

Hook Junior School Pupil premium strategy statement 2022-2025



This statement details our school's use of pupil premium (and our recovery premium for 2022-2023 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	478
Proportion (%) of pupil premium eligible pupils	85 Pupils – 17.7% 66 FSM Pupils – 13.8% 16 Service Pupils – 3.3% 3 LAC/Adopt – 1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	November 2023
Date on which it will be reviewed	Review termly Update action plan annually
Statement authorised by	Lynn Martin - Headteacher
Pupil premium lead	Nicci Bailey – Deputy Headteacher Danielle Stewart– Assistant Headteacher
Governor / Trustee lead	Bruce Anderson – Parent Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,914

Recovery premium funding allocation this academic year	£4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£93,409

Part A: Pupil premium strategy plan

Statement of intent

What are the key principles of your strategy plan?

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 and across all subjects. 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.

We will consider the challenges faced by all vulnerable pupils, including those who have a family support worker, social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

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 within PPA 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, 48% of our disadvantaged pupils arrive below age-related expectations for Reading compared to an average of 15% for our non-disadvantaged.
3 Writing	Internal assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Year 3, in the last 4 years, 50% of our disadvantaged pupils arrive below age-related expectations compared to an average of 21% for our non-disadvantaged.
4 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, 46% of our disadvantaged pupils arrive below age-related expectations compared to an average of 25% in maths for our non-disadvantaged.
5 Mental health and well-being	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to a lack of academic support and aspiration at home and enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. 25% of our FSM children currently require additional intervention/support with social and emotional needs. There are a growing number of children displaying anxiety and attachment issues.
6 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. Over the previous four years, the total PA list has comprised of an average of 35% disadvantaged pupils, this percentage of the PA list is steadily decreasing (2019 – 66%, 2020 – 29% 2021 – 23% and 2022 – 21%) On average 18% of disadvantaged pupils have been ‘persistently absent’ compared to 11% of their peers during the last four years. Our

assessments and observations indicate that absenteeism has a negative impact on some disadvantaged pupils' progress.
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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
1. 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. Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes (for disadvantaged pupils) over the next four years to reach age related expectations unless the child has an identified cognitive SEND need.
3. Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes (for disadvantaged pupils) over the next four years to reach age related expectations unless the child has an identified cognitive SEND need.
4. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes (for disadvantaged pupils) over the next four years to reach age related expectations unless the child has an identified cognitive SEND need.
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing annually demonstrate:</p> <ul style="list-style-type: none"> • qualitative data from student surveys -at least a 95% positive pupil response to all questions around the school's mental health and wellbeing provision • 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 or event over a year.

<p>6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from end of July 2022 there in year on year demonstrated by:</p> <ul style="list-style-type: none"> • 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 93% for disadvantaged and 96% for non-disadvantaged) • 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.
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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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (to include LExplore, YARK, NFER papers, Dyslexia & Dyscalculia screening and Thrive).</p> <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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4 & 5</p> <p>NFER Assessment Papers (June 2023): - £1430</p> <p>Thrive Subscription (Nov 2022) - £1,100</p> <p>YARC Assessment Primary Complete Set (Oct 2022) - £340</p>
<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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Let's Think in English – Evidence of Success</p>	<p>1, 2 & 3</p> <p>Let's Think English Introductory Course (Nov 2022) - £280</p>
<p>Purchase of a DFE validated systematic, synthetic phonics programme to secure stronger phonics teaching and learning for all pupils (Read,</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>2 & 3</p> <p>Read, Write Inc.(Nov 2022) - £3400</p>

<p>Write Inc. and Fresh Start)</p> <p>Whole school training for all staff to ensure the Read, Write, Inc / Fresh Start programme is administered correctly and consistently.</p> <p>Purchase of Read, Write, Inc / Fresh Start resources to secure stronger phonics teaching and learning for all pupils</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>Oxford University Press (Jan 2023) - £570</p>
<p>Improve the quality of teaching and learning with particular focus on the progress and attainment of disadvantaged pupils through use of CPD materials and HIAS support across the curriculum (network meetings, cluster meetings, subject advisors). Annual National College Subscription for CPD videos.</p> <p>SLT to support CPD in weekly inset and PPA sessions across the school, focusing on high quality first teaching and high outcomes.</p>	<p>There is evidence based that suggest all lessons and pupil outcomes across the school are at least good.</p> <p>National College The Key</p>	<p>1, 2, 3 & 4</p> <p>The National College (Sep 2023 - £1000) HIAS – Phonics £738 (Sept 2022) English £1216 (Feb 2023) History £430 (Mar 2023) Design and Technology £430 (Nov 2022) Art £786 (Sept 2022) Computing £430 (Sept 2022)</p> <p>16 x class set resources from Mastery Education (Nov 2022) - £590</p>
<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</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>4</p> <p>Maths Hub (Mar 2023) - £1400</p> <p>White Rose Maths Subscription (Jun 2023) - £250</p>

<p>of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>North East Hants and Surrey Maths Hub</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>Maths Curriculum Spend - £200</p>
<p>Improve the quality of social and emotional (SEL) learning through the Thrive programme.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5 & 6</p> <p>Thrive training (J Carne, Apr 2023) – £200</p>

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

Budgeted cost: £38,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged and vulnerable pupils who require further phonics support (often daily). This will be delivered through Read, Write, Inc./ Fresh Start with a Fresh Start</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> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 & 3</p>

designated teacher and LSAs.		
School-led tutoring for pupils who are off track to achieve age related expectations at the end of the key stage. A significant proportion of the pupils who receive tutoring will be disadvantaged or vulnerable.	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3 & 4

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

Budgeted cost: £8000

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)	<p>Universal approaches have a positive effect on the behaviour and culture.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Thrive</p>	5 & 6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve a member of SLT taking on an attendance/support officers role to improve attendance, along with breakfast club and other</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

pastoral interventions.		
Improve the quality of social and emotional learning/ well-being. Through enrichment activities and opportunities e.g. therapy dog, clubs, residential visit etc.	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	5 & 6 Canine Assisted (Jan-Jun) - £2500
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £91,765

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

End of Key Stage 2 July 2023 Outcomes Summary

	Reading	Writing	Maths	Combined Reading, Writing and Maths
Hook Junior School	85%	88%	90%	81%
Local Authority	57%	53%	54%	39%
National	60%	58%	59%	44%

35% (6/17 children) of Disadvantaged children at the end of Key Stage 2 were both Disadvantaged and SEND.

Combined:

- End of KS2 outcomes are significantly above national (59%) with 81% achieving EXS+ in Reading, Writing & Maths, in the 93rd percentile.
- End of KS2 disadvantaged outcomes in line with national (64%), with 65% achieving EXS+ in Reading, Writing & Maths. This was a 23.5% improvement from 2021-2022.

Reading:

- End of KS2 Reading outcomes are significantly above national (73%) with 85% achieving EXS+
- End of KS2 Reading outcomes for pupils achieving the higher standard was significantly above national in the 96th percentile with 56% (National - 29%)
- End of KS2 Reading outcomes for disadvantaged pupils are above other disadvantaged pupils within the local authority (57%) and nationally (60%), with 71% of pupils achieving EXS+. This was an improvement of 12% from 2021-2022. In Year 5, this cohort had 50% at EXS+.
- For Disadvantaged pupils without SEND Cognition and Learning needs, 91% (10/11) achieved EXS+ and 33% of children with SEND Cognition and Learning needs who were also Disadvantaged also achieved EXS+ (2/6 children).

Writing:

- End of KS2 Writing outcomes are significantly above national (71%) in the 93rd percentile with 88% achieving EXS+.
- End of KS2 Writing outcomes for pupils achieving the higher standard was 41% significantly above National (13%) in the 99th percentile.
- End of KS2 Writing outcomes for disadvantaged pupils are above other disadvantaged pupils within the local authority (53%) and nationally (56%), with 71% of pupils achieving EXS+. In Year 5, this cohort had 50% at EXS.
- For Disadvantaged pupils without SEND Cognition and Learning needs, 91% (10/11) achieved EXS+ and 33% of children with SEND Cognition and Learning needs who were also Disadvantaged also achieved EXS+ (2/6 children).

Maths:

- End of KS2 Maths outcomes are significantly above national (73%) in the 90th percentile with 90% achieving EXS+.
- End of KS2 Maths outcomes for pupils achieving the higher standard is significantly above national (22%) in the 90th percentile at 43%.
- End of KS2 Maths outcomes for disadvantaged pupils are above other disadvantaged pupils with the local authority (54%) and nationally (59%), with 77% of pupils achieving EXS+. This is an improvement of 29% from 2021-2022. In Year 5, this cohort had 50% at EXS+.
- For Disadvantaged pupils without SEND Cognition and Learning needs, 91% (10/11) achieved EXS+ and 50% of children with SEND Cognition and Learning needs who were also Disadvantaged also achieved EXS+ (3/6 children).

Summary

The data above demonstrates that the activities undertaken to raise attainment at the end of key stage two had a positive impact on pupil outcomes. There were gains in all subjects from the cohort in Y5 and from the 2021-2022 cohort (although caution must be applied when comparing cohorts, particularly with the impact on the pandemic). Intended outcomes 2, 3 and 4 have been largely achieved. Continuing and sustaining the activities set out in the strategy will support to maintain this progress.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Through lesson observations and book scrutiny, progress has been made with vocabulary and language skills amongst all, but in particular disadvantaged pupils. This is an aspect that will continue to require an intense focus for the remainder of this strategy to support to bridge the vocabulary gap identified between disadvantaged and non-disadvantaged pupils. Displaying vocabulary more consistently and sharing knowledge organisers across the curriculum will support with this.

Through pupil conferencing, the wellbeing of pupils was recognised as a strength. 71% of disadvantaged pupils attended a school club or extra-curricular activity in 2022-2023.

Attendance for the whole school was 95.4% compared to the FFT national of 93.8%; attendance for disadvantaged pupils was 91.2%, compared to FFT national of 91.3%. In 2022-2023, attendance was in line with the FFT national disadvantage attendance. However, this is below the intended outcome set and attendance will continue to be a key priority area within this strategy for the next 2 years. There is a dedicated Attendance and Behaviour Leader, removing pastoral leader to a different role, to continue to work with families to support with raising attainment for all and in particular disadvantaged pupils in 2022-2023, as well as adaptations to the attendance strategy and policy. Since the Covid pandemic, the school has experienced greater challenges around attendance and punctuality so continued additional focus and effort in this area is required to achieve the intended outcomes for attendance.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present largely on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above, with attendance requiring the greatest progress.

Our evaluation of the approaches delivered last academic year indicates that expenditure to develop teaching has been particularly effective with phonics programmes, diagnostic assessments, CPD time and programmes including Let's Think in English and Thrive to develop vocabulary, language skills and social emotional learning development. The introduction of breakfast club also improved the percentage of children arriving late to school and there was a strong pastoral support system with ELSA, dog therapy, art therapy and Thrive to support children socially and emotionally.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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

Programme	Provider
Let's Think in English	Let's Think in English
Thrive	Thrive
Mastering Number Project	Maths Hub

Further information (optional)

DFE Template example

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.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, learning behaviours and engagement in class book scrutiny work samples, conversations with parents, students, and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out

which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.