

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | Hexton JMI School |
| Number of pupils in school | 24 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 -2025/2026 |
| Date this statement was published | 20.12.22 |
| Date on which it will be reviewed | 30.6.23 |
| Statement authorised by | S.Squires |
| Pupil premium lead | S.Squires |
| Governor / Trustee lead | K.Gran |

Funding overview

| Detail | Amount |
|---|----------------------------------|
| Pupil premium funding allocation this academic year | £7275 |
| Recovery premium funding allocation this academic year | £2000 (expect to be clawed back) |
| 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 | £7275 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that the wellbeing of each child is met in school so that they can access learning and make good progress from identified starting points. The focus of our pupil premium strategy is to provide disadvantaged pupils, working in mixed age classes, with the resources and opportunities required to learn and engage in the curriculum so that they achieve across all subjects.

We seek to up skill all adults who work with pupils in Reception and KS1 or KS2 so that they have the knowledge and expertise to deliver the curriculum, across multiple year groups, in mixed age classes. The role of the adults in each classroom is key to the experience pupils have in their time at Hexton JMI School. The learning journey of disadvantaged pupils is central to the work of the school.

We work with families across both Bedfordshire and Hertfordshire and the agencies we work with are often across both counties too. Pupils from disadvantaged backgrounds are provided with resources and support from Hertfordshire or the school liaises with agencies in Bedfordshire to ensure the needs of these pupils are met.

As a small school, we are able to identify the individual needs of pupils. 40% of pupils are identified with SEND and many have complex needs and/or SEMH. All staff know children well and can support their families. We are mindful that there are low numbers of pupils in each cohort and each class is small. The learning expectations, that are specific to each year group, must be met for pupils to achieve the agreed end points at each phase of their learning.

We will ensure disadvantaged pupils:

- Will be given learning that matches their ability and need. Reasonable adjustments are made where appropriate so that the curriculum can be accessed in full.*
- Receive appropriate interventions through early identification and support agreed in pupils progress meetings.*
- Will benefit from a whole school approach to the needs of disadvantaged pupils so that all staff are accountable for the progress, wellbeing and wider experiences of pupils in school.*

Behaviour for learning through a trauma-informed approach is important to the meet the needs of all our pupils and particularly those who are disadvantaged. We want all pupils to engage in learning and develop core values reflected in the six Rs: ready, responsible, reflective, respectful, resourceful and resilient.

The school has also recently avoided closure. The aim of the school is to ensure that pupils are safe and happy and feel settled while in school and well-prepared for the next stage of learning at Hexton JMI School. This will be particularly significant for our disadvantaged pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Mixed age teaching in two classes and small numbers in each cohort has been identified as a whole school focus. Our disadvantaged pupils need high quality teaching that matches their age and stage so they can make at least good progress towards the agreed end points for each year group. |
| 2 | To implement a broad and balance curriculum that meets the needs of pupils at each phase and key stage is significant particularly for pupils who are disadvantaged. Reading and phonics intervention is key for 50% of our pupils and maths attainment in Year 3 is identified by teachers as area for development by the class teacher. |
| 3 | Some complex needs and high levels of SEMH indicate the need for our disadvantaged pupils to receive more support. National studies show that wellbeing and education has impacted disadvantaged pupils due to partial school closures. Many parents of our disadvantaged pupils have sought help through the family worker or other outside agencies for pupils in school. |
| 4 | The school is on the border of Hertfordshire and Bedfordshire and many families come from outside Hertfordshire. Support for disadvantage families relies on agencies from both counties and co-ordinating that support is key to early intervention and progress in learning. |
| 5 | The school has recently avoided closure. This has had an impact on the wellbeing and progress of our disadvantaged pupils. Many parents have engaged with the school with concerns about potential school changes. Pupils and parents now need stability and confident leadership. |

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 |
|---|---|
| Pupils to reach agreed end points through a broad and balanced curriculum | <ul style="list-style-type: none"> • Pupils achieve end of KS expectations/agreed end points • Pupils make good progress from starting points |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Pupils engage in a broad and rich curriculum that meets the requirements of each Key stage/phase • Books show pupils make progress from starting points. |
| Pupils to be secure in school and ready for transition either within school or to a new school. | <ul style="list-style-type: none"> • Pupils have a positive attitude to learning and school • Pupils are happy and ready to change school/year group or class • Pupils develop resilience in a time of uncertainty and change. • Pupils have a school place for September 2022 and make smooth transition to their next year group or school. |
| Pupil wellbeing and SEMH needs are met. | <ul style="list-style-type: none"> • The behaviour policy is implemented and pupils are supported by the trauma informed approach • SEMH needs are met for groups and individual pupils • The therapeutic, restorative approach to Behaviour management is embedded across the school. • Pupils needs are met and they access the curriculum and make good progress from starting points. |

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: £3,275

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Trauma informed training Nessie for one of our TAs | <p>Trauma informed approach to behaviour is supported by Nessie in DSPL1</p> <p>Research shows SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF Social and emotional Learning pdf (education endowment fund.org.uk)</p> | 3, 4 and 5 |
| SENCo to run a nurture group for pupils with SEMH | <p>Research shows SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF Social and emotional Learning pdf (education endowment fund.org.uk)</p> | 3 and 5 |
| Herts Steps (Therapeutic Thinking Ltd) training | <p>Research shows SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF Social and emotional Learning pdf – universal approaches (education endowment fund.org.uk)</p> | 3 and 5 |
| Drawing and Talking Therapy to be run weekly by a TA | <p>Drawing and Talking allows pupils to explore their feelings.</p> <p>Research shows SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> | 3 and 5 |

| | | |
|--|---|---------|
| | EEF Social and emotional Learning pdf (education endowment fund.org.uk) | |
| Mixed age teaching support for class teachers to deliver the curriculum in a mixed age class: Teaching for Mastery, TLA time 1:1 and visits to other schools | HfL blog autumn 2021 – supports the approach to mixed age teaching. https://www.hertsforlearning.co.uk/blog/mixed-age-classes-challenge-or-opportunity | 1 and 2 |
| Improve the quality of SEL. SEL approaches will be embedded into routine practices supported by professional development | Research shows SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF Social and emotional Learning pdf (education endowment fund.org.uk) | 3 and 5 |

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

Budgeted cost: £2,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| TA interventions, both targeted and specialist, to be provided and adapted in response to termly pupil progress meetings | Hertfordshire intervention SPLD recommendation for pupils with SPLD and visual impairment. Research on the best use of teaching assistants supports TAs to implement high quality 1:1 or small group structured interventions and advocates Teaching Assistants are fully prepared for the role. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants | 1 and 5 |
| Precision teaching for key vocabulary, phonics, reading and maths | Precision teaching aims for pupils to acquire skills of mastery, maintenance and generalisation by becoming fluent in a particular domain e.g. word reading or multiplication. EEF advocate using high quality targeted support for all pupils learn mathematics. | 1 and 2 |

| | | |
|--|---|---------|
| | <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p> <p>The DfE reading framework July 2021, indicates that vocabulary building and secure phonics are key to progress in reading.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> | |
| Accelerated reader | <p>A reading resource that supports pupils with reading choices and supports teacher monitor progress in reading.</p> <p>The DfE reading framework July 2021, indicates that reading development is key to pupils' long term success in school across all subjects.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> | 1 and 2 |
| Mastering Number training for EYFS/KS1 staff | <p>Pupils are provided with extra support in maths strategies in number and problem solving to ensure pupils gain the skills required for working at ARE.</p> <p>EEF show that teaching pupils strategies for problem solving supports overall learning and progress in maths.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> | 1 and 2 |

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

Budgeted cost: £1,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Implement my time for pupils with SEMH | <p>An approach developed by Nessie to support pupils with SEMH</p> <p>EEF Social and emotional Learning pdf (education endowment fund.org.uk)</p> | 5 |

| | | |
|---|--|---------|
| Support pupils at the start of the day to settle into school and access learning. | Adults available to provide pupils with attachment needs to transition at the start of the day. Research suggests EEF Social and emotional Learning pdf (education endowment fund.org.uk) | 1 and 3 |
|---|--|---------|

Total budgeted cost: £7275

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.

Pupils premium finding was used to provide intervention and in class support for pupils in both classes with learning in maths and English.

Outcomes in phonics demonstrated all pupils achieved expected outcomes and almost all pupils passed the phonic screening check. English advisor support was implemented in KS 2 and outcomes showed that pupil made good progress in English outcomes for sentence level writing. Hertfordshire developed back on track materials that enabled all learners to engage fully in the English and maths curriculum. Key objectives were carefully identified in spring and taught in the summer term so pupils were ready to access learning in September 2022 and teachers has a clear view of pupils' strengths and gaps as part of the overall transition process.

TA support was used to provide carefully planned intervention for learning and SEMHs for those pupils identified with need or who are disadvantaged. The TA was highly skilled and worked as a HTLA. Progress from starting points was carefully monitored and recorded as part of transition to the next year group or learning phase. Where appropriate the HTLA liaised with the SENCO to ensure the interventions carefully matched the needs of pupils.

The recovery funding was used to provide transition for pupils in Year 2 moving to year 3. The pupils in Year 2 move from Acorn Class which is Year R/1/2 the school to Oak Class which is Year 3/4/5/6.

The learning environment and style of teaching in both classes differ and the school needed to ensure a smooth transition for pupils between the classes. There were 8 pupils in the cohort with a large proportion of disadvantaged pupils. A structured program was devised whereby the teacher visited acorn class, taught groups, Year 3 visited Oak with only Year 4 present and eventually spend two mornings as Oak class in the structure it would be in September, transition for those pupils in September 2022 was smooth and pupils engaged quickly with the curriculum and learning.

All pupils were given access to music tuition and funding for trips and clubs.

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 |
|-----------|----------|
| NA | |
| NA | |

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? | NA |
| What was the impact of that spending on service pupil premium eligible pupils? | NA |

Further information (optional)

The school has a highly effective PTA who have provided some funding for trips, visits and workshops for pupils this year. All pupils are treated equally and have equal access to opportunities offered in school, however we also provide equity for pupils where appropriate. This funding supports pupils to develop their cultural capital through wider experiences provided by the school.

The school provides breakfast club through a sport provider and this is provided free of charge to disadvantaged pupils.

The school can access support from the Hitchin Primary Behaviour School Service for pupils with complex needs, although this has not been necessary this academic year. This is funded through the DSPL for all local schools.

A literacy adviser has worked with Oak class to ensure provision for key stage two is strong. This is being funded by HfL. The EYFS team have visited other settings and been given time to implement their ideas to develop the EYFS environment so that all children in Acorn benefit from the learning environment and continuous provision. The staff time was covered by the head teacher.

Thee school has purchased planning from 'Dimensions' to support the provision for foundation subject across the school and improve cohesion. This has supported the teaching of mixed age classes and benefitted all pupils, including the disadvantaged.

SEND training and network opportunities paid for through via DSPL 1 support pupils with SEMH including disadvantaged pupils.