



Pupil Premium Strategy Statement 2024-25

Updated: November 2024

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	208 (October 2023)
Proportion (%) of pupil premium eligible pupils	96 children (46.2%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Graham Doubleday (Chair of Governors)
Pupil premium lead	Stephen Wallace, Headteacher
Governor lead	Kayley Best

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£150,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£150,830

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:

Attendance

- The attendance of pupil premium children at Hindley Junior and Infant School will be better than the attendance of pupil premium children nationally.
- The attendance of pupil premium children at Hindley Junior and Infant School will be at least in line with the attendance of 'all' children nationally.

Attainment

- By the end of Key Stage 2, pupil premium children at Hindley Junior and Infant School will attain better than pupil premium children nationally in reading, writing, maths and R/W/M combined.
- By the end of Key Stage 2, pupil premium children at Hindley Junior and Infant School will attain at least in line with 'all' pupils nationally in reading, writing, maths and R/W/M combined.
- Continue to narrow the attendance gap between disadvantaged pupils and their peers.
- Pupil premium children at Hindley Junior and Infant School will attain better than pupil premium children nationally in the phonics screening check measure in both Year 1 and Year 2.

- Pupil premium children at Hindley Junior and Infant School will attain at least in line with 'all' pupils nationally in phonics screening check measure in both Year 1 and Year 2.
- Pupil premium children at Hindley Junior and Infant School will attain better than pupil premium children nationally in the Year 4 multiplication check.
- Pupil premium children at Hindley Junior and Infant School will attain at least in line with 'all' pupils nationally in the Year 4 multiplication check.
- Close the in-school attainment gap between pupil premium children and their peers throughout school.

Personal development and attitudes

- 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	Attendance. Research shows that good attendance is crucial for all pupils, but it is especially important for children eligible for Pupil Premium funding. These children may face additional challenges that can make it harder for them to attend school regularly. However, attending school regularly is linked to better academic outcomes, improved social skills, and increased confidence.
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 upon entry to school (school does not have a nurse provision attached to school).

	<p>There are a number of reasons why Pupil Premium children may have poorer language acquisition on entry to primary school:</p> <ul style="list-style-type: none"> • Socioeconomic factors: Children from disadvantaged backgrounds may be exposed to fewer language-rich environments at home. They may have fewer opportunities to talk, read, and write. • Parental education: Parents with lower levels of education may be less likely to engage in activities that promote language development, such as reading to their children. • Early childhood education: Children from disadvantaged backgrounds may have less access to high-quality early childhood education. This can lead to delays in language development.
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	<p>Low aspirations from children and parents/carers. Research suggests that Pupil Premium children may have lower aspirations than their peers for a number of reasons:</p> <ul style="list-style-type: none"> • Socioeconomic factors: Children from disadvantaged backgrounds may be less likely to have role models who have achieved high levels of education or successful careers. • Parental expectations: Parents with lower levels of education may have lower expectations for their children's academic achievement.
6	Discussion with families and children suggest an increasing presence of challenges related to children’s, and their families, well-being, socio-economic needs, and mental health difficulties.

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.To further improve the attendance of pupil premium children.	<p>a) The attendance of pupil premium children at Hindley Junior and Infant School will be better than the attendance of pupil premium children nationally.</p> <p>b) The attendance of pupil premium children at Hindley Junior and Infant School will be at least in line with the attendance of ‘all’ children nationally.</p>

	<p>c) The in-school attendance gap between PP and non-PP children will narrow.</p>
<p>2. Pupil premium children at Hindley Junior and Infant School will attain well compared to the peers nationally.</p>	<p>a) By the end of Key Stage 2, pupil premium children at Hindley Junior and Infant School will attain better than pupil premium children nationally in reading, writing, maths and R/W/M combined.</p> <p>b) By the end of Key Stage 2, pupil premium children at Hindley Junior and Infant School will attain at least in line with 'all' pupils nationally in reading, writing, maths and R/W/M combined.</p> <p>c) Continue to narrow the attendance gap between disadvantaged pupils and their peers.</p> <p>d) Pupil premium children at Hindley Junior and Infant School will attain better than pupil premium children nationally in the phonics screening check measure in both Year 1 and Year 2.</p> <p>e) Pupil premium children at Hindley Junior and Infant School will attain at least in line with 'all' pupils nationally in phonics screening check measure in both Year 1 and Year 2.</p> <p>f) Pupil premium children at Hindley Junior and Infant School will attain better than pupil premium children nationally in the Year 4 multiplication check.</p> <p>g) Pupil premium children at Hindley Junior and Infant School will attain at least in line with 'all' pupils nationally in the Year 4 multiplication check.</p> <p>h) Close the in-school attainment gap between pupil premium children and their peers throughout school.</p>

<p>3. Good standard of phonics teaching and learning, throughout Reception and Key Stage 1.</p>	<p>a) All staff who deliver phonics will have ongoing CPD.</p> <p>b) Monitoring of phonics teaching will demonstrate consistently good practice.</p> <p>c) Children who are falling below the expected standard will have targeted academic support.</p> <p>d) Pupil Premium children will demonstrate good rates of progress in terms of phonics knowledge and application.</p>
<p>4. Accelerated rates of progress made in the Reception class.</p>	<p>a) 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 in line with non PP children.</p>
<p>5. The quality of teaching is consistently of a good quality and evidence-informed strategies are embedded in line with school's agreed approaches.</p>	<p>a) Professional development offer to staff is evidence-informed.</p> <p>b) Monitoring of the quality of teaching will demonstrate that teaching is consistently good.</p> <p>c) Ongoing CPD offered to staff.</p>
<p>6. Develop and prioritise language acquisition throughout school.</p>	<p>a) Vocabulary will be specifically and explicitly taught throughout school in each subject.</p> <p>b) Language screening assessments will demonstrate improvements in pupil vocabulary.</p> <p>c) Provide PP children with opportunities to develop their language skills through a variety of activities, such as reading, writing, and speaking.</p> <p>d) Create a language-rich environment in the classroom, where children are encouraged to use language in a variety of ways</p>
<p>7. Provide children with experiences and opportunities to allow them to contextualise their learning, build their schema and broaden their horizons and ambitions.</p>	<p>a) Children will have experienced different situations, people, environments and feelings that will help them to contextualise their learning, broaden their horizons and ambitions.</p>
<p>8. The pastoral needs of children will be supported effectively: promoting</p>	<p>a) Appropriate staff will be equipped with the necessary skills and</p>

<p>excellent behaviours and attitudes within children, and promoting and supporting well-being.</p>	<p>knowledge to effectively support children's wellbeing and mental health.</p> <ul style="list-style-type: none">b) Children can apply self-regulation strategies to support themselves.c) 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: £44,752

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/reading teaching are fully trained (Read-Write-Inc) and access regular ongoing CPD.	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 6
Ensure all year groups have at least one LSA supporting the	EEF guidance Report 'Maximising the impact of TAs': "Schools should	1

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.”	2 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 (Year 6) 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)	1 2 3 4 5 6
In school Communication Champion (expert in delivering targeted interventions for children with Speech, Language, and Communication Needs) to ensure high quality speech and language interventions and QFT approaches are implemented effectively and consistently.	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)	2 3 4 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 4 5 6

Interventions/booster clubs delivered outside of normal school hours for identified children. Delivered by experienced in-school teachers.	Extending school time (+3 months)	2
	Small group tuition (+4 months)	3 5

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

Budgeted cost: £36,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team (Learning Mentor & HT 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 5 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 4
Improve staff knowledge and understanding of pupil well-being, socio-emotional needs and mental health through professional development. E.g. Regular use of Emotional Friendly Schools Handbook; emotional coaching/validation techniques and EFS updates. .	EEF T&L Toolkit: Social and emotional learning (+4 months)	1 2 3 4 5 6
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	EEF T&L Toolkit: Parental engagement (+4 months)	1 2 3 5 6

parent workshops in school, regular communication via online platforms)		
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)	1 4 5
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.	1 4 5 6

Total budgeted cost: £150,830

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 2023 to 2024 academic year**.

Intended outcome	Outcome/Evaluation
Maintain recently improved attendance figures	<ul style="list-style-type: none"> The attendance of PP children at HJI was 93%. This was slightly better than the national average for ALL children which was 92.8%, and higher than the LA average for PP children which was 92.3%. However, there was still an in-school gap between PP children and non-pp children (93% Vs 96.5%).
Good standard of phonics throughout Reception and Key Stage 1	<ul style="list-style-type: none"> At the end of Year 1, PP children at HJI performed better than their PP peers nationally (85% passed the PSC compared to 68% nationally). Furthermore, ALL pupils national average was 80%, so therefore HJI PP children performed better than ALL pupils national average. At the end of Y2, 100% of PP children at HJI passed the PSC, and the national average for PP children was 83% and the national average for ALL children was 90%.
Accelerated rates of progress made in the Reception class.	<p>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 (internal tracking). However, the in-school attainment gap between PP and non-PP was evident:</p> <ul style="list-style-type: none"> 46% (6 chn) of PP have achieved 2 in Reading vs. 65%% (11 chn) of other pupils achieving 2 in Reading. 46% (6 chn) of PP have achieved 2 in Writing vs. 65% (11 chn) of other pupils achieving 2 in Writing. 46% (6 chn) of PP have achieved 2 in Maths vs. 76% (13 chn) of other pupils achieving 2 in Maths. 38% (5 chn) of PP have achieved GLD vs. 65% (11 chn) of other pupils achieving GLD.
The number of children achieving the expected standard in Reading, Writing and Maths will increase as cohorts move through school.	<p><u>End of KS2:</u></p> <ul style="list-style-type: none"> In reading, 79% of HJI PP children achieved expected+ compared to PP national average of 62%. Furthermore, 37% of HJI PP children achieved GDS compared to PP national average of 18%. Moreover, the HJI PP children achieved better than the national average for ALL pupils in

	<p>terms of GDS and expected+ (37% Vs 28% for GDS; and 79% Vs 74%).</p> <ul style="list-style-type: none"> • In writing, 68% of HJI PP children achieved expected+ compared to PP national average of 58%. However, 0% of HJI PP children achieved GDS compared to PP national average of 6%. • In Maths, 74% of HJI PP children achieved expected+ compared to PP national average of 59%. However, 5% of HJI PP children achieved GDS compared to PP national average of 13%. Moreover, the HJI PP children achieved better than the national average for ALL pupils in terms of expected+ (74% Vs 73%). • Combined R/W/M, PP children at HJI achieved better than the national average for all pupils in terms of expected+ (HJI PP was 67%, and the national average for al pupils was 60%. It is worth noting that over 25% of the PP cohort was SEND too. <p><u>End of KS1:</u></p> <ul style="list-style-type: none"> • In reading, 69% of HJI PP children achieved expected+ compared to PP national average of 55%. Furthermore, 23% of HJI PP children achieved GDS compared to PP LA average of 9%. • In writing, 54% of HJI PP children achieved expected+ compared to PP LA average of 46%. Furthermore, 8% of HJI PP children achieved GDS compared to PP LA average of 4%. • In maths, 62% of HJI PP children achieved expected+ compared to PP LA average of 57%. Furthermore, 23% of HJI PP children achieved GDS compared to PP LA average of 8%. <p><u>Y4 Multiplication check</u></p> <ul style="list-style-type: none"> • The average score of PP HJI children (22.1) was better than PP LA average (19.2), and the LA average for all children (21)
<p>The quality of teaching is consistently of a good quality and evidence-informed strategies are embedded in line with school's agreed approaches.</p>	<ul style="list-style-type: none"> • Professional development offer to staff has been evidence-informed. • Rigorous monitoring processes within school demonstrate that the quality of teaching is at least good, and is effective throughout school.
<p>The pastoral needs of children will be supported effectively: behaviour and well-being</p>	<ul style="list-style-type: none"> • School achieved Emotionally Friendly School Status.

	<ul style="list-style-type: none"> • Children can apply self-regulation strategies to support themselves in line with Zones of regulation approach. • Outstanding behaviours and attitudes demonstrated around school. • Staff, particularly the learning mentor, worked successfully with individual families to break-down barriers to learning. Resulting in improved attendance, punctuality, behaviour, behaviour and/or mental health/well-being (several case studies available).
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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
Literacy Shed + membership	Literacy Shed +
White Rose Maths Resources	White Rose Maths