

# Pupil premium strategy statement – Hallam Fields Junior School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	Hallam Fields Junior School
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	David Brown (Headteacher)
Pupil premium lead	Sarah Carr (Deputy Headteacher and Pupil Premium co-ordinator)
Governor / Trustee lead	Lisa King (Governor for disadvantaged Pupils)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,400.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£118,400.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Hallam Fields, we value the opportunities for us to '*Grow together, learn together and achieve together*'! We aim to make all of our pupils confident, happy and motivated with a love of learning by providing a safe and welcoming environment, both indoors and outdoors, where our children can be challenged to do their best. We have high expectations of behaviour and achievement, recognising that all of our children bring something unique to the Hallam Fields team. Independence and collaboration are encouraged in equal parts and the whole school community is important in making this happen.

When making decisions about using Pupil Premium funding it is important for us to consider the context of the school and subsequent challenges faced. Common barriers to learning for Disadvantaged children can be:

- Less support at home
- Weak language and communication skills
- Lack of confidence
- More frequent behaviour difficulties
- Attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' approach.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, or who have been eligible in the last six years, are socially disadvantaged and further, some children who experience disadvantaged backgrounds are not eligible for free school meals and thereby do not attract Pupil Premium funding.

At Hallam Fields, we will ensure that all pupils will receive the highest quality of personalised provision that helps them to thrive regardless of their status as disadvantaged or non-disadvantaged.

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending.

We will provide a culture where:

- Quality first teaching has the greatest impact on pupil outcomes
- There are high expectations for all pupils
- Staff are expected to have professional conversations about the needs of individual pupils
- All staff are aware of who Pupil Premium children are, including those receiving the Ever 6 funding.

- We recognise that not all pupils who are socially disadvantaged are registered for Free School Meals.

Our ultimate objectives are:

- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance of disadvantaged pupils is lower than National, which limits the experiences, relationships and learning the pupils can access. Our whole school attendance since September 2024 is 95.02%. The pupil premium attendance rate since September is much lower at 92.45%.</p> <p>Persistent absence of pupils eligible for pupil premium is 31% with only 8% of children who are not eligible for pupil premium getting below 90% attendance and therefore reaching persistent absence. This is a</p>

	<p>huge disparity and has consequently become our number one challenge.</p> <p>A number of families need to work with our attendance officer to improve attendance linked to mental health and family circumstances. The number of late arrivals for our disadvantaged pupils is still a concern and, accumulated across the week, means hours of lost learning and consequently affects their well-being and attainment. Our pupils worry that they are “missing out” on friendship groups and learning, which makes them feel separated from their peers. They also struggle with anxiety when coming into school late or after absence and more of these children are needing support to manage the sensations they experience as a consequence. Often children arriving at school late have not have breakfast and it takes time to meet these needs for the child before they are ready to learn.</p>
2	<p>Our assessments (including Thrive Online), observations and discussions with pupils and families have identified social, emotional and developmental needs that require support.</p> <p>At the end of the Autumn term of the 24-25 academic year 33% of our disadvantaged children have 1:1 Thrive sessions with a licensed practitioner on top of their whole class Thrive provision. This means of our children across the school receiving 1:1 Thrive support, 60% of sessions are for children in receipt of pupil premium.</p> <p>Children regularly arrive at school daily feeling hungry, distressed or anxious and this need has to be met prior to any learning. Disadvantaged pupils demonstrate low confidence, low self-esteem and consequently low independence in the classrooms and when dealing with friendship issues or similar. We often see a fight, flight or freeze response to a change in adult, struggles with new learning or disagreements with peers including losing games on the playground. Poor social skills mean unstructured times are difficult to navigate and 37% of our children needing to access lunchtime provision are eligible for the pupil premium.</p>
3	<p>Our assessments, observations and discussions with pupils indicate that our disadvantaged pupils do not read at home as often as our non-disadvantaged pupils and this continues to impact upon their progress and attainment in the subject and beyond.</p> <p>Our internal data for reading in Autumn 2024 shows 50% of our disadvantaged pupils are on track to make age related expectations in reading, whilst 64% of our non-disadvantaged pupils are on track for age related expectations across years 3-6.</p> <p>Our whole school phonics assessments this year showed that, of the 36 children needing to complete a rapid catch-up phonics programme, 58% of the children are in receipt of pupil premium. We know that reading is the gateway to learning and our children who struggle with the basic mechanics can quickly fall behind. Being able</p>

	to read accurately by age 6 has a strong correlation with future academic success. It is important that we use assessment to identify precise gaps in a children's phonic knowledge and intervene with daily teaching to focus on these gaps and prevent further challenges for these children.
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## 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 achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/2025 demonstrated by: <ul style="list-style-type: none"> <li>The overall attendance rate for all pupils being a minimum of 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> </ul>
To reduce persistent absence of children in receipt of pupil premium	The number of persistent late arrivals to school being reduced by 90% for disadvantaged and non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils at Hallam Fields Junior School, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/2025 demonstrated by: <ul style="list-style-type: none"> <li>Qualitative data from pupil voice, parent surveys and teacher observations.</li> <li>Thrive practitioners working collaboratively and consistently with families to support behaviour, food supplies and parenting difficulties.</li> <li>Thrive 1:1 available for all disadvantaged pupils in need of reparative intervention.</li> </ul>
Improved reading attainment among disadvantaged pupils	Key Stage 2 reading outcomes in 2024/2025 show that our disadvantaged pupils achieve the same standard as our non-disadvantaged pupils.
Ensure every child who cannot read at age-related expectations gets urgent, targeted support so that they can access	<ul style="list-style-type: none"> <li>All staff trained to assess and deliver phonics interventions</li> </ul>

<p>the curriculum and enjoy reading as soon as possible.</p>	<ul style="list-style-type: none"> <li>• All disadvantaged children are able to accurately decode</li> <li>• All disadvantaged children have progressed off the phonics intervention</li> <li>• All disadvantaged are getting the daily practice which creates the automaticity they require for fluency.</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £44,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>UPS teachers to work within Year 6 cohort to allow Year 6 to be taught as three small classes for maths and writing.</p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that 3 small classes, reducing the classes by approximately 10 children, allows teachers to increase the amount of attention each child will receive. <a href="#">Reducing class size   EEF</a> The impact of this is mostly seen in reading which is a key challenge for our disadvantaged children.</p>	<p>3</p>
<p>Leading English CPD for Reading Lead new to role</p>	<p>EEF research shows that supporting high quality teaching is pivotal in improving children's outcomes and can narrow the disadvantage gap <a href="#">Effective Professional Development   EEF</a>. The Early Career Framework and the new National Professional Qualifications recognise the importance of this and we are currently supporting one teacher through the Early Career framework and three teachers through an NPQ. One of our teachers is new to leading Reading and will therefore be</p>	<p>3</p>

	attending CPD sessions throughout the year to support whole school initiatives to be well-designed, selected and implemented effectively.	
Whole school phonics CPD	EEF research shows that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">Phonics   EEF</a> It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. It is important for all staff to be trained in phonics to ensure that effective phonics techniques are embedded in a rich literacy environment in every classroom. By training all staff across school we can ensure they have the necessary linguistic knowledge and understanding to be able to provide this.	3
Reading Leaders release time to follow EEF implementation cycle	Reader Leaders are released regularly from class teaching in order to ensure that the new approaches to phonics and reading across the school have the biggest possible impact on children and young people's outcomes. <a href="#">A School's Guide to Implementation   EEF</a>	3

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

Budgeted cost: £ 15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics assessment	The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). <a href="#">Phonics   EEF</a> It is important that the assessment is used efficiently to: identify which phonics phases a	3

	<p>child needs to start with in the program, help teachers to plan appropriate teaching to help children catch up with their peers and to track a child's progress and inform teaching.</p> <p>Our Reading leads carefully monitor the progress to ensure that phonics programmes are responsive and provide extra support to children and/or staff where necessary.</p>	
Daily interventions run by TAs	<p>EEF research shows that approaches using digital technology tend to be less successful than those led by a teacher or teaching assistant. Our TAs run the phonics sessions daily and are supported by Reading Leads to ensure quality and effectiveness. <a href="#">Phonics   EEF</a></p>	3
<p>Purchase web-based programs to be used in school and at home to support learning and engage parents with the teaching and learning in school.</p> <ul style="list-style-type: none"> <li>• TTRS</li> <li>• Accelerated Reader</li> <li>• Seesaw</li> <li>• Dynamo maths</li> </ul>	<p>We promote parental engagement in our children's learning using different web-based programmes. EEF evidence shows that parental engagement, which includes teachers and schools involving parents in supporting their children's academic learning, has the highest impact with low attaining pupils <a href="#">Parental engagement   EEF</a> We know that the time spent with children and parents/carers together at home helps our children to develop better mental wellbeing, social skills and strong relationships as well as having healthy routines and habits for life.</p> <p>Seesaw was established during COVID-19 but has been sustained as an effective way of communicating directly with parents and sharing the children's learning and targets.</p> <p>Accelerated Reader motivates children to read more through engaging quizzes, goal setting, and personalised recommendations. As our children increase their reading volume, they develop greater reading stamina, word recognition, and language comprehension skills. Children are expected to read at home daily across the school and parents have a responsibility to sign children's diaries when supporting them with their reading.</p> <p>Learning the multiplication facts are essential as they make a very large contribution to numeracy and underpin our maths system like counting, number bonds and place value. If children can get a firm grasp of their times tables then they have a solid arithmetical foundation for future problem-solving. Our children have shown that they are motivated by technology and have</p>	2/3

	<p>been able to apply their knowledge and skills effectively using Times Tables Rockstars programme. This is a homework set for all year groups every week across the school. In addition, the soundcheck on TTRS is almost identical to the year 4 Multiplication Tables Check that is now statutory. Regular use of all aspects of TTRS prepares children for answering at speed as well as challenging them to apply associated division facts. These skills are necessary for all children.</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 60,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest Schools provision weekly for every child in the school led by Forest Schools qualified practitioner.</p>	<p>The social and emotional needs of our children continue to increase and this has been recognised for children and young people Nationally.</p> <p>All of our children have weekly Forest Schools sessions throughout their time at Hallam Fields. The Forest Schools sessions are nature-based opportunities where our trained practitioner nurtures learner-led exploration and discovery, nurturing meaningful experiences for positive lifelong impacts. The children will be accompanied by their class teacher to build and develop relationships, share new experiences and allow teachers to build on these in the classroom. EEF research shows that successful interventions focus on the ways in which children work with (and alongside) their peers, teachers, family or community. <a href="#">Social and emotional learning   EEF</a></p> <p>The NfER identify in their 'Supporting the attainment of disadvantaged pupils' research from 2015 that the most basic Pupil Premium provision should 'support pupils' social/emotional needs alongside teaching and learning strategies'. Spending time in the natural environment is a renewed priority to support children's wellbeing and mental health.</p> <p><a href="https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf">https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf</a> Page 15</p>	2

<p>Thrive practitioner 1:1 sessions</p> <p>Whole class Right-time Thrive provision weekly</p>	<p>Thrive offers a systematic approach to identifying children’s social and emotional development needs. <a href="#">Research behind Thrive   The Thrive Approach</a></p> <p>Thrive sessions take place weekly in every class across school to enable the healthy development of the children’s emotional well-being. The sessions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Our full time Thrive practitioner works with children 1:1 to address gaps in individuals’ development. These 1:1 sessions with a licensed practitioner target our disadvantaged pupils primarily, with a lot of our children working within the developmental strand of Being (0-6months) working on being safe, feeling special and having their needs met. EEF research identifies the importance of considering how being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	<p>2</p>
<p>PGL – Disadvantaged pupils will receive emotional and financial support to enable them to attend the residential experience in year 6</p>	<p>EEF identify that there is a wide evidence base indicating that outdoor adventure learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork. <a href="#">Outdoor adventure learning   EEF</a> Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation – all of which are critical for our disadvantaged children to develop.</p> <p>Outdoor adventure learning, through our residential, plays an important part in our children’s wider school experience, regardless of any impact on academic outcomes, and this is something we want every child at Hallam Fields to have the opportunity to benefit from.</p> <p>By supporting our disadvantaged pupils in this way, both emotionally to challenge themselves and financially to take part, we can ensure that they receive the same cultural experiences as their peers.</p>	<p>2</p>
<p>Outdoor safe space for 1:1 Thrive, small group work</p>	<p>In order to develop our already culturally enriched environment, we will be developing an outdoor space to provide a valuable environment for social and emotional intervention as well as a safe space for our children.</p>	<p>2</p>

<p>with disadvantaged pupils and children needing support and space to regulate.</p>	<p>Sanchez (2018) identifies safe spaces as designated areas where children can choose to go to calm down, take time to process, or just be alone but are seen as positive behaviour choices if they move themselves to the safe spaces. Safe spaces give children a much needed outlet from a busy classroom which demands high expectations throughout the day. "All students should know that safe spaces are available to them," she adds. "It's not just for some." <a href="#">We All Need A Safe Space   Billesley Research School</a></p>	
<p>Attendance officer to address drop in pupil premium attendance, persistent absence and late arrivals to school so children are not missing out on learning unnecessarily.</p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Simon, &amp; Nugent, 2001). <a href="#">Attendance-and-Persistent-Absence-ESC-Submission.pdf</a></p> <p>In order to support our disadvantaged pupils with all of the social, emotional and academic development that they need and deserve we must first address attendance. Our children need to have those consistent, reliable relationships in order to thrive and we value these relationships with our parents too. Our attendance officer works with parents to support as well as following procedures if attendance is a concern.</p> <p>The NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>1</p>
<p>Opportunities for key children to experience music lessons</p>	<p>There is intrinsic value in teaching children creative and performance skills and we are keen to ensure disadvantaged pupils access a rich and stimulating arts education too. EEF research shows that Arts participation, defined as involvement in artistic and creative activities such as music, lead to more positive attitudes to learning, increased well-being and improved outcomes in learning. For some of our most disadvantaged children, we are funding Rock Steady weekly music lessons within school time and we have already seen progress in children taking part. <a href="#">Arts participation   EEF</a></p>	<p>1</p>

**Total budgeted cost: £119,000.00**

## Part B: Review of the 2023-2024 academic year

### Outcomes for disadvantaged pupils

#### **1. Improved reading attainment among disadvantaged pupils**

One of the next steps identified and detailed for 23-24 was to use trained TAs to provide phonics scheme interventions across the whole school. This is now in place and the whole school has received and will continue to receive the phonics training to ensure an embedded approach in all teaching. SATs 2024 data showed non-disadvantaged outcomes at expected or greater depth were 62% in reading whilst disadvantaged were 52%.

#### **2. Improved writing attainment among disadvantaged pupils**

One of the next steps identified and detailed for 23-24 was reviewing schemes in place for writing and SPAG and subject leaders looking to implement changes to improve these further. This was completed including visits to other schools and both SPAG and writing schemes have been adapted to meet the needs of our children and our school. Writing and Spag leads have worked collaboratively to implement new strategies and supported staff to establish the changes. Release time has been given regularly for these staff to follow the implementation cycle thoroughly and supported by SLT.

SATs 2024 data showed non-disadvantaged outcomes at expected or greater depth were 66% in writing whilst disadvantaged were 57%.

#### **3. Improved maths attainment among disadvantaged pupils**

One of the next steps identified and detailed for 23-24 was changes to assessment systems used in maths to ensure consistency and accurate assessment. These systems have changed allowing for consistent assessments and analysis to be done whole school. The use of a system which identifies gaps in children's understanding allows detailed assessment for learning for all teachers. The mark scheme and boundaries allow for accurate assessment from year 3 to 6 which proved accurate in our assessments across the year.

SATs 2024 data showed non-disadvantaged outcomes at expected or greater depth were 62% in maths whilst disadvantaged were 48%.

#### **4. To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.**

One of the next steps identified and detailed for 23-24 was the implementation of the Headteacher meeting with attendance officer regularly to ensure a tight and consistent approach to monitoring and penalties. These meetings take place weekly and there is a rigorous recording system set up to ensure nothing is missed. Attendance and punctuality continue to be an area for improvement and will continue to be a focus of the Pupil Premium Strategy moving forward.

**5. To achieve and sustain improved wellbeing for all pupils at Hallam Fields Junior School, particularly our disadvantaged pupils**

One of the next steps identified and detailed for 23-24 was Increasing opportunities for extra-curricular activities and continuing to offer Forest School and Outdoor Learning sessions. Our business manager and PE co-ordinator have worked hard to offer a wide range of clubs for children to attend at minimal or no cost to the children and their families in order for all to access. Forest School continues weekly for all children across school and continues to be at the heart of what we offer the children at Forest Schools. Some children also support the setting up of Forest Schools at unstructured times as a way of building their confidence and self-esteem further still. We have a wide range of wellies and waterproofs for children to use so that no child misses out.

Links to the community continued to be a focus in 23-24 to give children a deeper sense of belonging and develop their social skills. Trips were a priority this year, and all children had equal access to the trips and experiences on offer. Every year group had an experience day out of school which included a bus ride, which for some was the experience in itself. Each year group also had a local visit out of school and a visitor into school to build up their sense of belonging in the community and the pride and responsibility that comes with this. We have also continued to ensure that our children have access to appropriate school uniform, including swimming kits and Forest School kits, and that these are washed and clean for children and families needing this support.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Times Tables Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance Learning
Seesaw	Seesaw Learning Inc
Dynamo Maths	Jellyjames Publishing

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Our service pupil premium, for one child in receipt this year, contributed to our Thrive provision costs to support the children's social and emotional needs. This has included resources for the three day long transition that we do into school each September, key books for assemblies to support and educate our children and the online assessment tool that we use to identify the needs of our individual children and class groups.

### **The impact of that spending on service pupil premium eligible pupils**

The Government identifies that Service Pupil Premium (SPP) is different from the Pupil Premium (PP) and should be used to 'mitigate the negative impact on Service children of family mobility or parental deployment'. Staff are aware of children in receipt of SPP and monitor their wellbeing and mental health carefully in order to meet needs as they arise. This provision of social and emotional education at Hallam Fields is always in place in order to best support these children at all times.

## Further information (optional)

Hallam Fields Junior School has embedded the Thrive Approach into every aspect of the school community including teachers, middays and parents and carers. Improving Social and Emotional Learning in Primary Schools stresses the importance of supporting disadvantaged pupils socially and emotionally as they often have weaker skills than non-disadvantaged pupils. Social and emotional skills are planned and explicitly taught in every class and children are supported to learn self-regulation skills whilst learning the sensations that accompany emotions. Relationships are at the heart of everything we do at Hallam Fields Junior School and staff model the social and emotional skills that we want our children to adopt. Children have safe spaces and trusted adults when they are dysregulated. Staff understand behaviour as communication and use Thrive techniques, such as the VRFs, to attune, validate, contain and regulate our children consistently. [Improving Social and Emotional Learning in Primary Schools | EEF](#)