



Pupil Premium Strategy Statement 2022-23

Updated: October 2022

This statement details our school’s use of pupil premium 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	Hindley Junior and Infant School
Number of pupils in school	203 (October 22)
Proportion (%) of pupil premium eligible pupils	90 children (44%) October 22
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2022
Date on which it will be reviewed	December 2022 April 2023 July 2023
Statement authorised by	Caroline Thompson
Pupil premium lead	Stephen Wallace, Headteacher
Governor / Trustee lead	Caroline Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,765.00
National tutoring Allocation	£11,988
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£121,753

Part A: Pupil premium strategy plan

Statement of intent

To prioritise our spending, we have adopted a tiered approach in line with the expert and research informed guidance to define our priorities and ensure balance. Our tiered approach comprises of the three categories suggested:

1. **Teaching:** We recognise that the EEF state that the best way of improving outcomes for pupils is by reducing the variation in teaching quality as this has a disproportionately positive impact upon the outcomes of disadvantaged learners. Our strategic aims are to increase attainment in all year groups, specifically in Literacy, Reading, Writing and Phonics, to improve academic outcomes for disadvantaged pupils.
2. **Targeted academic support:** Some pupils may require additional support to achieve their potential. Whilst maintaining high expectations, we utilise relevant research and our professional knowledge to identify strategies and evidence-informed interventions that address gaps in pupils' learning and facilitate accelerated progress, particularly in reading as this is the bedrock to learning in all areas of the curriculum. Early reading is prioritised at school and is the foundation for all learning.
3. **Wider strategies:** We believe it is important that disadvantaged pupils are not viewed as a homogenous group; instead, we identify individual pupils' barriers to learning so these can be overcome through providing targeted support and establishing strong, positive links with pupils, their families, and our wider school community.

Our ultimate objectives are as followed:

- Continue to narrow the attendance gap between disadvantaged pupils and their peers. If children do not attend school regularly, this obviously hinders academic progress.
- Close the attainment gap between disadvantaged pupils and their peers.
- Provide children with experiences and opportunities to allow them to contextualise their learning, build their schema and broaden their horizons and ambitions.

How does our current pupil premium strategy plan work towards achieving these objectives?

- Provide Quality First Teaching for every child in school by having effective adults (teachers and LSAs) in every class.
- Provide targeted academic support for pupils who are not making the expected progress.
- Address non-academic barriers to attainment including attendance and attitudes.

Challenges

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

Challenge number	Detail of challenge
1	Historical poor attendance (recently has been much improved, but now need to maintain)
2	Attainment on entry to Reception is below age-related expectations for almost all pupils, and in some instances significantly so.
3	Limited language skills. Acquisition is poor due to narrow life experiences (worsened by COVID pandemic) and 'language deficit' environment at home.
4	Limited experience and wider knowledge/awareness of the world resulting in children's capacity to contextualise their learning and build up their own personal schema and 'cultural capital'.
5	Pupils, particularly the younger children, not being 'ready to learn' in class and demonstrate poor learning skills such as difficulties with attention, organisation, commitment and resilience: impacted by inconsistent routines and expectations at home and by the inconsistencies in educational routine due to COVID.
6	Low aspirations from children and parents/carers.

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
Maintain recently improved attendance figures	<ul style="list-style-type: none"> Attendance of pupil premium children will be at least in line with non-pupil premium children. Attendance of PP children will be broadly in line with 96% Attendance of PP children will be better than national average for non PP children.
Good standard of phonics throughout Reception and Key Stage 1	<ul style="list-style-type: none"> All staff who deliver phonics will have ongoing CPD. Monitoring of phonics teaching will demonstrate consistently good practice.

	<ul style="list-style-type: none"> • Children who are falling below the expected standard will have targeted academic support. • Pupil Premium children will demonstrate good rates of progress in terms of phonics knowledge and application. • Achieve at least in line with national expectations regarding Phonics Screening Checks.
Accelerated rates of progress made in the Reception class.	<ul style="list-style-type: none"> • Reception children will make good progress in all areas of learning (demonstrated through progress matrices/internal tracking) and the progress of PP children will be comparable with non PP children. .
The number of children achieving the expected standard in Reading, Writing and Maths will increase as cohorts move through school.	<ul style="list-style-type: none"> • Achieve positive (greater than 0) national average progress scores at the end of KS2 in reading, writing and maths. • The % of PP children working at the expected and Greater Depth Standard will increase as children move through school, particularly KS2.
The quality of teaching is consistently of a good quality and evidence-informed strategies are embedded in line with school's agreed approaches.	<ul style="list-style-type: none"> • Professional development offer to staff is evidence-informed. • Monitoring of the quality of teaching will demonstrate that teaching is consistently good. • Ongoing CPD offered to staff.
Language acquisition will improve.	<ul style="list-style-type: none"> • Vocabulary will be specifically taught throughout school in each subject. • Language screening assessments (Wellcom) will demonstrate improvements in pupil vocabulary.
The pastoral needs of children will be supported effectively: behaviour and well-being	<ul style="list-style-type: none"> • Appropriate staff will be equipped with the necessary skills and knowledge to effectively support children's wellbeing and mental health. • Children can apply self-regulation strategies to support themselves. • Staff, particularly the learning mentor, will work successfully with individual families to break-down barriers to learning. Resulting in improved

	attendance, punctuality, behaviour, behaviour and/or mental health/well-being.
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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: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed a consistent evidence-informed school approach for teaching of Reading and vocabulary, and ensure that the RWI phonics programme is consistently embedded and delivered for teaching early-reading.	EEF T&L Toolkit: Phonics (+ 5 months) EEF T&L Toolkit: Reading Comprehension strategies (+6 months)	2 3 5
Ensure all staff who deliver phonics teaching are fully trained (Read-Write-Inc) and access regular ongoing CPD through Early Reading lead/RWI consultant.	EEF/Research School Network Partnership 'Making the Difference for Disadvantaged Learners' CPD – Investment in teaching should be top priority. EEF T&L Toolkit: Phonics (+5 months)	2 3 5
Regular staff CPD sessions delivered by SLT, subject leaders and external consultants based on improving the quality of teaching and learning based on Cognitive Science in the classroom' and other EEF research.	EEF/Research School Network Partnership 'Making the Difference for Disadvantaged Learners' CPD – Investment in teaching should be top priority. <i>Cognitive Science Approaches in the Classroom: A review of evidence. (EEF)</i>	2 3 4 5 6
Provide children with experiences linked to curriculum to support their academic learning and enable them to contextualise learning - endeavouring to build their individual schema and cultural capital	EEF T&L Toolkit: Social and emotional learning (+4months)	4 3 1
Ensure all year groups have at least one LSA supporting the	EEF guidance Report 'Maximising the impact of TAs': "Schools should	2

class teacher. Deploy LSAs on a needs basis throughout school.	try and organise staff so that the pupils who struggle most have as much time with the teacher as others...and the needs of pupils are addressed, first and foremost through high quality classroom teaching.”	3 4 5 6
	EEF Toolkit: Teaching Assistant Intervention (+4 months)	

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target key year groups (Y5 and Y6) with smaller group teaching for Reading, Writing and Maths.	EEF guidance Report ‘Maximising the impact of TAs’: “Schools should try and organise staff so that the <u>pupils who struggle most have as much time with the teacher</u> ...and the needs of pupils are addressed, first and foremost through high quality classroom teaching.” EEF T&L Toolkit: Reducing class size (+2 months)	3 4 5
In school Communication Champion (expert in delivering targeted interventions for children with Speech, Language, and Communication Needs) to roll out training and expertise to all LSAs	EEF T&L Toolkit: Oral language interventions (+6 months) EEF Toolkit: Teaching Assistant Intervention (+4 months) EEF T&L Toolkit – Early Years Interventions (+5 months)	3 2 5
LSAs employed to deliver specific interventions/ precision monitoring with identified children throughout school.	EEF T&L Toolkit: Teaching Assistant Intervention (+4 months) EEF T&L Toolkit: Early Years Interventions (+5 months)	2 3 5 6

Train all LSAs regarding boosting reading intervention and implement and monitor the delivery and impact of intervention throughout school for identified children.	EEF T&L Toolkit: One to one tuition (+5months)	6 5 3 2
Interventions/booster clubs delivered outside of normal school hours for identified children. Delivered by experienced in-school teachers.	Extending school time (+3 months) Small group tuition (+4 months)	6 3 5 2

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

Budgeted cost: £24,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
HT & Learning Mentor monitors attendance and punctuality of children (daily, weekly, half termly) and responds appropriately: organising appropriate rewards and incentives; carrying out home visits when required, leading school-led Early helps plans and supporting parents (and children) to ensure attendance is good.	Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. (Various sets of data Gov.uk) EEF T&L Toolkit: Parental Engagement (+4 months)	1 4 6
Learning Mentor works with external agencies to support families to overcome individual barriers to learning e.g. attendance, punctuality, welfare, behaviour, mental health, safeguarding concerns etc.	EEF T&L Toolkit: Parental Engagement (+4 months)	1 6 5
Improve staff knowledge and understanding of pupil well-being, socio-emotional needs and mental health through professional development. E.g. Emotional friendly schools accreditation; emotional coaching CPD (delivered educational psychologist) and	EEF T&L Toolkit: Social and emotional learning (+4 months)	1 5

well-being/promoting positive mental health CPD for all staff.		
Ensure that parents/carers are kept up to date with school expectations and provide them with the knowledge to help their children at home, academically and emotionally (e.g. running parent workshops in school, regular communication via online platforms)	EEF T&L Toolkit: Parental engagement (+4 months)	6 5 2 1
Every child in school will have the opportunity to learn a tuned instrument (ukulele) and perform in front of an audience	EEF T&L Toolkit: Arts participation (+3 months)	6 5 4 3 1
Enhance the after-school curriculum offer (e.g. sports clubs, gardening club, choir, art club and enrichment trips to theatre and live sporting events) to engage children.	EEF T&L toolkit: Arts/Sports Participation (+2 months) Many children have limited experiences and rarely travel outside of their immediate surroundings. Breadth and depth of experience will help to strengthen knowledge and underrating of the world.	6 1 3 4

Total budgeted cost: £121,753

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 2021 to 2022 academic year.

Intended outcome	Outcome/Evaluation
Maintain recently improved attendance figures	<ul style="list-style-type: none"> Attendance of PP children for 2021-22 was 93.5% compared to 94.3 (all pupils) and 95.1% for non PP. Obviously, the NW of England was affected disproportionality by COVID. Compared to other local schools, attendance was stronger and school has been approached to be a lead professional' for attendance within LA to support other schools. National data not available for entire year but 93% of all pupils eligible for FSM on roll in state-funded primary schools were in attendance on 9 Jun 2022, and 92% 26 May 2022. Therefore 93.5% would be broadly in line with NA or slightly higher.
Good standard of phonics throughout Reception and Key Stage 1	<ul style="list-style-type: none"> Monitoring of phonics throughout the year from Reading leads in school and external monitoring visit (rainbow Academy trust) and RWI consultants suggested effective teaching was taking place. Attainment data was positive: Year 1: Nationally 76% of all pupils achieved the expected standard at the end of Year 1. HJI PP children achieved better than this – 86%. Furthermore, this was 24% better than PP children locally. Disadvantaged children at HJI performed slightly better than non PP children (86% compared to 83%) Year 2: 100% of PP children achieved the expected standard. This was better than National average for all (87%) and local PP (80%)
Accelerated rates of progress made in the Reception class.	<ul style="list-style-type: none"> Reception children made good progress in all areas of learning (demonstrated through progress matrices/internal tracking) and the progress of PP children was comparable with non PP children.
The number of children achieving the expected standard in Reading, Writing and Maths will increase as cohorts move through school.	<ul style="list-style-type: none"> The attainment of PP children at the end of KS2 (2022) was excellent and in line with when compared to national averages of 'all pupils' (shown in brackets). 58% of PP children achieved expected + in RWM combined (59%); 83% of PP children achieved expected + in Reading (74%); 67% of PP

	<p>achieved expected + in writing (69%); 75% of PP achieved expected+ in math (71%). These percentages were significantly better than 2019 data.</p> <ul style="list-style-type: none"> • GDS: the percentage of children achieving GDS at HJI was better than PP nationally in all subjects. 42% of PP achieved GDS (better than NA) in Reading, 8% in writing and 25% in maths. • The progress of disadvantaged/PP children: Reading = +7.4; Writing = +2.2; Mathematics =+6.0
The quality of teaching is consistently of a good quality and evidence-informed strategies are embedded in line with school's agreed approaches.	<ul style="list-style-type: none"> • Professional development offer to staff has been evidence-informed. • Monitoring of the quality of teaching suggested that majority of teaching is consistently good. • Evidence of all teachers/staff acting upon personal feedback and applying CPD to further improve pedagogy and practice.
The pastoral needs of children will be supported effectively: behaviour and well-being	<ul style="list-style-type: none"> • Following variety of CPD, staff are equipped with the necessary skills and knowledge to effectively support children's wellbeing and mental health i.e. Zone of regulation training, emotional validation and de-escalation. • Children can apply self-regulation strategies to support themselves in line with Zones of regulation approach. • Staff, particularly the learning mentor, have worked successfully with individual families to break-down barriers to learning. Resulting in improved attendance, punctuality, behaviour, behaviour and/or mental health/well-being.

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
Read Write Inc. Phonics	Read Write Inc. Ruth Miskin Training
Times Table Rock stars	Times Table Rock stars
The Design & Technology Association membership	The Design & Technology Association
The Geographical Association Membership	The Geographical Association
The Historical Association Membership	The Historical Association

Literacy Shed + membership	Literacy Shed +
White Rose Maths Resources	White Rose Maths