

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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 | Herringthorpe Junior |
| Number of pupils in school | 357 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | April 2023 |
| Statement authorised by | Mandy Adams |
| Pupil premium lead | Joanne Evans |
| Governor / Trustee lead | Tony Trueman |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £141,270 |
| Recovery premium funding allocation this academic year | £15,660 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £156,930 |

Part A: Pupil premium strategy plan

Statement of intent

32% of our pupils are Pupil Premium recipients. We understand the challenges that many of these pupils face, and these are detailed below.

We appreciate that some of our disadvantaged pupils will not have access to the experiences that non-disadvantaged pupils may have, due to economic and social factors. We intend to provide profound primary experiences to all of our pupils, to inspire them to become curious and engaged learners with high aspirations for the future. Our Pupil Premium Strategy plan aims to support our disadvantaged pupils in accessing the same profound experiences and having the same high aspirations for their future.

In addition to this, our Pupil Premium Strategy is intended to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, ensuring that all children achieve the highest possible standard of academic success.

We know that the Covid pandemic has had an impact on the mental health of many of our pupils. We understand how important good mental health is on the general health of children and on their academic success. Our Pupil Premium Strategy aims to support our pupils in receiving timely support at the first signs of mental health challenges, in turn supporting their overall health and wellbeing, as well as academic achievement.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Reading - Ensuring pupils entering KS2 who are not fluent decoders have access to high quality Phonics interventions. Improve outcomes and aspirations further for our disadvantaged pupils to reduce the gap between expected standard attaining disadvantaged pupils and their non disadvantaged peers. |
| 2 | Higher Attaining Maths. Assessments indicate that attainment in maths among disadvantaged pupils is below that of non-disadvantaged pupils by 15%. Pupils achieving the higher standard in maths is below national when compared to disadvantaged pupils nationally. Our challenge is to close the gap between disadvantaged higher attainers and non disadvantaged higher attainers. |
| 3 | Profound Primary Experience. From our knowledge of the community and from discussions with pupils during pupil's voice we found that many of our children, especially disadvantaged pupils, do not have the same experiences as their peers. Life experiences are crucial in order to make connections across learning and we want to give all children as many different life experiences to shape their identity. |

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| 4 | Healthy lifestyles. 2021/22 NCMP data highlights that We know that many of our families, although living in walking distance from school drive and that many of our pupils. From residential and visits we know that pupils have low stamina and struggle to walk for prolonged periods of time. |
| 5 | Attendance. Our Disadvantaged cohort's Overall Absence has increased by 2.9% from 4.1% in 2018/19, to 8.1% in 2021/22. Overall Absence of disadvantaged pupils in 2021/22 was 8.1%. This is 3.0% higher than the national Non-Disadvantaged cohort at 5.1%. |
| 6 | Wellbeing. Assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Pupils and families have identified social and emotional issues for many pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. This is particularly prominent in lower age ranges within the foundation stage. |

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 |
|---|--|
| Increase the number of disadvantaged pupils achieving a higher standard in maths. | Reduce the gap between higher attaining disadvantaged pupils and higher attaining non disadvantaged pupils. Increase the number of pupils achieving the higher standard in maths from 5% to 25%. |
| Increase number of disadvantaged pupils achieving Expected Standard in reading by the end of KS2. | Timely and effective phonic intervention in place for pupils not passing Phonic Screening in Y2. Reduce the gap between Expected Standard pupils disadvantaged and non disadvantaged pupils when compared to nationally from -5 to 0. |
| Improve attendance for all pupils including disadvantaged pupils. | Reduce the gap between disadvantaged and non disadvantaged by at least 3.5%. Overall attendance for disadvantaged pupils to be at least 96.5% in 2022/23. |
| Support children with SEMH needs. | Children will have timely access to SEMH support. Number of incidents of children going into crisis will reduce (CPOMs) Children will confidently articulate SEMH strategies and support in school. Improved attendance. An increase in the number of pupils accessing wider opportunities within school, particularly disadvantaged pupils. |
| Provide children with profound primary experiences which they otherwise would not enjoy. | All children will have the opportunity to experience a residential visit. All children will have the opportunity to learn an instrument. All children have access to our cultural and creative opportunities. |
| Promote healthy lifestyles. | Children will have access to regular and high quality sport opportunities - in and out of school. Children will know how to stay fit and make healthy choices regarding their lifestyle. Reduce the number of children classed as over weight/obese by the end of KS2. |

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

Budgeted cost: £65,315

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Ensure a strong and consistent phonics intervention programme is embedded for the whole school. Training and resources for delivering phonics curriculum. Bought in Scheme of learning for Phonics for 2022/2023.</p> <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>A synthetic, systematic phonics programme followed with fidelity is shown to improve outcomes at the end of KS1 in reading. Continuing a focused Phonics curriculum with targeted interventions into KS2 with highly trained staff in phonics improves outcomes for pupils. High quality text matched books are proven to foster a love of reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 1,3,5 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance through the purchasing and implementation of a Maths Scheme aligned to the school's vision and ethos with a focus on Higher standard.</p> <p>We will fund teacher release time to embed key elements of the scheme and other guidance in school and to access resources and CPD (including Teaching for Mastery training).</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> | 2,3,5 |
| <p>Improve the quality of social, emotional, mental, health. (SEMH) learning. Employ a SEMH Practitioner.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Engaging with Healthy Schools and the Shine project to improve lifestyles of our pupils.</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> | 6 |

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| <p>Buying in My Happy Mind programme and implementing a weekly journaling session into the curriculum focusing on mental well being.</p> <p>Implementation of the restorative practice approach to all staff. We will fund CPD and training for all staff.</p> | | |
| <p>Sports delivery from outside providers such as Live and Learn</p> <p>Sport and Wellbeing Coach employed to work with children delivering sports sessions and accessing sporting events.</p> | <p>Being active is not just good for you physically, it has the power to do so much more – it can, for example, help prevent or manage medical conditions, reduce anxiety or stress, improve a person’s confidence or self-esteem, or bring people from diverse backgrounds together.</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves and the benefits of physical activity for core academic attainment particularly literacy and mathematics is shown to impact by +1 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | 2,3,5,6 |
| <p>Musical tuition in school. All pupils, including disadvantaged pupils are exposed to the expressive arts through bought in services.</p> <p>Buying into Arts experiences, working with local artists on projects linked to the curriculum.</p> | <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as an extracurricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | |
| <p><i>ECT enhancement opportunities</i></p> | <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> | 4 |

Targeted academic support

Budgeted cost: £45,813

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>GDS tutoring in Maths (Y6)</i> | <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | 2 |
| <i>EXS tutoring in Maths (Y6)</i> | | 2 |
| <i>Structured interventions in Y3 - Y5</i> | | 2 |
| <i>1:1 interventions for pupils not fluent decoders - Phonics</i> | | 1 |
| <i>GDS Maths Residential</i> | See evidence above on tutoring and evidence on residential detailed below. | 2 |

Wider strategies - attendance - Well-being

Budgeted cost: £79,758.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>SEHM practitioner (attendance included within this role)</i> <i>Nurture Support Assistant</i> <i>Behaviour for Learning Lead</i> | <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p> <p>https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups</p> | 1,3,4,5,6 |

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| <i>Family Engagement Lead and Resources</i> | Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 1,3,4,5,6 |
| <i>With Me in Mind Counselling</i> | Catherine Roche, Chief Executive of Place2Be, said: "This study reinforces our evidence that high quality school-based mental health support not only helps children to get the most out of their education, but can also prevent problems from growing over time - impacting children's life chances. Schools are on the frontline and have the opportunity to make mental health services easily accessible for families." https://www.exeter.ac.uk/news/research/title_859054_en.html | 1,3,4,5,6 |
| <i>Residential subsidies</i> | A study into the benefits of residential visits on social and academic outcomes of pupils. http://learningaway.org.uk/wp-content/uploads/Learning-Away-Interim-Evaluation-Summary-2-September-2014.pdf | 2,4,5 |
| <i>Breakfast Club</i> | Review of Magic Breakfast breakfast club review summarises the anecdotal evidence to support breakfast club attendance, particularly around ensuring children have had breakfast in the morning and increased punctuality. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf | 1,2,3,4 |
| <i>Children's University</i> | Research shows that participation in extracurricular activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience. Research also shows that children that do not have access to these opportunities fall behind, lack confidence, and fail to develop career aspirations. The resulting attainment gap is so significant that 25% of children from the most disadvantaged backgrounds achieve below expected attainment levels. (https://www.childrensuniversity.co.uk/about-us/what-we-do-and-why/) | 1,2,3,4,5 |
| | | 2,4,5 |
| <i>Extended provision</i> | | 2,3,4,5 |

Total budgeted cost: £190,886

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

| Aim | Outcome |
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| <p align="center">Promote good levels of attendance.</p> | <p>21/22 attendance was 93.63% (target 96%). This year to date attendance is 94.8%. We have seen an increase in holidays taken during term time. We do not authorise any holiday requests and if the absence meets FPN criteria, a FPN is requested. From Sept - Oct 2022 we have requested 18 FPN's. PA for 2021/22 was 21.51%. PA for this academic year to date is 17.65%</p> <p>We are now working to the LA SAMP. Letters go home and a new spreadsheet is used to track attendance and punctuality. At every step families are offered Early help support.</p> |
| <p align="center">Support children with SEMH needs.</p> | <p>All children have completed module 2 training across school and this has impacted on children's ability to interact positively and make choices towards improving their own behaviours. Conference circles are logged on CPOMS as a strategy for unpicking events and developing pupil's accountability. Successful same sex pupil voice surveys - children know who they can speak to and can identify when they need to seek further support and advice with regards to keeping themselves safe. WMIM offers parents workshops to compliment the work that they are doing in school with the children around sleep and transition. Early intervention, which is proactive, has enabled targeted work to be done to support pupils whose SEMH needs are significant or at risk of increasing. ELSA is embedded and has shown a positive impact on pupil's understanding of their own emotions. Pupil impact is significant and allows greater communication of feelings through developed emotional literacy. ELSA lessons are prioritised when staffing is tight. ELSA offers 6 places per half term SEMH champion in place offering targeted support for children with specific needs, with 9 sessions per week targeted at individuals or groups, on a needs-led basis.</p> <p>MIND counselling happening on a termly basis - 2 children access MIND each half term - 12 children per year. Use of wider external services including EPS/ ISS/ OT/ Outreach support from Aspire drawn upon to support pupils.</p> |
| <p align="center">Provide children with profound primary experiences which they otherwise would not enjoy.</p> | <p>All pupils have access to a residential during the year: Northumberland (Y6), Stratford Upon Avon (Y5), Eyam (Y4) and Castleton (Y3) offering pupils opportunities to visit different localities to expand their horizons. All visits we fully attended and pupil voice evidences that these experiences are a highlight of their time at school.</p> <p>Throughout the year planned visits enhanced the curriculum offered: Space Centre, Viking Festival, Creswell Crags, South Yorkshire Butterfly House, Eden Camp, Hathersage.</p> <p>Our cultural offer ensures that pupils have a range of experience they may not otherwise have, future gazing and raising aspirations. These experiences include: visits to</p> |

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| | <p>theatres, visits to places of worship, dance workshops, celebrations of festivals etc</p> |
| <p>Promote healthy lifestyles.</p> | <p>All pupils have accessed high quality P.E. teaching with Live and Learn and/or our Sports and Wellbeing leader. Catch up swimming sessions happened for pupils in year 5 and 6 that missed and did not meet the expected standard in year 4. Resulting in, by the end of Y6: 25 metres: 48/81 children (59%) 10-25 metres: 57/81 children (70%). Our PSHE and RHE curriculum is strong at supporting pupils in understanding of healthy lifestyles through healthy eating in lower school and looking at positive and healthy relationships as pupils move through school. This supported through our visits to Crucial Crew in year 6 and SHINE project run in upper school. The SHINE project was put in place and interventions showed real success to the individuals who took part, having had an impact on pupil's understanding of healthy living and making positive lifestyle choices. Pupils have had access to sports every lunchtime through club and class challenge. Participation has been high. Competitive sporting events have been reintroduced, developing pupil's resilience, teamwork and pride to be representing the wider school community. SHINE project (NHS) carried out with a small cohort of pupils exploring health and wellbeing linked to healthy lifestyles. Data evidences an average body fat loss of 2% at the end of the 12 weeks.</p> |
| <p>Promote high standards of academic outcome, matched to high aspirations.</p> | <p>76.5% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 26 pupils out of 34. This is 11.3% higher than the national Non-Disadvantaged cohort at 65.2%. Your school's gap to Non-Disadvantaged pupils nationally has decreased by 4.6% from +15.9% in 2018/19, to +11.3% in 2021/22. <u>Expected Standard</u> Reading - 88.2% of our school's Disadvantaged cohort achieved the expected standard in Reading, 30 pupils out of 34. 12% > than non disadvantaged. Writing - 82.4% of our school's Disadvantaged cohort achieved the expected standard in Writing, 28 pupils out of 34. 7.1% > than non disadvantaged. Maths - 79.4% of our school's Disadvantaged cohort achieved the expected standard in Maths, 27 pupils out of 34. 1.8% > than non disadvantaged. <u>Higher Standard</u> Reading - 44.1% of your school's Disadvantaged cohort achieved the higher standard in Reading, 15 pupils out of 34. 12.0% > than non disadvantaged. Writing - 20.6% of your school's Disadvantaged cohort achieved the higher standard in Writing, 7 pupils out of 34. 5.1% > than non disadvantaged.</p> |