

Hove Junior School Pupil Premium Strategy Statement

“Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.”

Rita Pierson

Reporting on Pupil Premium in the 2022 to 2023 Academic Year

- The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM), at any point over the last six years (known as ‘Ever 6 FSM’). The Pupil Premium aims to address the current underlying inequalities, which exist between children from disadvantaged backgrounds and their more affluent peers.
- The Pupil Premium also provides funding for children who are adopted from local authority care, looked after continuously for more than one day and the children of service personnel.
- At Hove Junior School, we strive for the achievement of all our pupils and are an accredited IQM School of Excellence. Our pastoral care and tracking of all pupils help us to identify any pupils who are at risk of not making enough progress and have helped us to plan and implement effective intervention strategies.
- Our governing body tracks the achievement of children who qualify for the Pupil Premium Grant. They ensure their needs are clearly identified/met and that their progress is closely monitored throughout the school, as well as tracking the gap in their achievement as compared to their peers. 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 2023-24 and the effect that last year is spending of pupil premium had within our school.

Hove Junior School Overview

Detail	Data
School name	Hove Junior School
Number of pupils in school	697
Proportion (%) of pupil premium eligible pupils	18.5% (129 pupils)
Proportion (%) of FSM pupils	17.9% (125 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	September 2023

Date on which it will be reviewed	September 2024
Statement authorised by	Maddie Southern
Pupil premium leads	Maddie Southern Lorna Cummings Christine Cawte
Governor / Trustee lead	Anne-Marie Williamson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,600
Recovery premium funding allocation this academic year	£14,214.38
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery Grant	£18,293
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	£228,107.38

Part A: Pupil Premium Strategy Plan

Statement of intent:

We believe that all children have an equal right to access the curriculum and make progress in their learning, regardless of gender, race, background or ability. Our Teaching & Learning ethos and Pupil Premium Strategy ensures that children are at the centre of our approach.

- At Hove Junior School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers, which may affect their learning. We provide high-quality education to all pupils. This is realised through strong, shared values, policies, and exceptional, inclusive practice. We are a Family of Friends who LEARN together.
- Our key priorities identified through school performance review & evaluation for 2023-24 are:
 1. **Leadership and Management:** To diminish the difference in attainment and progress for our educationally disadvantaged and the lower 20% of all pupils.
 2. **Quality of Education:** To continue to refine our curriculum based on the most recent and relevant research to ensure that it meets and challenges the diverse needs of all pupils in the Federation and the school communities.

Our Context:

Hove Junior School is a larger than average 7-11 school. The school is situated on two sites in different areas of Hove (both in busy urban areas close to the seafront). Whilst on two sites, the school operates as one school – same curriculum, uniform, ethos and vision, with the key aim being, consistent provision and high expectations resulting in good outcomes.

The school governing body federated with West Hove Infant School governing body in September 2021. Both schools are working closely to ensure continuity of provision for children like an all through primary experience.

Attendance is at 96% and persistent absence is at 14.6, below local and national averages. However, this has risen over the last three years and reducing persistent absence for educationally disadvantaged pupils remains a priority. There have been no permanent exclusions.

Stability is high at the Portland Road (PR) site and the school is over subscribed. There are reduced numbers at the Holland Road (HR) site, due to a fall in pupil numbers Brighton and Hove. For several reasons, the HR site has more mobility. 16.4% SEN across the school. 16.7% of pupil's first language is believed not to be English. 31% (237 pupils) are from minority ethnic

groups (NA 34%). Deprivation indicator (0.0%). 15.8% of children are eligible for FSM (NA 26%) and 18.8% are disadvantaged.

Our primary objectives are to:

- Ensure ALL pupils can become mentally healthy and emotionally well individuals with systems that support this as a necessary pre-cursor for academic achievement. Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Narrow the attainment and progress gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. Writing attainment is below national averages, although progress remains higher at 0.3+.
- Ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify and track pupil premium pupils through the class provision and progress meetings and plan specific intervention and support for individual pupils which will be reviewed at least termly.
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum and maintain our high standards in reading for both attainment and progress for disadvantaged pupils. Over the last three years we have continued to maintain high progress data for disadvantaged pupils closing the gap.
- Ensure all pupils can fluently recall their mathematical timetables and are confident in their mathematical fluency.
- All pupils access a wide range of opportunities to develop their knowledge and understanding of the world through a well-planned and resourced curriculum offer. Progression documents and Knowledge continue to be well planned across Key Stage 2 to help pupils to acquire subject-specific knowledge that builds and deepens over time.
- Remove barriers to learning created by poverty, family circumstance and background for our school community.
- Develop and maintain effective communication with our families as we recognise that children learn best where a positive and supportive relationship exists between teachers and parents.

Achieving our objectives:

To achieve our objectives and overcome identified barriers to learning we will:

- Build on strong understanding and practice of meeting educationally disadvantaged needs and disseminate through CPD mechanisms
- 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.
- Teachers 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.

- Ensure teachers are responsible for planning to the highest standard to create the most inclusive lessons that address misconceptions and build on prior knowledge and skills to support progress. We believe that considered, thorough planning ensures continuity in curriculum provision and produces lessons, which enable children to build on their learning and make progress.
- CPD focused on inclusive quality first teaching approaches e.g., explicit vocabulary instruction, metacognition, formative assessment
- Keep up to date with educational developments, thinking and research in commitment to continuing professional development. Ensuring staff use evidence based whole class teaching strategies, interventions e.g., same day intervention, and meaningful verbal feedback.
- Provide targeted reading intervention through 'Better reading Partners' (BRP) reading interventions and 'Inference Groups,' using the school reading team.
- Ensure staff working 1:1/small groups with children provide feedback and exit plans, identifying level of support and next steps to support pupils in class to maintain progress on Edukey recording learning plans.
- Provide targeted intervention and support to address identified gaps in learning including the use of small group work, 1:3 tuition in English writing, reading and maths.
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music. The school is committed to a music enrichment initiative 'Sound Makers' in Year 4 which enables all pupils to learn a musical instrument. Free access to all sports clubs is available for all disadvantaged pupils.
- Provide appropriate nurture, social skills including additional learning mentor support to enable pupils to access learning within and beyond the classroom.
- Provide additional attachment specialism through our leaning mentor for our adopted pupils and those under special guardianships.
- Ensure classrooms adhere to the teaching and learning audit and the most up to date research and are well-planned environments for learning to take place. They should be places that the children are proud of, well resourced and enable the right conditions for learning. We know that learning requires active involvement, which needs to be modelled by staff at all opportunities. See Teaching and Learning Policy Environment Checklist.
- Ensure ambitious standards of behaviour and consistent expectations of all adults supporting children, classroom management must be considered and effective. It is important that as children move from year to year, they expect to find continuity and consistency and there are consistent routines ensuring all pupils feel safe and happy.
- Complete Year 2 'Mitigation to Success Research Project' with Marc Roland on successful school CPD (Durrington Research School)

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	<p>Curriculum Recovery</p> <p>Our assessments have indicated that the education of many of our pupils has been affected by the partial closures in recent years. Many of our disadvantaged pupils have been impacted to a greater extent than other pupils. Children attaining ARE on entry to KS2 (end of KS1 data 2023)</p> <ul style="list-style-type: none"> • Reading: Non-DA 78% DA 66% • Writing: Non-DA 73% DA 56% • Maths: Non-DA 84% DA 66%
2	<p>Relationships and Emotional Wellbeing</p> <p>Discussions with families and referrals to our Inclusion team have identified social and emotional issues for many pupils. These challenges particularly impact on our disadvantaged pupils and impact on their well-being and learning.</p> <p>(Evidence: Bounce Back Children’s Survey)</p>
3	<p>Attendance</p> <p>Our attendance data for the Autumn term 2023 indicates that attendance among disadvantaged pupils was lower than for non-disadvantaged. DA 93.62% Non-DA 95.98%. The school needs to reduce persistent absence for pupils who are educationally disadvantaged. There is a rising trend in persistent absence over 3 years, although the school is still below local and national levels.</p>
4	<p>Vocabulary and Oracy</p> <p>We are aware from our link Infant school that on entry to Reception in 2022/3 there is a 21% gap between DA and non-DA children in Listening, Attention and Understanding and a 17% gap in Speaking. Research has shown that the gap in language development and communication skills can widen as children progress through school.</p>
5	<p>Greater Depth</p> <p>Ensuring all pupils with potential are challenged to achieve Greater Depth. Our assessments and observations indicate that the partial school closures have impacted pupils with the potential to be GD. Opportunities for identifying potential greater depth across the curriculum are identified on entry to the year group and monitored across cohorts.</p>

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
<p>To continue to refine our curriculum based on the most recent and relevant research to ensure that it meets and challenges the diverse needs of all pupils in the Federation and the school communities.</p> <p>Curriculum is ambitious and well designed. Lesson sequencing enables pupils to acquire and use subject-specific knowledge that builds and deepens over time so that their learning involves a logical progression as they move through the school</p>	<ul style="list-style-type: none"> • School leaders are clear about the intention and implementation of all the curriculum areas and drive improvement through a strategic monitoring program measuring the implementation and impact • Decisions about curriculum sequencing are made collaboratively by the federation and communicated to all stakeholders • Federation-wide curriculum planning makes the best use of the skills of all subject leaders through cross key-stage working parties • Teachers can articulate the lesson design and explain how the lesson model is supporting learning in class. • Knowledge notes are used to reduce cognitive load in lessons. • Disadvantaged pupils do not have a reduced curriculum offer. They make good progress, in that they know more, remember more and do more.
Attendance	<ul style="list-style-type: none"> • There is no significant difference in the attendance of disadvantaged and non-disadvantaged pupils at 95+%. We continue to monitor any site variation and review persistent absence every 4 weeks.
Reading	<ul style="list-style-type: none"> • Disadvantaged pupils maintain above national average progress scores at end of KS2 in reading. Currently this is at 2.7+ • 24% of disadvantaged pupils achieved the greater depth standard in reading at the end of KS2.
Maths	<ul style="list-style-type: none"> • Disadvantaged pupil's progress increases over three-year cycle and is maintained

	<p>in maths at end of KS2. (22% of disadvantaged pupils achieved the greater depth standard at the end of KS2).</p> <ul style="list-style-type: none"> 80% of disadvantaged pupils in Y4 pass the Y4 Multiplication Times Table Check.
Writing	<ul style="list-style-type: none"> Disadvantaged pupil's progress continues to improve over three-year period at end of KS2. Disadvantaged higher attaining pupils at KS1 maintain progress and achieve Greater Depth at end of KS2. Increase GDS for disadvantaged pupils at end of KS2. In progress meetings identify potential GDS DA pupils and opportunities to enhance writing offer. (In 2023 only 3% of disadvantaged pupils achieved the greater depth standard at the end of KS2).
Grammar, Punctuation, Spelling	<ul style="list-style-type: none"> Disadvantaged pupils achieve above national attainment in GPS in KS2 32% of disadvantaged pupils achieved the greater depth standard in grammar, punctuation and spelling at the end of KS2.
Phonics	<ul style="list-style-type: none"> 90% of disadvantaged pupils in Y3 pass the PSC who did not pass in Year 1 and Year 2. Continue to assess Y3 pupils and those pupils new to the country for phonics with the school reading team on entry to the school.
Combined data for R/W/M	<ul style="list-style-type: none"> Disadvantaged pupils achieve national average attainment and progress scores in KS2 R/W/M (National 2023 44%)
Embed a whole school approach to high quality mental health support for all children including the most vulnerable DA pupils, led by the Federation Senior Mental Health Lead	<ul style="list-style-type: none"> Mental Health concerns are reported in a timely manner allowing appropriate support and early intervention for children. A new referral system allows mental health concerns to be triaged and intervention offered without delays. The school uses data to identify mental health concerns and offer early intervention. Learning Mentors develop the use of Boxall profile and BHISS LAM matrix for a

	<p>baseline well-being assessment to effectively target wellbeing support and to track progress.</p> <ul style="list-style-type: none">• Wellbeing is supported through classroom strategies and throughout the curriculum. Children are taught social and emotional skills and an awareness of mental health.• Children feel safe, cared for, valued, and trusted so that they can enjoy and achieve.
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Activity in this Academic Year 2023-4

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: £38,668.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention teaching team maintained for KS2.	Maintain significantly high reading attainment and progress scores for disadvantaged pupils for end of KS2. Staff trained in school approach linked to ECAR/BRP intervention programme. See research evidence below.	1
Little Wandle inc additional Catch-Up Programme.	94% of pupils in Yr2 had passed the phonics test. Little Wandle has been introduced into the link infant school and the scheme ensures continuity of progression for synthetic phonics programme. All teachers and support staff trained in Little Wandle. Reading team trained in Little Wandle Catch up Phonics to increase capacity across school www.littlewandlelettersandsounds.org.uk	1
Coaching programme focused on QFT with lead teacher for NPQ English training and deputy head.	Targeted learning conversations and directed coaching with a focus on - metacognition and self-regulation, vocabulary, oral language, attention and memory.	1-3
Dual Coding Provision and embedding of knowledge strips across foundation subjects	Dual coding is used to provide visual aids to support retrieval and for identified tiered vocabulary in core knowledge files and core texts read in class across KS2. The Noun Project is used to supplement resourcing this area of the curriculum.	1-3
Curriculum Inset Sep 2023 Introduction of CUSP curriculum resources	Lesson sequence reviewed and learning model CPD implemented into foundation subjects. The Hove Federation utilise the seven lenses to look through and explore strengths and limitations of our curriculum, teaching and learning, based on current research examining:	1-3

<p>Embedding Alex Bedford Book Study</p> <p>School leaders are clear about the intention of all the curriculum areas and drive improvement through a strategic monitoring program measuring the implementation and impact</p> <p>Decisions about curriculum sequencing are made collaboratively by the federation and communicated to all stakeholders</p>	<p style="text-align: center;">Structure</p> <ol style="list-style-type: none"> 1. Content, skills and knowledge 2. The teaching sequences 3. Vocabulary <p style="text-align: center;">Participation</p> <ol style="list-style-type: none"> 4. Explanation and modelling 5. Tasks 6. Questioning and retrieval 7. Feedback and Response 	
<p>LA moderation in writing for all staff new to Year 6</p> <p>Moderation for all staff and CPD for Greater Depth Pupils</p>	<p>Staff confident in moderation have a greater knowledge of standards and can adapt their planning and Assessment for Learning within the lesson making feedback more meaningful.</p>	<p style="text-align: center;">2</p>
<p>Maths CPD - Subject Leaders</p>	<p>Federation Calculation Policy and Progression documents shared with all staff.</p> <p>Workshops in the calculation policy for P/C.</p>	<p style="text-align: center;">3</p>
<p>De-escalation Training with Hillside specialist school for identified</p>	<p>Staff audit to increase confidence in using de-escalation strategies to regulate pupils.</p>	<p style="text-align: center;">4</p>
<p>Training on mental health from strategy lead.</p>	<p>Mental Health concerns are reported in a timely manner allowing appropriate support and early intervention for children</p> <p>Referral system embedded and allowed mental health concerns to be triaged and intervention offered without delays.</p> <p>The school uses Bounce data to identify mental health concerns and offer early intervention.</p>	<p style="text-align: center;">4</p>

	Wellbeing is supported through classroom strategies and throughout the curriculum. Children are taught social and emotional skills and an awareness of mental health.	
Mitigation to Success Project with LA and Durrington Research School EEF	Targeted evidence informed teaching with a focus on - metacognition and self-regulation, vocabulary, oral language, attention and memory. Embedding this targeted evidence informed teaching through high quality teacher development. Effective intervention strategies Wider approaches and the evidence for them. Pupil Premium CPD Year 2 offer with Durrington research School with Marc Roland.	1-5
'Tackling Educational Disadvantage' training with Durrington Research School	Pupil Premium Champions trained over course of academic year to support staff training. Staff Meeting in September 2023 with all teachers recapping disadvantaged profile. All teachers to use profile and identify barriers and targets for their pupil premium pupils. Profiles are saved and carry through from EYFS-Y6.	1-5
Poverty Proofing the School Day	Poverty Proofing Audit actions completed across the school (including clubs, access to uniform, resources, trips) and implement actions over academic year. Continue 'sharing shed for school community with food resources, toiletries and free uniform at SR/PR. PTA at HR site to set up similar offer.	5

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

Budgeted cost: £90,556

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Intervention: <ul style="list-style-type: none"> • 1:1 Ten-week BRP (Better Reading Partners) intervention • Small group 10-week Inference Reading Group 	Pupils make accelerated progress from year group entry and in-line with all other pupils nationally. School data evidence from 2017-19 shows the school has maintained considerable progress in reading attainment at the end of KS2. Reading team approach of using 1:1 interventions and small	1

<p>Ensure all disadvantaged pupils in Year 3-6 receive additional reading intervention as appropriate to need through BRP (Better Reading Partners) 1:1 provision and/or small group inference reading groups with the reading team</p>	<p>inference groups have supported school research strategy in identifying underachieving pupils, providing systemic teaching of reading, and maintaining progress over time.</p> <p>Research into BRP shows over 3,000 pupils in Years 1 to 8 have been supported by BRP in 300 schools: They made an average Reading Age gain of 12 months in only 3 months – four times the expected progress. They made an average Comprehension Age gain of 10 months. 99% of them showed more interest and confidence in reading after BRP.</p> <p>Engaging parents with their children’s learning, in this case through reading, is proven to benefit pupil learning - See EEF study - +4 months effect</p>	
<p>Year 3 and Y4 Little Wandle Rapid Catch-Up Intervention</p>	<p>Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy. EEF efficacy trial found a positive impact on all pupils of an additional three months’ progress over the course of an academic year.</p>	1
<p>Maths No Problem is used as a mastery scheme supplemented with White Rose.</p> <p>The school has a lead mastery specialist teacher who works with the maths hub and supports other schools in the LA and county.</p> <p>Maths Mastery and Fluency Booster Groups</p>	<p>Disadvantaged pupils make accelerated progress in line with end of KS2 school targets of 66+ ARE (21% GD). Pupils are at least in-line with all other pupils nationally. EEF recognise the impact of mastery learning approaches is an additional five months’ progress, on average, over the course of a year.</p> <p>There is a lot of variation behind this average. It is important that a high bar is set for achievement of ‘mastery’ (usually 80% to 90% on the relevant test). By</p>	3

	<p>contrast, the approach is much less effective when pupils work at their own pace.</p> <p>Additional booster groups are taught by the maths lead and Year 6 lead in addition to the 5 weekly lessons for disadvantaged pupils. Groups are fluid and flexible and pupils are only in the group for 6 weeks and benchmarked.</p>	
<p>Specialist English teacher provision for writing. Structured support programme for pupils bespoke to the school.</p>	<p>Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally. EEF research shows that small group tuition has an average impact of four months' additional progress over the course of a year and is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Diagnostic assessment is used to assess the best way to target support for these groups at HJS in writing. The cost effectiveness of teaching in small groups indicates that greater use of this approach is worthwhile with larger cohorts.</p>	2
<p>Pupil conferencing for writing with class teacher</p>	<p>Pupils make accelerated progress in-line with all others non-disadvantaged pupils in school. EEF research 2019 shows low attaining pupils particularly benefit from small group tuition. EEF research 2019 shows low attaining pupils particularly benefit from small group tuition</p>	2
<p>Catch Up Maths Yr 3 and 4 to include National Tutoring targeted support</p>	<p>Yr 3 Close Your Eyes Project in fluency with Maths Hub targeting fluency catch up for year 2 and 3 pupils.</p> <p>First Class Support at Number benchmarking to identify gaps in knowledge and understanding across</p>	3

	<p>KS2 and identify provision for DA pupils with SEND.</p> <p>EEF tested pupils using 1st Class and found pupils who received 1stClass@Number made two months' additional progress in maths, on average, compared to pupils in the control group. This result has a high security rating. At HJS</p> <p>Pupils on average make 13-18 month's progress over time.</p>	
<p>Ensure all disadvantaged pupils in year 4 receive Quality First Teaching (QFT) and additional provision and/or intervention as appropriate to need to access Year 4 multiplication test.</p>	<p>Support pupils' cognitive domain making explicit the thinking skills and intellectual processes required for the MTC, recalling facts from long term memory and at speed within time limit of 6 seconds per item which is key to assess fluency recall of tables. The 6-second time limit was informed by research undertaken by STA. 1124 pupils took part- and 3-time limits were trialled. Six seconds was deemed the most appropriate time to allow children to recall and input their responses without allowing enough time to work out the answer</p>	3

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

Budgeted cost: £98,883

Activity	Evidence that supports this approach	Char num add
Dedicated Attendance Leads on both sites	<p>Education Endowment Foundation (2018). Closing the Attainment Gap. London: EEF https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/ [17 January 2019].</p> <p>Higher overall absence leads to lower attainment at KS2 and KS4. The Department for Education (DfE) published research in 2016 which found that: ... Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	1

	Collaborating with an EWO, facilitates a more effective, joined up, strategic approach to tackling attendance.	
Maintaining learning mentor roles to support families with attendance and acute need.	Mentoring improves positive relationships, provides opportunities for pupils to re-engage with the purpose of learning in school and improves attendance. (Evidence on EEF) . Pupils are safe, are confident in themselves, and can manage their emotions effectively. EEF research has found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance, and behaviour.	4
Dedicated Senior Mental Health Lead on both sites.	Enable the school to use existing resources more effectively and promote good mental health and wellbeing in HJS setting. Quickly identify individual pupils who need support with their mental health and work effectively with local children and young people's mental health services.	4
Parent workshops	Studies have also shown that the long-term impact of elevated levels of primary school age parental involvement include higher earnings; less crime and delinquency; greater literacy; higher achievement test scores; higher employment rates; lower teenage pregnancy; and better jobs (CANparent 2014).	4
Dedicated Attachment Lead	Funding is used to support the strategic role of a designated leader on each school site for individual pupils who have experienced trauma, attachment disorder or other mental health issues and identified as adopted or looked after. Research indicates that an attachment and trauma informed approach and awareness of how to support children and young people's emotional needs and development can promote better learning and health. HJS has found that whole school practice and regularly training alongside targeted intervention provides significant help to support children with SEMH difficulties and reduces behaviour incidents in classrooms. For example, to allocate additional resources or adult support where needed. Percentage of adopted pupils who have achieved ARE expectations in reading has increased between 2017-2019. (Parker et al., 2015; Furnivall et al., 2012; NICE, 2015). NICE (2015).	4
School to provide pencil case and resources for learning	All pupils have the necessary equipment/uniform - forgotten or missing school equipment affects the quality of instruction. Furthermore, school equipment supplies represent, together with home learning a vital connection between the school and the children's home in which a pupil's preparedness for learning becomes a negotiation of the division of responsibility between school and family.	5
Free/Subsidised Extra Curricular Clubs	Increase provision and additional opportunities for disadvantaged pupils. This can include subsidising of trips, visits , club fees, uniform, equipment etc. for disadvantaged pupils. Importance of After School Provision for DA pupils Can out of hours clubs close the gap? Benefits of Extracurricular Provision- an Overview	5

Free/Subsidised Breakfast club	<p>All pupils have a settled start to the school day</p> <p>No pupil starts the day hungry – Each school site runs breakfast (HR/PR site) and after school club at HR site HJS</p> <p>Maintain gold breakfast club award.</p>	5
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Total budgeted cost: £ 228,107.38

Part B: Review of outcomes in the previous academic year 2022-3

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Key areas of impact:

KS2 OUTCOMES					
Disadvantaged Pupils	2019	2022	2023	LA	National
Number of pupils	45	39	37	696	
% Expected standard in Reading	75.6	89.7	75.7	60	60
% Expected standard in Writing	71.1	64.1	54.1	51	58
% Expected standard in Maths	75.6	66.7	56.8	55	59
% Expected standard in GPS	77.8	74.4	70.3	53	59
% Expected standard in RWM	60.0	53.8	45.9	39	44
Reading Progress	2.4	2.7	Interim 2.4	-0.6	-0.9
Writing Progress	-0.6	0.1	results 0.3	-1.4	-0.7
Maths Progress	-0.8	1.2	1.2	-1.9	-1.1

Aim	Outcome
Attendance of disadvantaged pupils is at least 94% and is maintained term by term	PP Overall Attendance was 94% compared to non-PP pupils at 96% . The school will continue to monitor attendance robustly reducing the difference between non disadvantaged pupils and disadvantaged pupils.
Combined R/W/M for PP Pupils Disadvantaged pupils achieve national average attainment and progress scores in KS2 R/W/M (National 2020 51%)	At the end of Key Stage 2 465% achieved combined ARE Above national in R/W/M and progress scores in each separate subject are significantly above national in reading and maths.
Disadvantaged pupils maintain above national average progress scores at end of KS2 Reading	End of KS2 75.7% of DA pupils achieved ARE in reading (Nat 23:60%) with 24% achieving greater depth in <i>standardised teacher administered tests</i> Progress of disadvantaged pupils is 2.4+ which is significantly above national.

KS2 OUTCOMES

Writing
Disadvantaged pupils achieve national average progress scores in KS2 Writing (0)
Disadvantaged higher attaining pupils at KS1 maintain progress and achieve Greater Depth at end of KS2.

End of KS2 54% of DA pupils achieved ARE in writing with 3% achieving greater depth using in school moderation.
Progress of disadvantaged pupils continues to increase over a three-year period to +0.3 (Nat 23: -0.7). Above local and national percentages.

Maths
Disadvantaged pupils achieve average KS2 Mathematics progress score in maths above -0.9 and LA/NA averages (KS1 66% ARE).

End of KS2 56.8% of DA pupils achieved ARE in maths with 22% achieving greater depth competed with standardised teacher administered tests.
Progress of disadvantaged pupils at the end of KS2 is +1.2 (Nat: -1.1).

Maths
90% of disadvantaged pupils in Y4 pass the Y4 Multiplication Times Table Check

The percentage of disadvantaged pupils achieving over score 16 was:

Score	Percentage – all PP pupils on roll	Percentage – Just PP children who accessed test
0-10 (Below POS) <40%	36% <i>(8/22)</i>	26% <i>(5/19)</i>
11-15 (WTS) 40-60%	4% <i>(1/22)</i>	5% <i>(1/19)</i>
16-20 (ARE) 60-80%	18% <i>(4/22)</i>	21% <i>(4/19)</i>
21-25 (ARE+) >80%	41% <i>(9/22)</i>	47% <i>(9/19)</i>

Combined

GPS
Disadvantaged pupils achieve above national attainment in GPS in KS2 Writing

**ARE for Pupil Premium Pupils: 70.3 %
(Nat 23:59%)**

Greater Depth for disadvantaged pupils:32%

KS2 OUTCOMES	
(National 2022: 59%).	
Wellbeing of Pupils	<p>A designated Mental Health Lead has been appointed for HJS and training completed. 2 staff members were trained across the federation funded by a government SMHL grant. This training enabled staff to access free training and resources and identified training modules have been completed by all staff. Staff were asked to contribute to a survey about positive mental health to identify areas of training and support needed which are now detailed in the Mental Health action plan. A survey for pupils took place and the school used 'Bounce' to review impact of wellbeing initiatives for KS2 and provide comprehensive data for wellbeing including the lowest 20% for class teachers/year leaders. This has enabled the school to identify pupils for specific pastoral support.</p> <p>A Mental Health working group was set up comprised of a range of teaching and support staff across the federation and included parent/carers. The working group reviewed the Mental Health policy and contributed to the Mental Health Provision plan that is being developed to identify levels and severity of Mental Health needs, support available both within school and locally and the appropriate referral pathways. This ensured a comprehensive Mental Health Action Plan to form part of the School Development Plan 2023-2024 and Key Priorities.</p> <p>The survey below is repeated with Brighton and Hove bi-annually now and will be completed again in November 2023. The school also uses BOUNCE to statistically analysis each individual class and identify pupil below 20% for wellbeing.</p>

KS2 OUTCOMES



Safe and well at school survey 2021



Key Stage 2: Hove Junior Summary Report

Hove Junior

Key trend indicators	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2018	2021
Been bullied this term	15%	17%	20%	20%	26%	16%	21%	22%	16%	17%	18%	18%
Enjoy learning at school	88%	91%	94%	88%	92%	90%	90%	91%	93%	91%	83%	82%
Feel safe at school					95%	94%	93%	91%	92%	89%	89%	92%
My school is good at dealing with bullying	91%	91%	92%	94%	82%	79%	78%	78%	78%	82%	73%	85%
Feel like I belong in this school									93%	89%	82%	86%

Brighton & Hove

Key trend indicators	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2018	2021
Been bullied this term	27%	22%	23%	24%	21%	19%	19%	15%	17%	17%	17%	15%
Enjoy learning at school	88%	89%	91%	89%	91%	91%	92%	91%	92%	90%	88%	86%
Feel safe at school					92%	94%	94%	94%	92%	90%	89%	92%
My school is good at dealing with bullying	84%	86%	86%	84%	88%	87%	87%	88%	87%	88%	83%	86%
Feel like I belong in this school									90%	87%	86%	89%

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
Times Tables Rockstars	https://trockstars.com/
Seesaw (online Platform) RWI Portal	https://web.seesaw.me
Google Classroom	https://edu.google.com/intl/ALL_uk/products/classroom/

Bug Club	https://www.activelearnprimary.co.uk/login
Clicker and Word Shark	https://www.cricksoft.com/uk/clicker https://www.wordshark.co.uk/