

Hallam Fields Junior School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Hallam Fields Junior School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	33%
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 2021
Date on which it will be reviewed	October 2022
Statement authorised by	David Brown (Headteacher)
Pupil premium lead	Sarah Carr (Assistant Headteacher and Pupil Premium co-ordinator)
Governor / Trustee lead	Louise Adamczyk (Governor for disadvantaged Pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,390
Recovery premium funding allocation this academic year	£9,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£106,250

Part A: Pupil premium strategy plan

Statement of intent

At Hallam Fields, we value the opportunities for us to ‘*Grow together, learn together and achieve together!*’ We aim to make all of our pupils confident, happy and motivated with a love of learning by providing a safe and welcoming environment, both indoors and outdoors, where our children can be challenged to do their best. We have high expectations of behaviour and achievement, recognising that all of our children bring something unique to the Hallam Fields team. Independence and collaboration are encouraged in equal parts and the whole school community is important in making this happen.

When making decisions about using Pupil Premium funding it is important for us to consider the context of the school and subsequent challenges faced. Common barriers to learning for Disadvantaged children can be:

- Less support at home
- Weak language and communication skills
- Lack of confidence
- More frequent behaviour difficulties
- Attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no ‘one size fits all’ approach.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, or who have been eligible in the last six years, are socially disadvantaged and further, some children who experience disadvantaged backgrounds are not eligible for free school meals and thereby do not attract Pupil Premium funding.

At Hallam Fields, we will ensure that all pupils will receive the highest quality of personalised provision that helps them to thrive regardless of their status as disadvantaged or non-disadvantaged.

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending.

We will provide a culture where:

- Quality first teaching has the greatest impact on pupil outcomes
- There are high expectations for all pupils
- Staff are expected to have professional conversations about the needs of individual pupils
- All staff are aware of who Pupil Premium children are, including those receiving the Ever 6 funding.

- We recognise that not all pupils who are socially disadvantaged are registered for Free School Meals.

Our ultimate objectives are:

- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments (including Thrive Online), observations and discussions with pupils and families have identified social, emotional and developmental needs that require support. 75% of our children receiving 1:1 Thrive support are disadvantaged. 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. These findings are supported by National studies.</p> <p>Children arrive at school hungry, distressed or anxious and this need has to be met prior to any learning. Disadvantaged pupils demonstrate low confidence, self-esteem and independence in the classrooms and when dealing with friendship issues or similar. We often see a fight, flight or freeze response to a change in adult, struggles with new</p>

	learning or disagreements with peers including losing games on the playground. They have also been impacted by the lack of enrichment opportunities during school closure.
2	Attendance of disadvantaged pupils is lower than National, which limits the experiences, relationships and learning the pupils can access. Our attendance data for disadvantaged pupils on return to school in September 2021 is 93.09%, down from 96.74% in September 2020. Non-disadvantaged attendance data was 95.5% in September 2020 and has risen to 96.56% in September 2021. Our pupils worry that they are “missing out” on friendship groups and learning, which makes them feel separated from their peers. The number of late arrivals for our disadvantaged pupils has also increased on return to school and this time, accumulated across the week, means hours of lost learning and consequently affects their well-being and attainment.
3	Our assessments, observations and discussions with pupils indicate that our disadvantaged pupils do not read at home as often as our non-disadvantaged pupils and this impacts upon their progress and attainment in the subject and beyond. Our internal data shows between 25% and 35% of our disadvantaged pupils are on track to make age related expectations in reading, whilst between 45% and 65% of our non-disadvantaged pupils are on track for age related expectations across years 3-6.
4	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils and partial school closures and home-learning have increased this attainment gap. Our internal data shows between 15% and 38% of our disadvantaged pupils are on track to make age related expectations in maths, whilst between 24% and 62% of our non-disadvantaged are on track for age related expectations across years 3-6.
5	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils and partial school closures and home-learning have increased this attainment gap. Our internal data shows between 20% and 31% of our disadvantaged pupils are on track to make age related expectations in writing, whilst between 20% and 47% of our non-disadvantaged are on track for age related expectations across years 3-6.

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
Improved reading attainment among disadvantaged pupils	Key Stage 2 reading outcomes in 2024/2025 show that our disadvantaged pupils achieve the same standard as our non-disadvantaged pupils.
Improved writing attainment among disadvantaged pupils	Key Stage 2 writing outcomes in 2024/2025 show that our disadvantaged pupils achieve the same standard as our non-disadvantaged pupils.

Improved maths attainment among disadvantaged pupils	Key Stage 2 maths outcomes in 2024/2025 show that our disadvantaged pupils achieve the same standard as our non-disadvantaged pupils. Disadvantaged pupils at Hallam Fields achieve in line with national average in Multiplication Tables Check in Year 4.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/2025 demonstrated by: <ul style="list-style-type: none"> • The overall attendance rate for all pupils being a minimum of 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • The number of persistent late arrivals to school being reduced by 90% for disadvantaged and non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils at Hallam Fields Junior School, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/2025 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Thrive practitioners working collaboratively and consistently with families to support behaviour, food supplies and parenting difficulties. • Thrive 1:1 available for all disadvantaged pupils in need of reparative intervention. • Safe spaces in school available for small groups of disadvantaged pupils to share new experiences and opportunities in small groups.

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: £38,467.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Following the interruptions to learning caused by Covid-19 and the implications the pandemic has had on children's retention, it is important that we identify the gaps in learning – both for individuals and whole school. We have brought in standardised assessments which follow our curriculum teaching and learning, to carefully monitor these and make adaptations as necessary.</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>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf Page 10</p>	3, 4, 5
<p>UPS teachers to work within Year 6 cohort to allow Year 6 to be taught as three small classes for maths and writing.</p>	<p>Our year 6 cohort have had disruption throughout both years 4 and 5 due to Covid-19. As well as needing a lot of social and emotional support, our year 6 children need to be prepared for the transition to Secondary. The year group will be split into three smaller groups to allow quality first teaching to have the greatest impact.</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that 3 small classes under 20 children would allow teachers to increase the amount of attention each child will receive.</p> <p>We have high expectations for all children across Hallam Fields Junior School. NFER research identified the whole school ethos of attainment for all as the first of seven building blocks, which are common in schools that are successful in raising attainment of disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	4,5
<p>Maths teaching CPD for RQT</p> <ul style="list-style-type: none"> • 'Specialist Knowledge for Teaching Mathematics – Primary 	<p>The EEF guide to pupil premium, which details the tiered approach, shows that teaching is the top priority and this includes CPD. Our staff have reduced CPD due to Covid-19 and this is something that we have prioritised in our School Improvement Plan this year. With this maths CPD, we will be supporting some of our teachers who have completed their NQT year during</p>	4

<p>Early Career Teachers' to enable RQT to understand, teach and support pupils in maths in the classroom. 5 days</p>	<p>the Pandemic and deserve opportunities to develop their skills and understanding further with quality CPD. The EEF details that supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf Page 8</p>	
<p>Year 6 CPD for teachers new to teaching in year 6</p> <ul style="list-style-type: none"> • Essential writing moderation 2 ½ days • Reading, writing, grammar and maths – sharing good practice. 4 x 2hour sessions • KS2 assessments 	<p>The EEF guide to pupil premium, which details the tiered approach, shows that teaching is the top priority and this includes CPD. Our experienced teachers who have moved to year 6 this year will also be developing their skills and understanding through quality CPD.</p> <p>The EEF details that supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf Page 8</p>	3,4,5
<p>Decodable books purchased to enable early readers to decode using their phonetic knowledge</p>	<p>From our phonics assessments this year we know that 28% of our children across the school are in need of phonics intervention. This will be given as whole class teaching as well as small group intervention daily in year 3 and as intervention, a minimum of three times a week for 20 minutes, in years 4-6 using Sound Discovery.</p> <p>We will be supporting our children's reading journeys and helping children progress from decoding words to reading fluently and for pleasure with fully decodable books expertly aligned to Sound Discovery Phonics.</p> <p>EEF research shows that it is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. The decodable books will have support for parents at home with the aim of increasing reading miles for our children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3

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

Budgeted cost: £10,390.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring (First £9744 NTP funded, topped up with catch-up funding)	<p>Whilst we are not using the Pupil Premium funding to support our school led tutoring, we have offered the provision to all of our disadvantaged pupils at Hallam Fields. At Hallam Fields we prioritise relationships and therefore chose to use our own classroom teachers to provide the extra tuition. This means children are ready and happy to learn and the quality first teaching can consolidate learning in class, address previous misconceptions and also pre-teach, giving the children an opportunity to know more before the lessons in class. EEF research shows extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes (including additional small group or 1:1 tuition)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	4,5
TA targeted intervention for reading	<p>EEF research shows that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact. Our teaching assistants will be trained and supported to deliver Sound Discovery Phonics interventions to our children who need them across the school. EEF research shows that targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3
Spaghetti maths after-school provision for all dis-advantaged pupils. Six week course for children to engage them	<p>It is a school focus to improve the attitudes towards maths for all pupils. Our children show low self-esteem in maths and low resilience when tackling problems. We have previously used Spaghetti Maths and will be running the course for our disadvantaged pupils in the Spring term to develop these skills in a creative way. Spaghetti Maths is an after-school provision whose philosophy is 'everyone can achieve at maths.' The</p>	4

with maths and promote enjoyment in maths.	clubs are based on the work promoted by Professor Jo Boaler of Mathematics Education at Stanford University. She has shown that if we believe we can do maths, it can actually change the mathematical working of our brain.	
<p>Purchase web-based programs to be used in school and at home to support learning and engage parents with the teaching and learning in school.</p> <ul style="list-style-type: none"> • TTRS • Seesaw • Dynamo maths 	<p>We promote parental engagement in our children’s learning using different web-based programmes, especially since the pandemic. EEF evidence shows that parental engagement, which includes teachers and schools involving parents in supporting their children’s academic learning, has the highest impact with low attaining pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Seesaw was established during COVID-19 but has been sustained as an effective way of communicating directly with parents and sharing the children’s learning and targets.</p> <p>ICT is identified by the Sutton Trust toolkit of strategies as having moderate impact for high cost – however, over the last two academic years our children have had to engage more in these ways of learning and parents have had to be more involved.</p> <p>Our children have shown that they are motivated by technology and have been able to apply their knowledge and skills effectively and challenge themselves by competing against others through the programmes. In addition, the soundcheck on TTRS is almost identical to the year 4 Multiplication Tables Check that is statutory in 2022. Regular use of all aspects of TTRS prepares children for answering at speed as well as challenging them to apply associated division facts.</p>	3,4,5

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

Budgeted cost: £57,369

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools provision weekly for every child in the school led by Forest	The social and emotional needs of our children have increased since the beginning of Covid-19 and this has been recognised Nationally. Our children have also had limited experiences over the last two years and this, for us, is important for both their wellbeing and their learning. The Forest Schools sessions are nature-based opportunities where our trained practitioner	1

<p>Schools qualified practitioner.</p>	<p>nurtures learner-led exploration and discovery, nurturing meaningful experiences for positive lifelong impacts. The children will be accompanied by their class teacher to build and develop relationships, share new experiences and allow teachers to build on these in the classroom.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Our Forest Schools opportunities are a part of the culturally enriched curriculum that we make available to all of our children at Hallam Fields.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/772056/School_inspection_update_-_January_2019_Special_Edition_180119.pdf</p> <p>The NFER identify in their 'Supporting the attainment of disadvantaged pupils' research from 2015 that the most basic Pupil Premium provision should 'support pupils' social/emotional needs alongside teaching and learning strategies'. Spending time in the natural environment is a renewed priority to support children's wellbeing and mental health.</p> <p>https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf Page 15</p>	
<p>Thrive practitioner Thrive worker to support children who are having difficulty accessing learning through disregulation, using the Thrive approach to support their management of their own behaviour. Thrive 1:1 sessions will target our disadvantaged pupils.</p>	<p>Thrive offers a systematic approach to identifying children's social and emotional development needs. Thrive happens in every class across school to enable the healthy development of the children's emotional well-being, as well as 1:1 to address children's gaps in development. The EEF identify that Social and Emotional Learning interventions, which target social and emotional learning, seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf Page 19</p>	<p>1</p>
<p>PGL – Disadvantaged pupils will receive support to enable them to attend the residential experience in year 6</p>	<p>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. These findings are supported by National studies. By supporting our disadvantaged pupils in this way, we can ensure that they receive the same cultural experiences as their peers.</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional)</p>	<p>1</p>

	challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved (EEF).	
Outdoor safe space for 1:1 Thrive, small group work with disadvantaged pupils and children needing support and space to regulate.	<p>In order to develop our already culturally enriched environment, we will be developing an outdoor space to provide a valuable environment for social and emotional intervention as well as a safe space for our children.</p> <p>Sanchez (2018) identifies safe spaces as designated areas where children can choose to go to calm down, take time to process, or just be alone but are seen as positive behaviour choices if they move themselves to the safe spaces. Safe spaces give children a much needed outlet from a busy classroom which demands high expectations throughout the day. "All students should know that safe spaces are available to them," she adds. "It's not just for some."</p> <p>https://researchschool.org.uk/billesley/news/we-all-need-a-safe-space</p>	1
Attendance officer to address drop in pupil premium attendance and late arrivals to school so children are not missing out on learning unnecessarily.	<p>In order to support our disadvantaged pupils with all of the social, emotional and academic development that they need and deserve we must first address attendance. Our children need to have those consistent, reliable relationships in order to thrive and we value these relationships with our parents too. Our attendance officer works with parents to support as well as following procedures if attendance is a concern.</p> <p>The NfER briefing for school leaders identifies addressing attendance as a key step.</p>	2

Total budgeted cost: £106,226.11

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Internal data identified that Maths had been most impacted by the partial school lockdowns so on full opening the maths curriculum was changed to target place value and four operations teaching and learning to prepare children for the next academic year. Staff carefully monitored the home learning of our disadvantaged pupils and assessed their gaps on

return to school. One of the biggest impacts of COVID on our disadvantaged pupils has been on their social and emotional wellbeing, as supported by National data. All core subjects were therefore included in the three year plan moving forward and social and emotional wellbeing is a priority area.

Attendance for our disadvantaged pupils surpassed non-disadvantaged pupil last year at 96.74%, prior to partial lockdowns once again being enforced. The attendance officer worked closely with parents to build relationships and resolve issues families were experiencing around attendance. Following these partial lockdowns attendance and punctuality have become an area for improvement once again. This has therefore impacted the new three year plan.

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
Times Tables Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance Learning
Seesaw	Seesaw Learning Inc
Dynamo Maths	Jellyjames Publishing

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?	We had 1 child receiving Service Pupil Premium last year and this was used to pay for an annual magazine subscription, PGL style activities day at the end of the year, Thrive training and resources for in class sessions and Recovery Curriculum resources to support return to school following COVID.
What was the impact of that spending on service pupil premium eligible pupils?	Our child eligible for SPP last year benefitted through social and emotional support being in place in their own classroom at a time when it was most needed. The magazines were a

	personal 'gift' regularly to make our child feel special whilst engaging in reading and promoting a love of reading. The experiences at the end of the year added to cultural capital for the child and developed collaborative learning and team-work skills with their peers at a time when children had experienced a lot of isolation.
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Further information (optional)

Our pupil premium co-ordinator is currently working with Derby Research Schools to complete the 'Making the difference for disadvantaged Pupils' programme. This programme explores practical, evidence-informed approaches for breaking the link between family income and educational attainment. It consists of five sessions and two twilights and will involve collaborative work with other schools.

Hallam Fields Junior School has embedded the Thrive Approach into every aspect of the school community including teachers, middays and parents and carers. Improving Social and Emotional Learning in Primary Schools stresses the importance of supporting disadvantaged pupils socially and emotionally as they often have weaker skills than non-disadvantaged pupils. Social and emotional skills are planned and explicitly taught in every class and children are supported to learn self-regulation skills whilst learning the sensations that accompany emotions. Relationships are at the heart of everything we do at Hallam Fields Junior School and staff model the social and emotional skills that we want our children to adopt. Children have safe spaces and trusted adults when they are dysregulated. Staff understand behaviour as communication and use Thrive techniques, such as the VRFs, to attune, validate, contain and regulate our children consistently.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>