

Data Comparison	HJS Jan 23	B&H Jan 22	National Jan 21
FSM %	17.9% (125 pupils)	22.7%	20.8%
Pupil Premium %	18.7% (130 pupils) PR: 90/HR:40)	24%	25%
Y3: 32	Y4: 40	Y5: 24	Y6: 34
0.4% of pupils live in the 30% most deprived areas nationally			

We are an IQM Centre of Excellence
Flagship School
December 2022



38% of PP pupils are SEN (49):
36 PR /13 HR



Pupil Premium Class Strategies

Essential:

- All adults in class can identify all PP children in their class: collective responsibility
- Provision meetings in September and termly progress meetings review progress, provision and gaps in knowledge
- Prioritise all PP children in each lesson for verbal feedback and mark their books first. Ensure pupils respond to feedback (EEF: +8 months progress)
- Identify and action barriers from 'Pupil Premium Child Profile' sheet
- Ensure PP children have access to quality books at home
- Deepening language for QFT: Display key vocabulary from core text and maths/topic unit on working wall
- Explicit modelling in every lesson e.g. 'I do', 'we do', Edit Page etc.
- Carefully chosen talk partners to promote collaborative learning (EEF: +5 months) and seating position in class
- Develop children's metacognition skills (EEF: +8 months progress)
- Opportunities for PP children to identify and discuss strengths and weaknesses, and how they can develop these.
- Provide opportunities for PP children to discuss how they learn best
- Opportunities for PP children to plan/monitor/evaluate own learning
- Develop relationships with parents of PP and follow up missed parent evening appointments

Desirable:

- Prioritise PP children for conferencing where possible
- Use dual coding for vocabulary e.g. Noun Project, Communicate in Print
- Positively target PP children for questioning/experiences
- Low-stake quizzes to promote retrieval of knowledge; this enables learning to be transferred to long-term memory

Aims:

- Ensure quality first teaching is at the heart of our day-to-day practice and meets the needs of all pupils including those who are most disadvantaged and those with SEND. [See Teaching and Learning Policy](#)
- Teachers strive to use teaching methods that make accessing learning inclusive to all, using Assessment for Learning (AFL), differentiation and personalised methods to tailor teaching and reduce the attainment gap.
- Whole school approach to reading mastery is consolidated post Covid and targeted reading interventions through 'Better reading Partners' (BRP) reading interventions and 'Inference Groups,' are used effectively to address gaps.
- Maths and writing provision including the use of small group work e.g., 1:3 tuition in English writing and maths through the NTP/HJS bespoke writing provisions accelerate progress and build confidence in class to access lessons..
- We all keep up to date with educational developments, thinking and research in commitment to continuing professional development. Staff use evidence based whole class teaching strategies, interventions e.g., same day intervention, and meaningful verbal feedback. [See Feedback and Marking Policy](#)
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences/wrap around care.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music. Access to all sports clubs is available for all disadvantaged pupils. All pupils in Year 4 participate in a music enrichment lessons and learn an instrument.
- Provide appropriate nurture, social skills including additional learning mentor support to enable pupils to access learning within and beyond the classroom. This will include attachment specialism through our leaning mentor for our adopted pupils and those under special guardianships.
- Ambitious standards of behaviour and consistent expectations for routines support classroom management ensuring transition across the school, has continuity and consistency. [See 'Positive Relationships Policy'](#).

Current Academic Year Attendance Hove Junior School			
05.09.2022 – 09.12.2022	Whole School	Holland Road	Portland Road
Overall Attendance %	95.4%	95.1%	95.5%
DA Overall Attendance %	92.9%	93.8%	92.5%

Reading	Writing	Maths
Key Stage 2 attainment of both ARE and greater depth was significantly above national and in the highest 20% of all schools in 2022. ARE+ was 87.5% which this is significantly higher than LA (65%) and national (62%). Disadvantaged pupils' progress was 2.7 which is the same as non-disadvantaged pupils.	Disadvantaged pupils achieving ARE+ was 62.5% which is above both LA and national (both 55%). Progress for disadvantaged pupils' in writing was -0.3 which is greater than LA (-0.9) and national (-0.7). The progress gap still needs to be closed as non-disadvantaged progress was 1.4.	Disadvantaged pupils achieving ARE+ (65%) is higher than both LA (55%) and national (56%). Disadvantaged pupils achieving greater depth (23%) was higher than LA (10%) and national (12%). Progress for disadvantaged pupils (1.2) is significantly higher than LA (-1.6) and national (-1.1).
2022: ARE+ 87.5% (national = 62%) Greater depth 30% (national = 17%) Reading progress = 2.7 (national = -0.8)	2022: ARE+ 62.5% (national = 55%) Greater depth 13% (national = 6%) Writing progress = -0.3 (national = -0.7)	2022: ARE+ 65% (national = 56%) Greater depth 23% (national = 12%) Maths progress = 1.2 (national = -1.1)