

# Hook Junior School Pupil premium strategy statement 2021-2024



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	Hook Junior School
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	8/10/21
Date on which it will be reviewed	Review termly Update action plan annually
Statement authorised by	Lynn Martin - Headteacher
Pupil premium lead	Emily Smith (SENDCO & Inclusion Leader) Jodie Cooke (AHT)
Governor / Trustee lead	Lynn McCullouch

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,835
Recovery premium funding allocation this academic year	£2066
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	£87,901

# Part A: Pupil premium strategy plan

## Statement of intent

At Hook Junior School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. We are committed to ensuring equality of education and opportunity for all pupils, irrespective of race, gender, disability, faith, religion or socio-economic background. We work hard to foster a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. The school seeks to raise achievement and remove barriers to learning. We are committed to giving all of our children every opportunity to achieve the highest of standards.

**Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the SLT and Governing Body.**

### Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

### Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

### High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Explicit strategies targeted at disadvantaged making strong progress include, book monitoring, pre-teaching, Closing the gap groups and TILT marking in PPA.

### **Meeting individual learning needs**

There is a strong understanding of the barriers to learning and how these barriers present in school.

Barriers are identified so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure knowledge and skills required that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

### **Data-driven**

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones.

Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stages.

### **Clear, responsive leadership**

SLT review impact of strategies and pedagogy regularly

SLT and the governors, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and robust.

The effectiveness of the strategy is reviewed termly for impact on pupil outcomes and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

### **Deploying staff effectively**

Staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Effectiveness of staffing structure is aligned to impact on budget cost and pupil outcomes.

## Challenges

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

Challenge number	Detail of challenge
1 Language skills	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Year 3 through to Year 6 and in general, are more prevalent among our disadvantaged pupils than their peers.
2 Phonics/ Reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. On entry to Year 3, in the last 4 years, 30% of our disadvantaged pupils arrive below age-related expectations for Reading compared to an average of 15% for our non-disadvantaged.
3 Writing and maths	Internal assessments indicate that Writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Year 3, in the last 4 years, between 37% (maths) and 41% (Writing) of our disadvantaged pupils arrive below age-related expectations compared to an average of 25% in Writing and 17% for maths for our non-disadvantaged.
4 Mental health and well-being	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of academic support and aspiration at home and enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  19% of disadvantaged children currently require additional support with social and emotional needs. There are a growing number of children displaying and anxiety and attachment issues.
5 Attendance	Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been on average 94% compared to 96% for our non-disadvantaged pupils.  On average, 15% of disadvantaged pupils have been 'persistently absent' compared to 10% of their peers during the last four years. Our assessments and observations indicate that absenteeism has a negative impact on some disadvantaged pupils' progress.

## 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.

Challenge Number	Intended outcome	Success criteria
1 Language skills	Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2 Phonics/ Reading	Improved reading attainment among disadvantaged pupils.	KS2 reading predicted outcomes (for disadvantaged pupils) over the next four years to reach age related expectations unless they have below prior attainment at KS1 or an identified cognitive SEND need. The figures below reflect this. 2021 - 2022 56.3% 2022 – 2023 69.2% 2023 – 2024 95.2% 2024 – 2025 88.9%
3 Writing and maths	Improved Writing and maths attainment for disadvantaged pupils at the end of KS2.	KS2 Writing and maths predicted outcomes (for disadvantaged pupils) over the next four years to reach age related expectations unless they have below prior attainment at KS1 or an identified cognitive SEND need. The figures below reflect this. <b>Writing:</b> 2021 - 2022 56.3% 2022 – 2023 69.2% 2023 – 2024 95.2% 2024 – 2025 88.9%  <b>Maths:</b> 2021 - 2022 56.3% 2022 – 2023 69.2% 2023 – 2024 95.2% 2024 – 2025 88.9%
4 Mental health and well-being	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing annually demonstrate: <ul style="list-style-type: none"> <li>qualitative data from student surveys - at least a 95% positive pupil response to all questions around the school's mental health and wellbeing provision</li> </ul>

		<ul style="list-style-type: none"> <li>significant increase in participation in enrichment activities, particularly among disadvantaged pupils – target for 100% of all disadvantaged children to access at least one extra curriculum activity over a year.</li> </ul>
5 Attendance	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from end of July 2021 there in year on year demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no less than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3% to bring both groups in line. (last 4-year average attendance is 94% for disadvantaged and 96% for non-disadvantaged)</li> <li>the percentage of all pupils who are persistently absent being below 5% of the school population and no disadvantaged child on the persistently absent list.</li> </ul>

## 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: £51,600**

Activity 2021-2022	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities (Let's Think English) across the school curriculum. This can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Let's Think in English</a></p>	1 & 3
<p>Purchase of additional Read, Write, Inc resources to secure stronger phonics teaching for all pupils.</p> <p>Training for staff to ensure the Read, Write, Inc programme is administered correctly.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 & 3
<p>Improve the quality of teaching and learning with particular focus on the progress and attainment of disadvantaged pupils.</p> <p>Assistant Headteacher to support CPD in PPA sessions across the school, ensuring</p>	<p>There is evidence based that suggest all lessons and pupil outcomes across the school are at least good.</p> <p><a href="#">National College The Key</a></p>	1, 2 & 3

consistency of approach.		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>It has been proven that mastery maths ensures that all children move at broadly the same pace. Evidence shows that mastering maths means that pupils acquire a deep, long-term, secure and adaptable understanding of the subject.</p> <p><a href="#">North East Hants and Surrey Maths Hub</a></p>	3

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

**Budgeted cost: £28,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <ul style="list-style-type: none"> <li>- <i>Lexplore</i></li> <li>- <i>Language Link</i></li> <li>- <i>Dyslexia / dyscalculia screening</i></li> </ul> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3 & 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with</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>	2



HIAS and Read, Write, Inc.	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 & 3
Additional reading targeted support for disadvantaged children who are the lowest 20% readers using Read, Write, Inc and additional reading opportunities.	Tuition targeted at the lowest 20% readers across the school. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

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

**Budgeted cost: £7,901**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff training to continually develop our school behaviour, culture and ethos through external agencies (The Hive, Thrive, NPQ – Leading Behaviour and Culture.)	Universal approaches have a positive effect on the behaviour and culture. <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Thrive</a>	4 & 5
Embedding principles of good practice set out in	The DfE guidance has been informed by engagement with schools that have	5

<p>the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>significantly reduced levels of absence and persistent absence.</p>	
<p>Improve the quality of social and emotional learning/ well-being. Through enrichment activities and opportunities e.g. therapy dog, clubs, residential visit etc.</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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>

**Total budgeted cost: £ 87,901**

## **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.

[Pupil premium strategy 2020-2021](#)