emergence of national campaigns to tackle the issue. According to a government study, pupils being hungry has been linked with poor concentration in class. Breakfast clubs can have positive impacts on pupils' ability to concentrate, and pupils who have eaten breakfast are more prepared to learn.	CH4 CH6

Purchase of and training for Provision Map software	To better track and assess the attainment and achievements of our SEND and PP children. This PM software allows us to create, log, alter and store all SEND and PP children's personalised plans which will greatly improve our internal communication	CH1 CH5

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Read Write Inc programme.	The EEF commissioned an independent evaluation of Read Write Inc. Phonics and Fresh Start, two literacy teaching programmes developed by Ruth Miskin Training. They include systematic synthetic phonics, reading and applying phonics to decodable books, and skills for writing, including handwriting and compositional writing. The evaluation of Read Write Inc. Phonics and Fresh Start will be published later than expected, in 2023	
Handwriting intervention : Across Y3-Y6 children are given small, focussed group interventions to improve their fine motor skills and handwriting.	Research suggests that slow or effortful handwriting takes most of children's focus and limits the amount of thought that can be given to the content of their writing. Approaches that aim to support the accuracy and fluency of children's handwriting have been shown to improve the presentation, quantity and quality of children's writing. Additionally, studies show that poor handwriting can bias readers' judgements of ideas in a text, which may lead to lower marks for writing composition.	CH1 CH2 CH4 CH5
Staff training related to Nurture approaches. A nurture group is a focused, short-term intervention for early years, primary or secondary school pupils	Nurture groups are designed to address the social and emotional needs that can hamper pupils' learning. So as well as providing academic teaching, the group is designed to help children develop vital social skills, to develop confidence and	

with social, emotional and behavioural difficulties which make it harder for them to learn in a mainstream class.	self-respect, and to take pride in behaving well and in achieving.
Forest School	See earlier section for details.
Resilience Club	<p>Resilience is a key factor in protecting and promoting good mental health. It is the quality of being able to deal with the ups and downs of life, and is based on self-esteem.</p> <p>Resilience is important because it is part of achieving good health and wellbeing for all children and young people. It is often described as supporting young people's ability to bounce back.</p>
Lego Therapy	<p>Playing with LEGO in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.</p>
<p>Talk Boost</p> <p>Talk Boost is a targeted and evidence-based intervention, which supports language-delayed children to make significant progress with their communication skills.</p>	<p>Language development is accepted as being critical to learning, cognitive development and literacy. In the classroom, spoken language is the primary medium through which teachers teach and children learn. Almost all children with language or communication difficulties need support with some aspect of learning to read or write. Without the right help, between 50% and 90% of children with a persistent language difficulty will go on to have reading difficulties.</p>
<p>Success @ Arithmetic :</p> <p>Small focused groups of targeted children to raise attainment and achievement in numeracy.</p>	<p>Over 13,000 pupils have been supported by Success@Arithmetic in 2,000 schools. They made an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress.</p>

	91% of them showed more confidence and interest in learning mathematics in class after Success@Arithmetic.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £53,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yoga	Reduced anxiety and help to form friendships as well as improve mental and physical well being.	CH2 CH3 CH4
Forest School	See earlier sections for details.	CH2 CH3 CH4
Nurture Café	Improves bonds and friendships within school. Anxiety reduction and an opportunity to speak out about worries.	CH2
Young Carers	Gives Networking opportunities for children who have difficult or complicated home lives. Improved mental well-being.	CH3 CH4
School trips	Enrichment opportunity to visit places they may not be able to attend or access without school funding support. While it is possible to learn some basic concepts in class, there is no substitute for real experience in the wider world. School trips provide a great opportunity for pupils to gain such experience and face a range of challenges that can contribute significantly to their personal development.	CH2 CH3 CH4 CH5 CH6
Hot Dinners for Ever-6 Children	Help with Nutrition and nourishment. Improved attendance and physical well-being.	CH4 CH6
Confident Kids (aimed at Y6)	Improved mental state. Increased confidence and friendship circle when moving up to secondary school.	CH4

Breakfast Club	Nutrition for vulnerable children and those who need a gentle start to the school day, improving attendance.	CH4 CH6
After school extra-curricular clubs and activities including music	Enrichment opportunity to visit places they may not be able to attend or access without school funding support.	CH2 CH3 CH6
WASPS after school wrap around care	Quality, safe childcare opportunity. Enrichment opportunity to play and widen friendship circle not be able to attend or access without funding support.	CH6
School uniform	Support for parents for school uniform purchasing.	CH6

**Total budgeted cost: £80,900** to be reviewed pending contingency award.



## 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.

Our most recent internal assessments suggest that the performance of disadvantaged pupils is at its lowest for several years. Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online learning. Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged pupils.

### Externally provided programmes

Programme	Provider
N/A	N/A

### Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	X2 pupils were financially supported for school trips / residential weeks.
What was the impact of that spending on service pupil premium eligible pupils?	CH6, CH3, CH4, CH5

