



Henleaze Junior School Pupil Premium Strategy

Statement

We believe that all children, no matter their background or circumstances, deserve the best possible education we can provide. In striving for equality of opportunity for all, we are committed to going 'above and beyond' for our disadvantaged pupils in particular.

We use the Pupil Premium grant to help us tackle the impact of disadvantage through high-quality targeted teaching, focussed pastoral support, increased access to enriching experiences and a whole-school culture of inclusion and high expectations for all pupils.

We understand that disadvantage will have sometimes 'unseen' social and emotional impact which can affect academic performance, and we endeavour to equip our disadvantaged children with the knowledge, attitudes and skills to thrive alongside their peers.

We are guided by both school-based evidence and national research organisations, such as the Education Endowment Fund, which states that "social and emotional learning can increase academic performance. It is especially important for pupils from disadvantaged backgrounds."

Covid addendum

The global pandemic has obviously had a huge impact on education. When all our pupils returned to school in September, we were able to assess carefully where they were academically and in terms of their mental health and wellbeing. Any significant, widespread adversity will tend to impact more negatively on disadvantaged pupils and we have found this to be generally the case, although with a greater emphasis on academic attainment.

To address this negative impact, we have targeted additional funding towards addressing the needs of our disadvantaged and/or vulnerable pupils, augmenting this year's pupil premium budget with money from the government catch-up grant. We already have wide-ranging measures in place to address mental health and wellbeing needs at HJS and so it has only been necessary to enhance this provision to a relatively small degree. The main focus of the additional funding will be on accelerating academic progress for our disadvantaged pupils.

Overview

School name	Henleaze Junior School
Number of pupils in school	380
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£36,520
Academic years covered by strategy	2019-2022
Date of this review	01 September 2020

Date of next review	01 July 2021
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Strategy aims for disadvantaged pupils

Aim	Activity
Increase disadvantaged pupils' emotional resilience by providing social and emotional learning (SEL), extra pastoral support and therapeutic intervention where appropriate.	Learning Mentor employed to work with disadvantaged pupils and lunchtime staff deployed to focus on meeting their needs. Identified pupils referred for therapy.
Increase the percentage of disadvantaged pupils achieving at least the expected standard in reading, writing and maths, and making at least good progress across KS2.	Class teachers are released from class to carry out 'pupil conferencing', regularly working 1:1 with disadvantaged pupils to address identified gaps in learning.
Increase the 'cultural capital' of all disadvantaged pupils to close the gap with their non-disadvantaged peers.	Identify and fund extra-curricular activities so that all pupils have equal access to enrichment opportunity.

Disadvantaged pupil performance overview for last standardised assessment point

Percentage of pupils meeting at least the expected standard (each disadvantaged pupil at Henleaze Junior School represents 11% of that cohort).

Subject	Disadvantaged pupils nationally	Disadvantaged pupils at Henleaze Junior	Non-disadvantaged pupils nationally
Reading	62%	78%	78%
Writing	62%	78%	83%
Maths	67%	50%	84%

Teaching and learning priority for current academic year

Priority	Activity
Social and Emotional Learning	Pupils have weekly 1:1 sessions with our Learning Mentor focussed on SEL. Where necessary and appropriate, identified pupils will be referred to our partner therapists for targeted intervention.
Barriers to learning addressed by this priority:	Low emotional resilience and self-regulation skills
Projected spending:	£16,000 – <i>increased due to Covid to £18,000</i>

Targeted academic support for current academic year

Priority	Activity
Progress and attainment across the curriculum	Teacher appraisal and professional development targeted towards disadvantaged pupils who will receive enhanced 1:1 pupil conferencing to address gaps in their learning and accelerate academic progress.

Barriers to learning addressed by this priority:	Identified gaps in academic learning
Projected spending:	£13,000 – <i>increased due to Covid to £26,000</i>

Wider strategies for current academic year

Priority	Activity
Disadvantaged pupils have successful lunchtimes	Vulnerable pupils are focus children for our lunchtime staff who will provide them with extra pastoral support.
Enrichment opportunities are accessed by disadvantaged pupils	The NW24 'Agents of Change' project will involve Y5/6 disadvantaged pupils leading a change project in school on the theme of 'Diversity & Justice'. Extra-curricular clubs will be identified, promoted and funded where appropriate.
Barriers to learning addressed by these priorities:	Inclusion and sense of belonging to the school
Projected spending:	£10,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching and learning priorities	Evaluating the impact of SEL and therapeutic interventions	Use Thrive Assessment tool and Strength & Difficulties questionnaire to track progress.
Targeted academic support	Ensuring SMART focus on disadvantaged pupils as a priority among vulnerable groups	Implementation of HJS Support Plans and monitoring of the provision detailed in plans.
Wider strategies	Working closely with families to ensure approaches are tailored to each pupil.	Close liaison with class teachers and Learning Mentor to understand needs and facilitate collaboration with families.

Review: last year's aims and outcomes

Aim	Outcome
Target children will show an improvement in their emotional resilience	Up until the national lockdown, teachers reported that pupils were more able to access learning in class and thrive in school due to enhanced provision of social and emotional learning and, where appropriate, therapeutic intervention. During lockdown, our Learning Mentor provided counselling sessions online and key adults made regular contact with disadvantaged pupils to support them with their emotional wellbeing and to continue to help build their resilience.

<p>Increase the percentage of disadvantaged pupils achieving at least the expected standard in reading, writing and maths, and narrow the gap with non-disadvantaged pupils nationally</p>	<p>Due to the pandemic, there was no statutory assessment at the end of KS2. Class teachers and learning support staff were focussed particularly on supporting disadvantaged children during lockdown and the school remained open to vulnerable pupils. We are now focussed on accelerating academic progress for this cohort.</p>
<p>Continued improvement in the number of behaviour incidents at breaktime and lunchtime</p>	<p>Fewer incidents at unstructured times of the day were recorded. Staff commented on the positive impact of lunchtime sports coaches now teaching PE in PPA sessions, which has led to particularly supportive relationships with disadvantaged pupils.</p>