

Hamstel Junior School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Hamstel Junior School
Number of pupils in school	575
Proportion (%) of pupil premium eligible pupils	39% <i>(225 children)</i>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs C. Farrell
Pupil premium lead	Ms K. Hall
Governor / Trustee lead	Kate Baines

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£350,290 <i>(£1,480 per child)</i>
Recovery premium funding allocation this academic year	
Pupil premium funding (and recovery funding) carried forward from previous years (enter £0 if not applicable)	£24,174
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	£374,465

Part A: Pupil premium strategy plan

Statement of intent

As a school, our intention is to provide an inspirational and inclusive learning environment for all our children. We strive to ensure no child is left behind socially or academically due to disadvantage. We seek to achieve our aim through outstanding teaching which focuses on raising aspirations and removing barriers to learning.

Our Pupil Premium Strategy Plan aims to address the main barriers faced by our children and ensure additional support is carefully targeted as a result of rigorous tracking in order that all children have the access and opportunity to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium attainment gap is already relatively large for some cohorts on entry to the Junior School.
2	Oral language is often lower on entry to the school for disadvantaged children. The children's vocabulary is often more limited than their peers; this can result in emotional and behavioural difficulties as well as academic.
3	Disadvantaged children generally attain less well in reading, writing and maths. Not reading regularly at home, limited vocabulary and a lack of a secure understanding of the basics mean they do not always progress at the same rate as their peers.
4	A higher proportion of disadvantaged children are on the SEND register (Autumn term 2024 – 23% compared to 17%) with a number of those children having complex needs. Some of our disadvantaged children have emotional, social and behavioural needs and aren't always ready to learn.
5	A large proportion of our families open to external services have children eligible for pupil premium.
6	Low aspirations have a detrimental impact on some of our disadvantaged children. A lack of positive role models and parental engagement results in some of our disadvantaged children undervaluing education.
7	A proportion of disadvantaged children have poor attendance and punctuality, which leads to gaps in learning or compounds existing gaps. For the school as a whole, the proportion of children with persistent absence has reduced over the last couple of years (2021-2022 – 17.45%, 2022-2023 - 15.79%, 2023-2024 – 15%).

	For pupil premium children, however, the number of children who have persistent absence remains high at 27.42%, a slight increase of 1.32% from the previous year.
8	Covid-19 and school closures had a greater impact on disadvantaged children, further widening gaps in learning. The effects are particularly evident in year 6.

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
Increased attainment in reading. Children's decoding and comprehension skills improve as well as their enjoyment of reading.	Pupils make accelerated progress in reading so that the gap for reading is narrowed and the proportion of children achieving EXS by the end of Key Stage 2 is above the national benchmark (as achieved in 2022 when pp children achieved 84% EXS and above compared to national - all children - 74%)
An increase in children's attainment in writing. Children's vocabulary, spelling accuracy and control of language improves.	Pupils make accelerated progress in writing so that the gap for writing is narrowed and the proportion of children achieving EXS by the end of Key Stage 2 is above the national benchmark (as achieved in 2022 when pp children achieved 79% EXS and above compared to national - all children - 69%)
An increase in children's attainment in maths. Children's basic arithmetic improves as well as their confidence in using and applying their knowledge.	Pupils make accelerated progress in maths so that the gap for maths is narrowed and the proportion of children achieving EXS by the end of Key Stage 2 is above the national benchmark.
Increased parental engagement in learning, through the use of Family and Child Support Officer and social media.	Parents feel they are well informed and able to effectively support their children's learning in school.
Children's social and emotional needs are met resulting in an improvement in their well-being and chances of academic success.	Children's needs are identified and appropriate support is put in place to overcome social and emotional barriers to learning.
Levels of attendance improves, promoting increased attainment and better progress.	Reduction in the number of persistent absentees among pupils eligible for PP. Overall, the gap is reduced between PP and non-PP children.

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: £97,283

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers focusing on teaching across the curriculum and pedagogy - AfL (quality first teaching).	<p>Focus on all teachers delivering high quality first teaching. Focus on the Hamstel Highway and progression within the curriculum.</p> <p>Use of WalkThrus and coaching to develop the skills of all teachers.</p> <p>Sutton Trust- quality first teaching has direct impact on children's outcomes.</p>	1-3
<p>ECT Induction Tutor and mentors</p> <p>ECT Induction Tutor – very experienced teacher who is responsible for overseeing the support provided by the ECT mentors. This year the school has 1 first year ECT and 2 second year ECTs</p> <p>ECT Mentors – experienced teachers each responsible for one ECT.</p> <p>Time given to support the ECT mentors to ensure effectiveness and give opportunities to work in partnership in the classroom.</p>	<p>Research shows that good teaching has the biggest impact on disadvantaged children.</p> <p>Sutton Trust – the effects of high-quality teaching are especially significant for disadvantaged children (potential gain of 1.5 years compared to 0.5 years with a poorly performing teacher).</p>	1-4
Leadership time for year group leaders to ensure equity of provision in their year group.	<p>Research shows that good teaching has the biggest impact on disadvantaged children.</p> <p>Sutton Trust – the effects of high-quality teaching are especially significant for disadvantaged children (potential gain of 1.5 years compared to 0.5 years with a poorly performing teacher).</p>	1-4
Leadership time for the maths and English leads to support the teaching and learning in these subjects across the school.	<p>Research shows that good teaching has the biggest impact on disadvantaged children.</p> <p>Sutton Trust – the effects of high-quality teaching are especially significant for disadvantaged children (potential gain of 1.5 years compared to 0.5 years with a poorly performing teacher).</p>	1-4

<p>Termly Pupil Progress Meetings. Teacher and DHT, together with the SENCo when appropriate, discuss each child's progress and any barriers. Strategies put in place / adapted and subsequently monitored.</p> <p>A termly pupil progress leadership meeting is held to review any year group / whole school needs.</p>	<p>Close monitoring of children's progress and potential barriers to learning to ensure appropriate support is put in place (interventions, pastoral support etc).</p>	<p>1 - 7</p>
<p>Subject leader support - the recently adapted curriculum is being embedded and adapted to ensure it meets the needs of all our children with subject leaders driving this.</p> <p>The three drivers: possibilities, experiences and the Hamstel Habits have been devised to ensure all our children have the same opportunities and to encourage PP children to have high aspirations.</p>	<p>Improving the children's 'cultural capital' also supports their language development.</p> <p>A broad and balanced curriculum supports all children but in particular those who are disadvantaged.</p> <p>Sutton Trust: lack of parental cultural capital can be a barrier to social mobility.</p>	<p>1-4, 7</p>

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

Budgeted cost: £75,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Conferencing Time – class teachers in year 6 (autumn, spring and first part of the summer term) are given time to work with children in their own class to focus on their specific needs and ensure barriers to learning are overcome.</p>	<p>EEF Toolkit: One to one tuition involving a teacher providing intensive individual support - + 5 months.</p> <p>Class teachers released to focus on individual needs of specific children with PP children a priority.</p>	<p>1, 3, 4</p>
<p>Reading assistants are employed across lower school to support children to read in line with (or better) than their chronological age – based on the Salford Reading Test.</p>	<p>EEF Toolkit: Individualized instruction - +5 months. Reading comprehension strategies + 6 months.</p> <p>Research demonstrates that reading is the key to academic success. Disadvantaged children often do not read regularly at home or are not</p>	<p>1,3</p>

	supported in their reading. Daily reading support has shown to accelerate the progress of our children.	
Nessy – programme of support for children’s language acquisition in year 3.	EEF Toolkit: Small group tuition focusing on a small group of learners - + 4 months. LSAs deliver a programme of support to small groups of children.	1, 2, 3, 4
Phonics support for those children who haven’t secured their phonics knowledge	EEF Toolkit: Small group tuition focusing on a small group of learners - + 4 months. LSAs deliver phonics interventions in years 3, 4 and 5 to close the reading gap.	1, 2, 3, 4

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

Budgeted cost: £138,351

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School buys into Early Help service and FSM checker to support work in school in regards to attendance as well as early intervention for families.</p> <p>Targeted support for families and pupils from Family and Child Support Officer and Learning Mentor.</p> <p>Funding to support pupils and families to ensure they are preparing their children to actively engage in school life.</p>	<p>EEF Toolkit – Parental Engagement + 4 months.</p> <p>Parental engagement is consistently associated with pupils’ success at school.</p> <p>Parents’ aspirations are also linked to pupil outcomes.</p>	5-7
Learning conversations - a hybrid model is offered to parents for the autumn and spring meetings.	Parental engagement and support for children’s learning has a positive impact on their academic achievement and well-being.	6, 7
Bagels are provided for all children for breakfast or as a snack.	A number of children arrive at school having not eaten breakfast. IFS – research studies demonstrate	6

	that providing breakfast can improve children's academic attainment.	
Behaviour is tracked using a live report (Arbor) in order that children with challenging behaviour are identified early and appropriate support is put in place. Inclusion team identifies pupils at risk of underachievement due to challenging behaviour. Support for teachers in the classroom. Members of the inclusion team act as a mentor / coach to support specific vulnerable children to enable them to access learning and experience success.	EEF Toolkit: Behaviour interventions which seek to improve challenging behaviour in school - + 4 months.	4, 5, 6
Play therapist provides regular opportunities for play therapy / support for referred pupils.	Pupils referred who require additional support / play therapy to have a focused one-to-one support package put in place. In previous years this support has had a positive impact on pupils and supported them in developing emotional resilience which then improves their ability to learn in class.	4
Attendance is monitored (Arbor) with half termly breakdown shared with SLT. Increased profile in school of attendance. Letters sent to parents of children whose attendance is a concern and subsequent meeting arranged. Attendance incentive implemented to encourage 100% attendance each half term with children entered into a prize draw to win £10 Amazon voucher.	Pupils with low attendance, particularly PP pupils, have gaps in learning; this is particularly evident in maths lessons. Ensuring all children and in particular PP children have high attendance and good punctuality supports good learning behaviours and outcomes.	7
Pupil Premium Plus children are provided with additional tutoring.	One to one and small group tuition from the SEN teacher. EEF Toolkit: Providing intensive individual support - + 5 months. EEF Toolkit: Small group tuition focusing on a small group of learners - + 4 months.	3, 4

Total budgeted cost: £311,180

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.

Key Stage 2 2024 SATs Results

Subject	Percentage of pupils achieving the expected standard: Hamstel Junior School	Percentage of pupils achieving the expected standard: Nationally	Percentage of pupil premium pupils (42% of all pupils) achieving the expected standard: Hamstel Junior School	Percentage of disadvantaged pupils (30% of pupils) achieving the expected standard: Nationally
English reading	68%	74%	53%	62%
English writing (teacher assessment)	74%	72%	63%	58%
Mathematics	61%	73%	45%	59%
English grammar, punctuation and spelling	66%	72%	49%	tbc
Combined (reading, writing & maths)	53%	61%	34%	45%

In 2024 the results for all of year 6 was lower than in 2023 for all children in writing and maths but slightly higher in reading.

Compared to 2023, the pupil premium children performed in line with the previous year's pupil premium children in reading and writing. There was a drop however in maths from 51% to 45%.

Disadvantaged children performed better than disadvantaged children nationally in writing but were significantly below for reading and maths.

In School Data July 2024

		End of Key Stage 2 Target	Attainment All Pupils	Attainment Pupil Premium Pupils	Attainment Non-pupil Premium Pupils	Gap	Key Stage 1 Gap
3	Reading	81%	81%	79%	83%	4%	8%
	Writing	85%	63%	53%	70%	17%	25%
	Maths	85%	76%	64%	83%	19%	23%
4	Reading	80%	79%	77%	80%	3%	5%
	Writing	84%	61%	54%	65%	11%	11%
	Maths	86%	79%	73%	83%	10%	16%
5	Reading	72%	78%	89%	90%	1%	32%
	Writing	77%	73%	64%	83%	19%	18%
	Maths	78%	80%	75%	85%	10%	20%

Gaps across all year groups have narrowed since KS1 except for writing in year 5, which has widened by 1% and in writing in year 4 where it remains the same. The gaps are smallest in reading across the school.

Quality of Teaching for all / Academic Progress and Attainment

- The focus continued to be on ensuring all teaching across the school was good or outstanding.
Seven new teachers joined the school in September 2023, 3 of whom were ECTs. Staff meetings focused on embedding the Hamstel Highway to support good and outstanding teaching.
- Targeted support was provided for ECTs with mentors and the ECT Induction Tutor given dedicated time out of class to work in partnership.
- Year group leaders benefitted from additional time out of class to focus on closing the gap for disadvantaged children in their year group. Support was dependent on need but took a number of forms including individual support for children through tutoring and mentoring, coaching for teachers, improving planning and adapting resources.
- Termly pupil progress meetings involving the class teacher and DHT as well as the SENCo (present for part of the meetings) ensured every child's progress was monitored with strategies planned for those who were deemed to be at risk of falling behind.
- Reading assistants continued to work with focus children in years 3 and 4. Pupil premium children start with an average reading age lower than non-pupil premium children at the start of the year but this gap has narrowed in both year groups with pupil premium children making more progress in months than non-pupil premium children.

Salford Comprehension Reading Age Academic year 2022-2023					
Year Group	Average Baseline Attainment		Average Progress		Average Gain
	Pupil premium	Non-pupil premium	Pupil premium	Non-pupil premium	In months compared to non-pupil premium
Year 3	48.6	57.4	26.4	21.7	4.7
Year 4	74.4	77.8	18	14.7	3.3

- PP+ children benefited from tutoring from the assistant SENCo / SEN teacher (from January); 46% of these children were also on the SEND register with 3 or the 13 children having an EHCP.

- Year 6 conferencing time – each year 6 teacher had dedicated time during the autumn and spring terms to work with children on a one-to-one basis with a focus on overcoming barriers for disadvantaged children.
- The curriculum has been adapted over the last two years to increase the amount of time available for the teaching of non-core subjects. Reading now takes place within English lessons with texts chosen to support the half term’s theme.
With the embedding of the curriculum, more focus has been given to the use of learning boards in supporting children with SEND.
- Phonics support has been provided for children who haven’t passed the screening test, with training for the LSAs delivering sessions provided by the AHT in the Infant School.

Social Emotional and Behaviour

The school continues to buy into the Early Help service and FSM checker to ensure attendance remains above the national average for all children.

2023-2024	School	Pupil premium	Non pupil premium
Attendance	94.6%	92.6%	94.6%
Authorised Absences	3.87%	5.01%	3.03%
Unauthorised Absences	1.52%	2.39%	1.52%

- Live reports (linked to the school’s MIS system) enabled close monitoring of attendance for all children.
- Attendance was compared for PP and non-PP children which enabled support to be put in place more strategically to ensure gaps were closed. Effective support was provided by the CFSO and attendance officer including first day calling, attendance meetings and support for families.
- Weekly inclusion meetings focused on children most in need with a focus on PP children.
- A play therapist worked with children who had a specific need allowing them to overcome difficulties which could otherwise have become barriers to good mental health and learning e.g. bereavement. A large proportion of the children supported are eligible for PP.
- Parental engagement is a priority for the school as children do better when supported at home. Engagement with the school website is high with parents accessing key information regularly. The school website, emails and the weekly newsletter continue to be the main sources of information for parents.
- Learning Conversations have been adapted to offer more choice for parents. Parents were able to book their own appointments and choose between meeting the child’s class

teacher online or in person. Uptake was high across the school for both the autumn and spring meetings (86% attendance in spring). Staff are proactive in ensuring most, if not all, parents are spoken to if they were not able to attend their scheduled meeting.

- Child and Family Support Officer is proactive in sign posting and offering support to a large number of families (strategy, CIN and CP meetings and early help referrals). 152 children and / or their families were provided with support over the year (an increase of 21 from the previous year).
- Our Learning Mentor supported children in a number of ways including through intervention groups focused on social skills and self-regulation. 59% of children supported were pp eligible.
- YGLs had time out of class to support teachers in their year groups. Developing routines and linking behaviour to learning empowered teachers and reduced the need for sanctions. PP children benefitted most from the clear routines (a key component of nurture).

Enrichment

- The residential trips for both year 5 and year 6 were subsidised for those children eligible for free school meals (52 children in year 5 and 38 children in year 6).
- Arbor live reports enabled the monitoring of all children’s behaviour. Weekly inclusion meetings and fortnightly extended leadership meetings focused on ensuring appropriate support was provided when needed.
- Lunchtimes were adapted this year so that year 3 and 5 could play together and year 4 and 6 were together. This allowed children in the upper school to take on more roles to support those in the lower years. Reading champions supported their peers and the younger children to select and enjoy a book during the lunchtime. Next year, the same arrangement will be in place and older children will also be selected to lead games on the playground.
- LSAs offer a range of activities at lunchtimes, which supports with behaviour and helps to build positive relationships between staff and children.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Uniform, activities during the school holidays
What was the impact of that spending on service pupil premium eligible pupils?	The child was able to participate in a range of activities over the holidays

Further information (optional)

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