



# Cunningham Hill Junior School

## 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	Cunningham Hill Junior School
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	14
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	Sept 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Justine Elbourne-Cload
Pupil premium lead	Matthew Tavender
Governor / Trustee lead	Rondi Allen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 44,385
Recovery premium funding allocation this academic year	£ 4,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 49,005

# Part A: Pupil premium strategy plan

## Statement of intent

Over the past few years, it is clear that there has been a discrepancy between the opportunities which our children from different backgrounds experience. We are committed to ensure that all of our Pupil Premium children to reach their full potential by providing support and opportunities for them to access the curriculum and wider experiences which help with their development.

Starting with the curriculum, we have reviewed what it is that our children are learning, and chosen schemes and content which we feel matches the needs and lives of our children. In Maths and English, we have put oracy and fluency as a priority to develop vocabulary and knowledge which we can then utilise the skills we have learned to apply them in relevant and contextual situations. We have followed and in

We put a large emphasis on Quality First Teaching, which is improved through staff CPD to help them develop their practice further in order to meet the needs of all children. Through a regular and progressive CPD programme called CHIPS, our staff will constantly challenging themselves to improve.

We aim to provide regular academic interventions to help close gaps with their peers through group and 1:1 sessions as well as utilising the National Tutoring programme to offer extra tuition sessions. In preparing our children for their next steps, it is imperative that we extend the vocabulary of all our children in order to allow them to develop, writing, reading and social skills as they move on.

Due to a range of contributing factors, including the pandemic, we have identified the need for a greater support with the emotional wellbeing of our PPG children. To support with the wellbeing and learning behaviours, we have employed a Behaviour and Learning Mentor to support when children are in crisis and to provide support to teachers in identifying triggers and strategies to deescalate so as to minimise disruption for themselves and the other children. The Mentor will liaise with teachers and the Nurture TA to help support in class and at lunchtimes. This post also supports our Family Support Worker in creating a network of support for our children and families.

We want to strengthen our PE provision and ensure the children have access to outside activity throughout the year. We know that with the change in uniform, due to federating, and this increase of provision, some of our families may find it difficult to afford tracksuits, so by subsidising this uniform, we will enable all children to access high quality PE and be appropriately dressed for it.

We strongly believe that for a child to flourish we must develop all aspects of them and ensure that they get the chance to experience a wide selection of activities, which we find that our PPG children miss out on due to financial restraints. Our aim is to provide those children with the same experiences as their peers throughout their time at the school. We also want to increase the number of children attending extra-curricular clubs. We intend to run as many free clubs as possible and any outside agencies, we will pay for one free place for a PPG child

## Challenges

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

Challenge number	Detail of challenge
1	<b>The attainment and progress of PP pupils (including high ability) is not as good as non PP pupils.</b>
2	<b>Attendance rates for pupils for PP are slightly lower than non PP pupils</b>
3	<b>Emotional Wellbeing and Learning Behaviours have shown need for support – nurture and support needed to rebuild social skills and integration</b>
4	<b>Financial constraints can provide life limited life experiences and opportunities to access extra-curricular activities</b>
5	<b>Oral language skills on entry are lower for PP than other pupils. This slows progress in reading and writing</b>
6	<b>Physical development skills on entry to school lower for PP than other pupils. This slows progress in writing.</b>

## 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 ensure at least good progress for pupils eligible for PPG, in, Reading and Maths, particularly at the end of KS1 and for children with no other barriers to learning.	PPG Children will show progress in line with or above non PPG children within the school. This will be through improved oracy and fluency throughout the curriculum with a particular focus on vocabulary
To improve attendance of PPG children compared to last year's figures	Attendance of PPG children will be higher than 95.5%
To support the emotional wellbeing and learning behaviours for our children so that they can access their learning and enjoy coming to school.	Children will have been given support and are accessing the curriculum successfully. Behaviour plans set up for those children with need. Pupil voice will show that children are happy in school and feel that they can engage in class work. Behaviour will improve in the classroom and on the playground
To raise the cultural capital on offer to PPG children outside of school – attendance and outcomes will improve for PPG children	We will have a robust cultural capital offer for all children in the school. This will include, trips, in school activities, extra-curricular activities and targeted events for PPG.
Children will be more active and take part in more clubs in and out of school.	Children will improve their motor skills and fitness, leading to higher engagement and an improvement in handwriting and stamina for writing.

## 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: £ 19,731

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of CHIPS CPD programme in school	<p>Year 1 Teachers and TAs come on board in Year 2 engage in weekly CPD meetings using instructional coaching format. Following targeted training or Walk Thru Cycle teachers carry out weekly meetings observations and reflection to improve practice</p> <p>Ensuring Quality First Teaching to impact the children's learning. EEF Report, HfL Great Expectations Case studies.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1654771867">https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1654771867</a></p> <p>Focus on Feedback to develop the children's ability to impact their own learning.</p>	1
Behaviour and Learning mentor appointed to support with children in crisis and those in need of directed behavioural support to enable them to thrive at school.	<p>EEF Toolkit – Behaviour Interventions and Social and Emotional Learning</p> <p>By ensuring that pupils have support to develop positive learning behaviours, they will be able to access the learning better.</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1/2/3
Family Support Worker and Mentoring  Vulnerable ppg children feel supported and that they have someone to talk to about issues they may be experiencing	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>EEF Toolkit –Social and Emotional Learning:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1/2/3
Retaining Nurture TA to Develop behaviour for learning through targeted nurture groups and structure lunchtime play	<p>Nurture TA focuses on: building children's resilience, developing play skills, supporting children to manage potentially challenging situations, introducing children to strategies to self-regulate and having fun within the classroom and playtimes. Allowing children time to discuss their concerns, feeling and emotions in a 1:1 situation Provide support to the family around the child. Specific drop in support and some more long term weekly support</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	2/3

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

Budgeted cost: £ 28428

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme providing 1:3 group tuition for 15 hours	<p>Children who receive tutoring make extra progress against those who do not. We have employed a qualified teacher who has worked with the school before to minimise any issues.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>EEF Toolkit – Small Group Tuition:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1
Structured Interventions within class Regular interventions by TAs in class	<p>EEF Toolkit – Teaching Assistant Interventions</p> <p>Teacher planned interventions in small groups allow children to make accelerated progress. Targets will be SMART and changed to support this progress</p> <p>Numberstacks and LBQ purchased to support children in maths and comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1
Introduce ELS	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Evidence suggest that children experiencing success with reading is a key component to reading progress</p> <p>EEF Literacy KS1 Guidance Report:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1/5
Introduce Herts Essential Maths in Reception	<p>Building on the introduction of Herts Essential Maths in KS1, we plan to introduce it to Reception. This will support the progression of the children through a whole school scheme adding consistency and continual reinforcement through the spiral nature of the curriculum. The scheme begins with visual and concrete representations of number, with a strong emphasis on using manipulatives to embed understanding and stimulate discussion</p> <p>Recommendations on developing Early Maths:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	1/5
Purchase tablets to support with interventions in school	<p>Tablets will be purchased for Key stage 1 classes to support interventions and assessment through the use of online tools - LBQ, Numberstacks, Seesaw</p>	1
Introduce Literacy Tree	<p>New scheme for whole school which targets vocab development and providing discreet opps for spoken language, uses text which reflect the lives our children lead.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1/5

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

Budgeted cost: £ [19260]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improvement of attendance of targeted ppg children Free access to breakfast club	For children reluctant to come to school the breakfast club can provide a positive start to the day and can encourage attendance. Helps to ensure children have had breakfast each morning. First on list of office calls – will offer to come and collect children if needed. EEF Toolkit – Physical Activity	2
Offering free places/subsidising costs for clubs and trips	Children participate with their friends and enjoy learning outside the classroom. Gives them positive experiences which support positive attitude towards attending school  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	2/5/6
Supporting families with cost of school uniform and PE kit	With the change in uniform and focus on outdoor PE, the support will enable children to be dressed appropriately during colder months. This will help build resilience and positive experiences for coming to school  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	3/4/5
Develop our Cultural Capital offer to all children including targeted activities for PPG. Look at what we think are the key activities for a child to experience	Identify what a child at Cunningham Hill Will experience in the whole time they are at the school in order to provide cultural capital. Target PPG with activities such as theatre and museums  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1/3/4/5/6
FEELiT – Whole school approach to emotional literacy.	To build emotional literacy of children from EYFS to Year 6, we will be using the FEELiT scheme to explicitly teach vocabulary around feelings and using the programme for to investigate self-regulation and build emotional resilience.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2/3
Journaling – Juniors only	Children will be using either the daily journal or life skills journal each day to practise self-reflection, gratitude and self-regulation. In year 6, they use the life skill journals to build their understanding of the 10 mental health life skills they will need for their futures.	2/3
Drop in sessions with MHST Child and Young Person Wellbeing Practitioner – currently juniors only but I am meeting her on Wednesdays about going to infants as well.	As part of the provision of the DSPL7 MHST, Loraine Brown will be working at Cunningham on Thursdays. Partly working with families that have been referred via the NHS route and partly on children that self-refer using the drop in worry box. Children can sign up for a slot at break times on Thursday and she will give them a time to come and see her during lunch. These sessions are confidential on the whole, however she will report any concerns to the class teacher as necessary.	2/3
Key Stage Assemblies on Mental Health and Wellbeing focussing on Happy confident life skills.	Introduction of a new resources created by happy confident company- 7.5 minute videos explaining each life skill and setting a challenge for the following week – these look at the scientific working of the brain as well as the practical skills such as growth mind set, introspection etc.  <a href="https://mentallyhealthyschools.org.uk/getting-started/social-and-emotional-skills/">https://mentallyhealthyschools.org.uk/getting-started/social-and-emotional-skills/</a>  <a href="https://www.annafreud.org/schools-and-colleges/?gclid=CjwKCAjwsfuYBhAZEiwA5a6CDCvnl3OsGNk9rnY-LouwkTuOpMUlgr7dwVJkz1zKg9YsEPMq4NM_MR0C4hwQAvD_BwE">https://www.annafreud.org/schools-and-colleges/?gclid=CjwKCAjwsfuYBhAZEiwA5a6CDCvnl3OsGNk9rnY-LouwkTuOpMUlgr7dwVJkz1zKg9YsEPMq4NM_MR0C4hwQAvD_BwE</a>	2/3
Whole staff training on behavior management and anti-bullying approaches with the aim of developing our school ethos and	Both targeted interventions and universal approaches can have positive overall effects:	1/3

improving behavior across school – using STEPS	Behaviour interventions   EEF (educationendowmentfoundation.org.uk)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	
Behaviour and Learning mentor appointed to support with children in crisis and those in need of directed behavioural support to enable them to thrive at school.	EEF Toolkit – Behaviour Interventions and Social and Emotional Learning  By ensuring that pupils have support to develop positive learning behaviours, they will be able to access the learning better.  Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1/2/3
Family Support Worker and Mentoring  Vulnerable ppg children feel supported and that they have someone to talk to about issues they may be experiencing	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.  EEF Toolkit –Social and Emotional Learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1/2/3
Retaining Nurture TA to Develop behaviour for learning through targeted nurture groups and structure lunchtime play	Nurture TA focuses on: building children's resilience, developing play skills, supporting children to manage potentially challenging situations, introducing children to strategies to self-regulate and having fun within the classroom and playtimes. Allowing children time to discuss their concerns, feeling and emotions in a 1:1 situation Provide support to the family around the child. Specific drop in support and some more long term weekly support  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1/2/3

**Total budgeted cost: £ 67419**

### *Other research*

<https://researchschool.org.uk/stmatthews/news/supporting-our-pupil-premium-students>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/730628/London\\_Effect\\_Qual\\_Research\\_-\\_Research\\_Report\\_FINAL\\_v2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf)

<https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/370686/HT\\_briefing\\_layoutvFINALvii.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf)

<https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf>

## 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.

Due to the pandemic, our plans were affected and we directed money in other areas to support remote learning and providing other education support for our families. The school completed its own Teacher assessment data via teacher assessment and using tests and diagnostic assessments. We invested in new schemes of work for English and Maths which meant we needed to pay for CPD for staff, including TAs who were shown how to utilise the schemes with their children.

Our internal data shows that PPG children are making slightly better progress in writing and broadly in line in reading and maths in Year 2. Of the 8 children in Year 2, 4 have other barriers to learning but the majority of these are either making expected progress or have shown good progress and are starting to close their gaps. This progress has been help by the targeted interventions that happened as a result of the TAs and tutoring programme which all Pupil Premium children accessed.

Although the year was disrupted by lockdowns, we invited all PPG children to attend school and the uptake was very high. The children who did not attend had other barriers, such health issues. During the Pandemic and beyond, our Family Support Worker worked alongside the families to support with any needs they had. She also supported children with any issues that developed during the course of lockdowns. SLT maintained close links with all our PPG families during lockdowns and ensured that they received their food vouchers or parcels including delivering items to the houses.

Through supporting our families to access the clubs within school and our wrap around care, we were able to offer more extra-curricular time than we had hope during the periods when there we restrictions in place.

We purchased extra tablets to support home learning and provided extra CPD for teachers to help minimise any drop off form the lockdowns, which meant that interaction with remote learning increased through the time and was about 92% across the school.



## 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
HfL Essential Maths	Herts for Learning
Learning By Questions	LBQ
Literacy Tree	Literacy Tree
Numberstacks	Numberstacks
Essential Letters and Sounds	Oxford University Press

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*