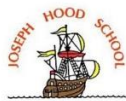


Pupil premium strategy statement 2024-2025



JOSEPH HOOD PRIMARY SCHOOL PUPIL PREMIUM GRANT (PPG) STRATEGY 2024-25

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.

What is Pupil Premium?

Pupil Premium funding supports the way Joseph Hood School can provide for key groups of pupils so they can achieve their full potential. The funding is used to provide a range of experiences and support for children to meet their needs. Some pupils require extra support and we use the Pupil Premium Grant to ensure that we can provide for this.

Information:

Pupil Premium funding is allocated each year. The funding is based on the number of children who are eligible in October and revised in January.

Children eligible for the Pupil Premium:

- Children eligible for Free School Meals at any time in the last 6 years. (Ever 6) / Looked After Children (LAC) / Reception children eligible for Free School Meals / forces children.

School overview

Detail	Data
School name	Joseph Hood Primary School
Pupils in school (October 2024 census)	350 - including Nursery (October 2024 census)
Proportion of disadvantaged pupils (October 2024 census)	68 pupils 19 %
Publish date	December 2024
Review date	September / October 2025
Statement authorised by	Anita Saville (Exec. Headteacher)
Pupil premium lead	Libby Wright (Head of School)
Governor lead	Harriet O'Connor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 99,470

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will always consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on diminishing the difference and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment processes, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective all staff will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified; liaising with the Inclusion Manager or members of SLT
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- have an up-to-date knowledge of pupil premium pupils and their current outcomes
- ensure staff understand and implement the pupil premium action plan / strategy that has been developed by the Senior Leadership Team
- ensure planning and lessons meet the needs of the pupil premium pupils in the classroom so that pupils are making accelerated progress because of high quality teaching and learning
- moderate pupil premium books regularly against their peers to track progress and achievement therefore adapting teaching and learning as a support where required
- have a detailed knowledge of the school data, pupil performance and gaps in learning that may slow or enhance progress
- engage in tracking meetings – discussing pupil premium achievements and progress as well the next steps you need to take to ensure progress in continual in your classroom
- adapt provision where appropriate so that the needs of pupils are fully met
- develop positive relationships with wider family members to ensure good engagement

Challenges

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

Challenge number	Detail of challenge
1.	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2.	Assessments and pupil outcomes suggest that the disadvantaged pupils have greater difficulty in attaining expected and the higher scores across the school in Reading, Writing and Mathematics- particularly at Greater Depth
3.	The current school attendance data outlines: <ul style="list-style-type: none"> • The Disadvantaged cohort's Overall Absence is 5.7% • 15.2% of the school's Disadvantaged cohort are persistently absent Whilst all of the above figures are an improvement on the previous year, this area of concern remains a priority and school is vigilant with the monitoring of absence.
4.	Observations suggest that pupil premium pupils do not have the wider opportunities for enrichment which their peers may have access to impacting both academic and wider outcomes.
5.	Observations demonstrate that the emotional needs of the disadvantaged pupils are not always met which results in those pupils not always achieving as highly as they should not only academically but within the wider curriculum. This includes pupils who have other indicators or are subject to a CP / CIN plan.

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 attain and achieve good phonics outcomes for pupil premium pupils	80% + of pupil premium pupils in Year 1 will achieve a pass during the phonics check
To achieve academically in line with their peers and identified disadvantaged pupils are performing at the higher standards.	Sustained higher outcomes for pupils <ul style="list-style-type: none"> • performance of disadvantaged pupils achieving expected in reading, writing and mathematics improves • performance of disadvantaged pupils achieving a combined score in reading, writing and mathematics shows improved outcomes from 2023-24 • performance of disadvantaged pupils achieving a higher attaining score in a core subject shows improved outcomes at the end of Key stage 2 – July 2024
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained, improving attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • The percentage of disadvantaged pupils who are persistently absent being below current national average. • Unauthorised disadvantaged attendance is in line with the current national data

<p>Disadvantage pupils have further opportunities to attend activity clubs after school and specific enrichment activities</p>	<ul style="list-style-type: none"> • Those pupils who are at a disadvantage will all attend at least one after school club during the week to support their wider development and enrichment • Those pupils who are pupil premium will attend a range of local authority sporting events throughout the academic year to support their wider opportunities and development • Educational visits will be chosen to ensure they deepen the learning experiences and develop the knowledge of all pupils • All PP children to have experienced at least 1 residential visit in their time at Joseph Hood Primary School. • Improved cultural capital – readiness for life. • Increased engagement from PP pupils.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by end of 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • A continued increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Increased engagement of parents / carers of disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Parents become more confident when supporting their own children's learning at home. • Increased percentage at parents attending the workshops. • Increased percentage attendance at Parent evenings.

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.

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

Budgeted cost: £ 60,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>In Year 6 academic Booster sessions for all pupils; targeting the PP pupils ensuring they attend.</i>	<ul style="list-style-type: none"> ➤ Targeted teaching and learning supports the academic performance of all pupils - School performance indicators 2023/24 	2
<p><i>Below expected levels of writing skills upon entry with the disadvantaged pupil group.</i></p> <p><i>PP pupils achieving Greater Depth – working towards diminishing the gap.</i></p>	<ul style="list-style-type: none"> ➤ Informal coffee mornings for parents to come in and discuss ways in which they can engage with their child’s learning. ➤ Improve Quality First Teaching of reading and writing. ➤ Increase the % of our Disadvantaged children achieving the Higher Standard (HS) or Greater Depth (GDS) in Reading, writing and mathematics. 	5
<p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i></p> <p><i>Below expected levels of reading skills upon entry: including phonics skills.</i></p> <p><i>Disadvantaged pupils not reading daily at home.</i></p> <p><i>Reading across the school- improving inference skills, particularly with PP group.</i></p>	<ul style="list-style-type: none"> ➤ Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <ul style="list-style-type: none"> ➤ Improve Quality First Teaching of reading and phonics skills. ➤ Parental engagement- Provide Parent workshops for how they can support at home. ➤ Use SiMS data analysis and national data to ensure that the correct children are targeted with interventions. ➤ Toe-by-Toe reading used as a 1:1 intervention with identified PP children. ➤ Encourage volunteers to come in to school as a reading support. ➤ Monitor phonics data closely – particularly the PP group. ➤ TA to deliver targeted interventions. ➤ Cost of a set of books per PP child. 	1

	<ul style="list-style-type: none"> ➤ EEF Reading comprehension strategies research ➤ EEF Phonics strategies research ➤ Literacy Trust Research – December 2021- Reluctant Girls Readers. ➤ Phonics and Early Reading skills in Early Years and Key Stage 1. Replenishing books required. ➤ Train and embed further any phonics interventions- NELI ➤ High quality texts being used for ALL pupils during Guided Reading sessions and quality first teaching of reading and phonics. ➤ Teacher's pedagogy for teaching of reading is current. Training is thorough and up to date. 	
<p><i>Year 6 Pupils (51 in the cohort) to be taught in small groups by 3 teachers + TA for core lessons 3 mornings a week to improve outcomes.</i></p>	<ul style="list-style-type: none"> ➤ Targeted teaching in smaller groups of pupils impacts the achievements of all pupils in English and Mathematics <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	2
<p><i>Identification of other pupils / pupil groups who may be disadvantaged however they are not entitled to PPG. (ie, Pupils on CP/CIN, young carers, etc.)</i></p>	<ul style="list-style-type: none"> ➤ Continue to use MyConcern safeguarding software in school – ensuring all staff members log concerns around children promptly. Immediate / appropriate actions can then be taken. ➤ CP/CIN pupils provided with ELSA sessions; (Emotional Learning Support). ➤ Involvement of other external services to support; School Nurse, Young Carers, CAMHS, etc) 	3 4
<p><i>Increase % of pupils in EYFS achieving GLD from this pupil group</i></p>	<ul style="list-style-type: none"> ➤ Workshops targeted ➤ Extra parent meetings / coffee mornings ➤ Closer monitoring by SLT 	1
<p><i>Engagement of parents from this disadvantaged pupil group.</i></p>	<ul style="list-style-type: none"> ➤ Parent workshops planned (Spring 2025) 	4
<p><i>Ensure PP group have the same opportunities as their peers.</i></p>	<ul style="list-style-type: none"> ➤ Increase the number of PP children attending a residential trip to develop resilience and stamina for learning. ALL PP pupils will be invited to have the cost covered of one residential either in Year 5 or Year 6. ➤ Target a child's cultural capital- self-organisation, motivation, confidence, concentration, aspiration and resilience; through use of PSHE, assemblies, 1:1 conferencing, theme days, sharing of personal experiences, and so on. ➤ Residential trip costs- trip plus possible clothing / accessories. ➤ Cost of individual PP children attending ASC / BC 	4

<p><i>Ensure good attendance and punctuality from the disadvantaged pupils group.</i></p>	<ul style="list-style-type: none"> ➤ Close relationships built with the families. ➤ As a school, be aspirational and ensure the children understand the importance of coming into school daily. ➤ Liaise with Children and Family Services if support is needed beyond the school gate. ➤ Buy in extra Education Welfare Officer (EWO) support. ➤ Silver awards- Breakfast of attendance of 96% or above or 100% attendance over 2 whole terms, and a book voucher for 100% for the whole year. 	<p>3</p>
<p><i>Continuing to develop emotional wellbeing support throughout the school in the form of ELSA and through an appointed behaviour specialist. The support and approaches used will be to develop educational practice in school - supported by professional development and training for staff.</i></p> <p><i>Appointment of a Mental Health Lead and the development of a specific mental health triage</i></p>	<ul style="list-style-type: none"> ➤ There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://www.gov.uk/guidance/senior-mental-health-lead-training</p>	<p>5</p>

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

Budgeted cost: £ 30,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure PP group have the same opportunities as their peers.</i></p> <p><i>Ensuring that disadvantaged pupils are taking part in wider opportunities - including school based clubs and sporting competitions across the school</i></p>	<ul style="list-style-type: none"> • EEF Outdoor Adventure Learning • Increase the number of PP children attending a residential trip to develop resilience and stamina for learning. • Target a child's cultural capital- self-organisation, motivation, confidence, concentration, aspiration and resilience. • Support families with costs involved with school meals, After School Club (ASC) and Breakfast Club (BC). • https://www.gov.uk/government/news/package-to-level-up-opportunities-for-the-most-disadvantaged-pupils 	<ul style="list-style-type: none"> • 4 and 5

<p><i>Embedding the zones of regulation across the school to support the emotional welfare and wellbeing of all pupils</i></p>	<ul style="list-style-type: none"> • https://zonesofregulation.com/research/ 	<ul style="list-style-type: none"> • 5
<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p> <p><i>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</i></p>	<ul style="list-style-type: none"> • The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 	<ul style="list-style-type: none"> • 3
<p><i>SLT to conduct regular attendance meetings each Friday with parents - targeting the disadvantaged pupils where attendance falls into the persistent category - drawing up school / parent contracts where appropriate</i></p>	<ul style="list-style-type: none"> • The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 	<ul style="list-style-type: none"> • 3

Total budgeted cost: £ 91,000 (approx.)

Part B: Review of outcomes in the previous academic year

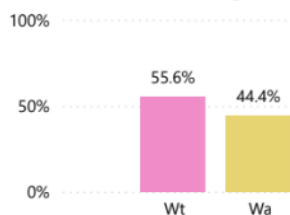
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

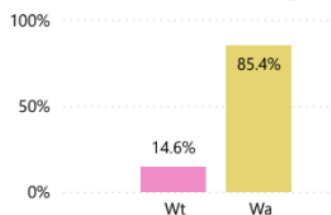
2023/24

Year 1 Phonics Screening:

Phonics Disadvantaged

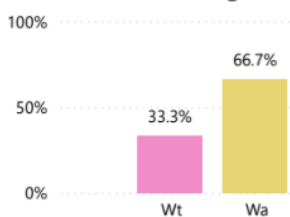


Phonics Non Disadvantaged

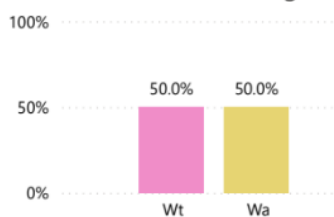


Year 2 phonics re-check

Phonics Disadvantaged

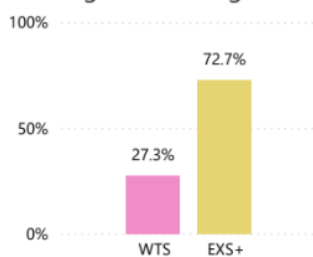


Phonics Non Disadvantaged

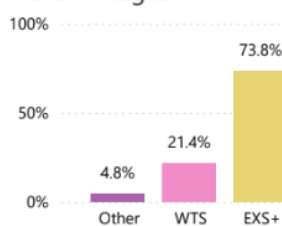


Key Stage 1 outcomes

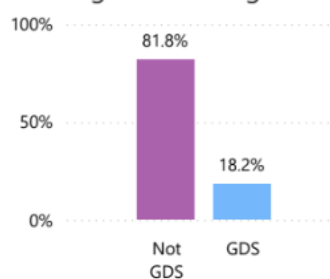
Reading Disadvantaged



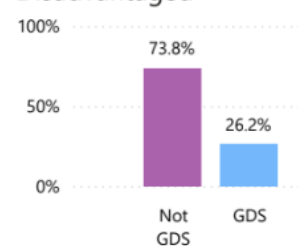
Reading Non Disadvantaged



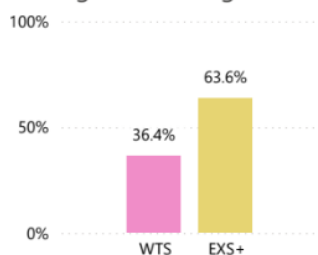
Reading Disadvantaged



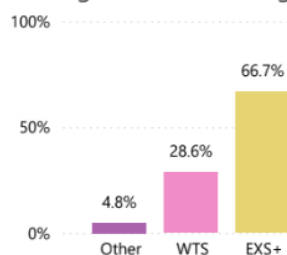
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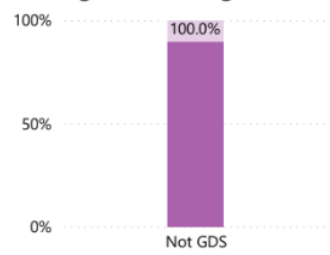
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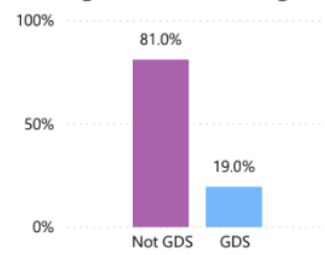
Writing Non Disadvantaged



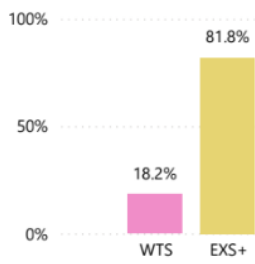
Writing Disadvantaged



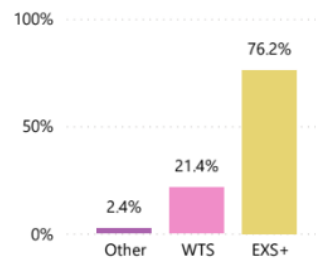
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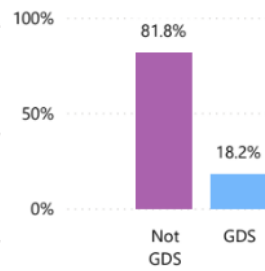
Maths Disadvantaged



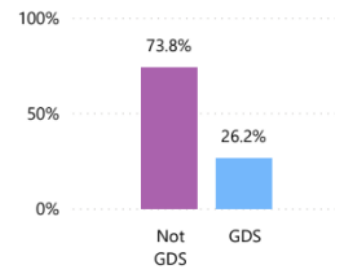
Maths Non Disadvantaged



Maths Disadvantaged

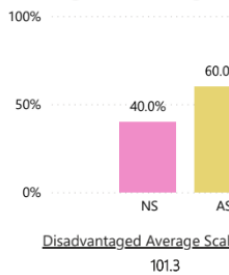


Maths Non Disadvantaged

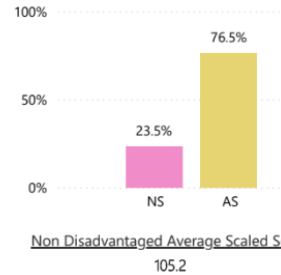


Key Stage 2 outcomes:

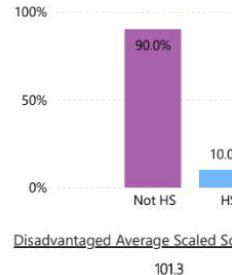
Reading Disadvantaged



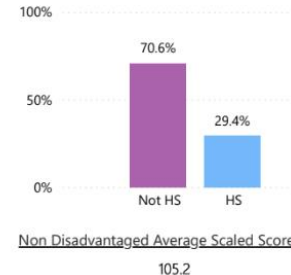
Reading Non Disadvantaged



Reading Disadvantaged



Reading Non Disadvantaged



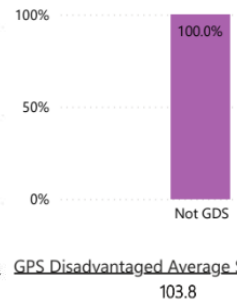
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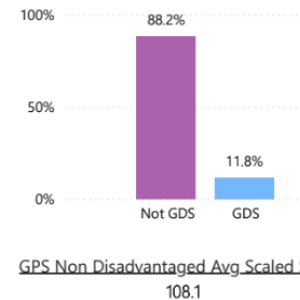
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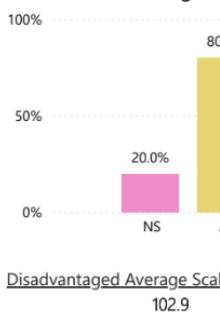
Writing Disadvantaged



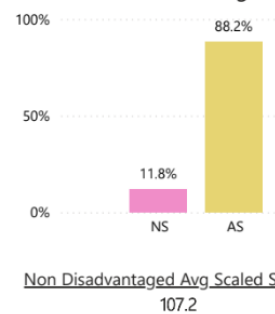
Writing Non Disadvantaged



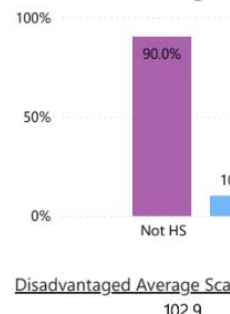
Maths Disadvantaged



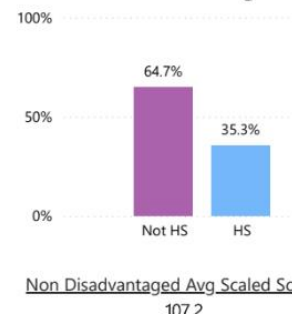
Maths Non Disadvantaged



Maths Disadvantaged



Maths Non Disadvantaged



- 11 PP pupils in Year 6 2023/24 = 25% of cohort
- Increased number of PPG children in Year 6 attended the residential
- Year 6 taught in 3 groups for core subjects ensured that children remained engaged in their learning and there were less behaviour concerns from their previous academic year. Noticeable change in attitudes towards learning and improved Learning Behaviours.
- 100% of PPG pupils who requested one- attending after school activity clubs. PPG pupils invited to French, multi-sports and homework clubs
- Parent workshops

- 44% of disadvantaged group in Year 1 achieved Phonics (10 pupils= 18% of cohort) This was a decrease of 29% achieving since the previous year.
- 50% of the Disadvantaged group achieved GLD at the end of EYFS. This must be a priority for 2023-24 (4 pupils =8% of cohort)

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
NELI	Nuffield Early Language Intervention programme
Flexible Phonics	UCL
Time Tables Rockstars	
Toe by Toe	
Power of 1 and 2	
Communicating Print / Widgit	
Maths Champions- scale-up evaluation (pilot)	EEF pilot- https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maths-champions-subsidised-programme

APPENDIX:

2024-25	2025/26	2026/27
Provide good quality professional development to ensure Quality First Teaching.	Provide good quality professional development to ensure Quality First Teaching.	Provide good quality professional development to ensure Quality First Teaching.
Recruitment and retention.	Recruitment and retention.	Recruitment and retention.
Support for 2 early career teachers (ECT's)	Work with Early Help and Merton wellbeing service	
Structured interventions – Reading and writing focus with a focus on Greater Depth Structured interventions- Phonics	Review phonics in Y3 and 4	

Welfare / well-being support for PP and CP/CIN children	Continue to have emotional learning support available	
Pupils engaging in off-site visits and residential. Review yearly- what were the costs / impact, etc?	Pupils engaging in off-site visits and residential.	
3 new ELSA's being supported– EYFS and KS2		