Pupil premium strategy statement

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	Black Horse Hill Junior School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	22-23
Date this statement was published	Nov 22
Date on which it will be reviewed	July 2023
Statement authorised by	Paul Hindle
Pupil premium lead	Paul Hindle
Governor / Trustee lead	Tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 47,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 47,090

Part A: Pupil premium strategy plan

Statement of intent

At Black Horse Hill Junior School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. As an inclusive school, our intention is to provide an inspirational and inclusive teaching and learning environment with excellent outcomes for all. Our ultimate goal is that no child is left behind socially or academically because of disadvantage. We strive to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy success

Challenges

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

Challenge number	Detail of challenge
1	Lack of exposure to quality reading texts and vocabulary at home
2	Lack of support/ understanding with home based learning activities
3	Learning gaps acquired during remote learning
4	Access to paid school trips/ residentials or extra-curricular activities
5	Increasing numbers of SEN and children displaying anxiety behaviours

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
To raise attainment in maths	Pupil premium children achievement is in line with other pupils in the school
To raise attainment in writing	Pupil Premium children's attainment is at least in line with other pupils in the school
To raise attainment in reading	Pupil Premium children's attainment is at least in line with other children in the school

To ensure that disadvantaged children have extra-curricular opportunities	All pupils to have the opportunity to attend extra-curricular activities
To provide support for pupils displaying anxiety based behaviours	All pupils have access to resilience programmes or mental health support.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	To develop high quality teaching and assessment for the core curriculum	1,2,3
Staff CPD	To develop high quality teaching and assessment for the delivery of phonics.	1,2,3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths intervention	EEF suggests that TA intervention offers +4 months of impact. Pupils who need support with number to receive weekly intervention from teaching assistant	1
Phonics delivery	EEF suggests that targeted phonics offer +5 months of impact. Phonics programme to be purchased in line with the infants' school and teaching staff to be trained in its delivery.	2,3
Reading intervention	EEF suggests that TA intervention offers +4 months of impact. Teaching assistant to deliver daily intervention to the bottom 20% of readers in years 3 & 4	3

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

Budgeted cost: £ 16,000

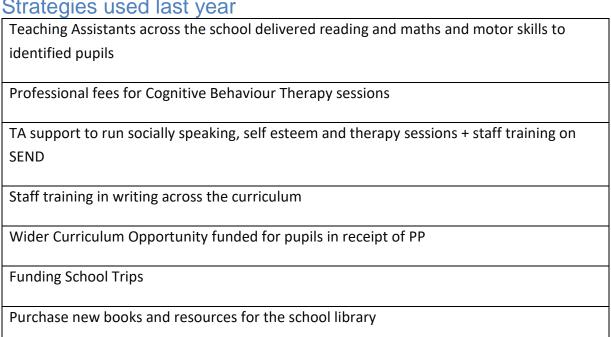| Activity	Evidence that supports this approach	Challenge number(s) addressed
Resilience programme	EEF suggests that social and emotional learning offers +4 months of impact. Teaching assistants to deliver a resilience programme to pupils across the school.	5
Subsidising costs for extra-curricular activities and trips for PP children	EEF suggests that participation in wider arts offers +3 months of impact. No child who wants to do extra-curricular activities will be excluded because of cost	4
Professional fees for cognitive behaviour therapy sessions	EEF suggests that social and emotional learning offers +4 months of impact. Purchase support from Thumbs Up to deliver programmes to groups and whole classes through the year.	5
Professional fees to identify additional needs	Purchase SENAAT to identify needs and suggest strategies to support pupils with additional needs	5

Total budgeted cost: £49,000

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.

Strategies used last year

Teaching Assistants across the school delivered reading and maths and motor skills to identified pupils
Professional fees for Cognitive Behaviour Therapy sessions
TA support to run socially speaking, self esteem and therapy sessions + staff training on SEND
Staff training in writing across the curriculum
Wider Curriculum Opportunity funded for pupils in receipt of PP
Funding School Trips
Purchase new books and resources for the school library

Outcomes

Subject	Whole School Data	Pupil Premium Data
Reading	75% Exp 25% GD	68% Exp 3% GD
Writing	65% Exp 19% GD	53% Exp 3% GD
Maths	65% Exp 14% GD	53% Exp 3% GD

Progress

Subject	Whole School Data	Pupil Premium Data
Reading	Exp Progress – 82%	Exp Progress -74%
	Better than Exp Progress 16%	Better than exp progress 11%
Writing	Exp Progress – 87%	Exp Progress – 91%
	Better than exp progress 20%	Better than exp progress 9%
Maths	Exp Progress – 88%	Exp progress – 86%
	Better than exp progress 20%	Better than exp progress 6%