

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	Hunsdon JMI School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Jonathan Millward
Pupil premium lead	Jonathan Millward
Governor / Trustee lead	Lynn Barnett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,795
Recovery premium funding allocation this academic year	TBC
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	TBC

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Mid-year admission and poor previous educational experience.
2	Poor emotional resilience and self-regulation skills impact on many pupils' ability to work collaboratively and to accept a degree of challenge in their learning
3	Accessibility to rich extra-curricular experiences is more restricted owing to finances

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
End of Key Stage attainment for our Pupil Premium pupils is at least in line and often better than national figures for Pupil Premium pupils in all subjects.	Pupil Premium pupils make at least 'good' progress from their starting points each year
Provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively on life experiences that can be used in learning eg Topic days - additional workshops such as Luke Lennon Ford's PE day to encourage resilience .	Pupils meet a wide range of life experiences that not only enrich their school days but that allow them to develop their resilience.
Accessibility to rich extra-curricular experiences is not restricted because of finances and the extra interest will be seen throughout the pupils work and discussions. Eg Music, Cheerleading, Choir etc.	Pupils will be able to attend a wider range of rich extra-curricular experiences and the impact of this will be seen in their work and discussions.

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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: Basic literacy skills are a priority. Pupils in every year group make a good level of progress.</p> <p>Activity: Good and outstanding class teaching supported by consistent, high-quality TA intervention, formative assessment and personalised targets.</p>	<p>Quality first teaching and small group tuition have both been proven to have a positive impact on outcomes for our children.</p>	<p>Observations and discussion with teachers. Tracking and monitoring of pupil targets. Summative assessment with clear entry and exit data.</p>
<p>Aim: Pupils understand their rights and responsibilities within the school, This contributes to co-operative and respectful relationships and emotional well-being.</p> <p>Activity: Pupil Voice through a whole school council, where every pupil is able to actively participate in making decisions by offering ideas, discussing plans, voting on outcomes</p>	<p>We want children be able to contribute to developing the ethos of the school and have a say in how things are done. A fully inclusive school council can be motivating and effective vehicle for pupil voice (Perry 2011).</p>	<p>Adults in the groups are skilled in supporting Pupil Voice.</p> <p>Close monitoring of notes from meetings and prompt collation and feedback.</p>

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

Budgeted cost: £7,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: PP pupils make at least good, and often better progress in English. They are able to write extended pieces in a variety of contexts.</p> <p>(See OFSTED)</p> <p>Activity: The individual needs of each PP pupil are carefully identified. They receive additional targeted support in English from specialist teachers either in small focus groups or on a 1:1 basis. This personalised support feeds into an increased stamina in classroom writing activities.</p>	<p>Historical data shows that this approach accelerates the progress of PP pupils. Additionally it often nurtures supportive relationships between pupils and staff.</p>	<p>On-going monitoring of teaching and learning of PPG children. Outcomes of PPG children linked to PPG teachers' appraisal targets. Termly tracking of PPG children show they are making at least 'good' progress. Clear entry and exit data.</p>
<p>Aim: In KS1, PP pupils who did not reach a Good Level of Development in EYFS make accelerated progress to close the gap.</p> <p>Activity: Extra TA provision in the KS1 class to allow for targeted support.</p>	<p>More focused intervention to enable progress.</p>	<p>On-going monitoring of teaching and learning, with reference to Early Learning Goals.</p>

<p>Aim: PP pupils are well supported and feel confident and happy. They are increasingly independent but know where to find help if and when they need it.</p> <p>Activity: PSHE curriculum delivery supported by Corum with expert support for PP pupils and advise for teachers. Personalised support as appropriate - for example - through School Counsellor.</p>	<p>PP pupils are more likely to encounter difficulties that threaten their emotional well-being. Therefore, the network of support around them is vital. The development of their personal and social skills</p>	<p>Staff Meetings, ongoing CPD, whole school focus on half termly topics</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: Ensure that PP Pupils have opportunities to take part in WOW activities - both in class and extra-curricular - that excite, motivate or meet their individual interests.</p> <p>Activity: Work with the parents to make sure that appropriate experiences are highlighted and attended. Cost of these activities met / partly met through PPG</p>	<p>Financial disadvantage could exclude PP pupils from activities that incur an extra cost.</p>	<p>Pupils will have attended a wider range of rich extra-curricular experiences and the impact of this will be seen in their work and discussions.</p>

Total budgeted cost: £17,000

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 2020 to 2021 academic year.

Internal tracking showed that our PPG pupils made at least as much progress as their peers. They were all supported closely during the lockdown and special provision was put in place to cater for their academic and pastoral needs.

Our PPG pupils were supported financially to enable them to take part in all of the extra-curricular and curriculum enriching activities that we were able to put in place.

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

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