

# HJS pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium and national tutoring programme funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Henleaze Junior School
Number of pupils in school	347
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Pupil premium lead	Jonathan Parr
Governor / Trustee lead	Hazel Phillips

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,895
National tutoring programme allocation this year	£2,632
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£70,527

# Part A: Pupil premium strategy plan

## Statement of intent

We believe that all children, no matter their background or circumstances, deserve the best possible education we can provide. In striving for equality of opportunity for all, we are committed to going 'above and beyond' for our disadvantaged pupils in particular.

We use the Pupil Premium grant to help us tackle the impact of disadvantage through high-quality targeted teaching, focussed pastoral support, increased access to enriching experiences and a whole-school culture of inclusion and high expectations for all pupils.

We understand that disadvantage will have sometimes 'unseen' social and emotional impact which can affect academic performance, and we endeavour to equip our disadvantaged children with the knowledge, attitudes and skills to thrive alongside their peers. We are guided by both school-based evidence and national research organisations, such as the Education Endowment Fund.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that disadvantaged pupils' attainment in the Reading, Writing and Maths is below that of non-disadvantaged pupils, especially in Writing which has been the most affected across all pupil groups during the Covid-19 pandemic.
2	Assessments, observations and discussions with pupils indicate disadvantaged pupils tend to have greater social, emotional and mental health needs which impacts on both their wellbeing and academic attainment. The pandemic has exacerbated these issues.
3	A significant proportion of our pupil premium pupils have English as an Additional Language and English is not used in the family home, and of these pupils many are 'new to English' learners.
4	Assessments, observations and pupil conferencing indicate that disadvantaged pupils tend to have more limited access to enrichment opportunities, which impacts on their wider development and their acquisition of 'cultural capital'. This has been exacerbated by the pandemic.
5	In pupil wellbeing surveys, disadvantaged pupils tend to report a less developed sense of agency in and belonging to school life.

## 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
Improved Reading, Writing and Maths attainment for disadvantaged pupils.	<p>KS2 outcomes in 2025/26 in Reading, Writing and Maths show that the gap in attainment between disadvantaged and non-disadvantaged pupils has narrowed.</p> <p>The progress of disadvantaged pupils in Reading, Writing and Maths will be at least in line with non-disadvantaged pupils.</p>
To achieve and sustain improved wellbeing for all our pupils, particularly those who are disadvantaged or vulnerable.	<p>Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, stakeholder surveys, staff observations and safeguarding records. This will include pupils reporting a greater sense of belonging to the school and agency in making positive changes. Our Emotional Literacy Support Assistant provision will be embedded as part of school strategy on addressing SEMH.</p> <p>Increased participation in extra-curricular opportunities/enrichment activities and improved personal development arising from this, demonstrated by records showing levels of engagement and qualitative data from pupil voice.</p>
Improved English language skills for all EAL pupils, particularly those who are disadvantaged.	<p>Assessments of levels of proficiency in English amongst EAL users demonstrate that new to English learners acquire Basic Interpersonal Communication Skills (BICS) within the 2-year time frame indicated by current research.</p> <p>All EAL learners will make at least expected progress against the Bell Foundation EAL assessment framework.</p> <p>This is supported by an established induction process for new to English pupils.</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: £31,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 pupil conferencing and small group tuition provided by class teacher during dedicated release time	Assessment, observations and discussions with pupils over several years have all indicated that our approach to having the most qualified practitioner, who knows the learners best, deliver additional support to pupils wherever possible is the most effective way to secure progress.	1, 2, 3, 5
Whole-school EAL CPD programme provided by Better Bilingual	<a href="#">National Association for Language Development in the Curriculum</a>	1, 2, 3
Purchase of annual licence to online EAL learning platform 'Learning Village'	<a href="#">Bell Foundation, 'Proficiency in English is central to understanding the educational attainment of learners using EAL'</a>	1, 3
In-house CPD for all staff on Social & Emotional Learning ('HJS Inner Chimp' and 'Zones of Regulation')	<a href="#">EEF 'Improving Social and Emotional Learning in Primary Schools'</a>	1, 2, 5

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH support provided to target pupils by our ELSAs (Emotional Literacy Support Assistants)	<a href="#">EEF 'Improving Social and Emotional Learning in Primary Schools'</a>	2
School-led tutoring programme	<a href="#">'One to one tuition' EEF</a>	1, 2

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime coaches/mentors who organise specific games and have a particular focus on engaging target pupils	<a href="#">EEF Improving behaviour in schools</a> (e.g. "Every pupil should have a supportive relationship with a member of school staff")	2, 5
Extra-curricular opportunities subsidised or paid for (e.g. sports clubs, musical instrument tuition, residential trips)	<a href="#">Pupil Premium Menu EEF evidence brief</a> (“Extracurricular activities are an important part of education in its own right.”)	4
HJS 'Agents of Change' pupil empowerment and belonging programme	<a href="#">'Belonging, Behaviour and Inclusion in Schools. What does research tell us?' NEU</a>	4, 5

**Total budgeted cost: £70,500**

## Part B: Review of outcomes in previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in 2022 to 2023.

The percentage of pupil premium children at the school is well below the national average and there are only typically around 10 pupils in each year group, and so to have the best chance of making meaningful statistical analysis of assessment data, we look at whole-school attainment outcomes. Our assessment data indicates that from the summer of 2022 to the summer of 2023, we have closed the attainment gap in each of the core subjects. The gap between all pupils achieving age-related expectations in Reading reduced from 17% to 13%, in Writing from 20% to 17% and in Maths from 19% to 10%.

Key to achieving these outcomes is our one-to-one 'pupil conferencing' provision which, whilst universal, incorporates an enhanced offer of additional time provided by the class teacher for disadvantaged and vulnerable pupils, including pupil premium children. Although it is not possible to isolate the impact of the various contributory factors to these academic outcomes, we believe that equally significant to this success are the targeted interventions, including those focussed on social, emotional and mental health provision, and also the wider pastoral measures that are embedded across the school.

This was the first year that we have delivered the ELSA (Emotional Literacy Support Assistant) intervention as part of our strategic provision for meeting SEMH needs. Our 0.5 ELSA provided the intervention for two cohorts of disadvantaged/vulnerable pupils across the year and our assessment data indicates that there has been significant positive impact. The intervention exit assessments showed progress against specific SEMH targets for pupils and wider data from class teachers and other key staff, both qualitative and quantitative, indicated progress in terms of not only personal development but also academic outcomes. Following this success, we are expanding our ELSA provision this year by training a second ELSA to create the equivalent of a full-time role.

Lunchtime sports coaches were engaged in proactively supporting disadvantaged pupils and have reported positive outcomes for target individuals in terms of engagement/integration, and pupil premium children have been targeted for inclusion in extra-curricular opportunities, including school sports teams, and also in offers of extra-curricular clubs and music tuition. A new pupil premium 'Agents of Change' pupil group was convened and worked with the Headteacher to design a pupil voice questionnaire for the whole school. This survey was carried out and in two key identified metrics – "I feel that my ideas are valued at HJS" and "If I am worried, there is an adult I can talk to" – vulnerable pupils reported a more positive response in comparison with the whole school population.

A significant proportion of our pupil premium children have English as an additional language. We commissioned an expert external provider to deliver a two-year school improvement package which this year involved training teachers to use the Bell Foundation EAL assessment framework and adopt a range of quality first teaching resources. We are now working on implementing a robust induction process for new to English pupils.