Cunningham Hill Junior School
Pupil premium strategy statement

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 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	240
Proportion (%) of pupil premium eligible pupils	14
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Justine Elbourne-Cload
Pupil premium lead	Matthew Tavender
Governor / Trustee lead	Michelle Fadil

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 48,840
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 48,840

Part A: Pupil premium strategy plan

Statement of intent

This we year have reviewed our actions in line with Economic Exclusion work carried out by HFL. Through this work we have evaluated where the costs are incurred for our families and made as many adjustments as possible to prevent any child being excluded due to financial constraints. 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.

This ties in with our curriculum strategy of providing our children with awe and wonder in their learning. We are aiming to provide more engaging lessons through CPD for staff as well as investigating and delivering opportunities our children may not get the chance to have outside of the classroom.

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 live 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 also recognise that the curriculum can only provide so much so there will be extra focus on the external opportunities we provide. We will map out the key skills and access to life-moments.

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. In preparing our children for their next steps, it is imperative that we extend he vocabulary of all our children in order to allow them to develop, writing, reading and social skills as they move on.

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. 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. By subsidising this uniform, we will enable all children to access high quality PE and be appropriately dressed for it.

Through talking to children, we have heard that children are not playing outside when not in school. This manifests itself in school to show poorer social skills, resilience and focus. As the children get older their lives are becoming more sedentary than before and screen-based. We want to encourage and teach children to play outside more. We will do this by introducing OPAL

across the federation which provides opportunity to play outside in structured play. 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	**The attainment and progress of PP pupils (including high ability) is not as good as non PP pupils.**
2	**Attendance rates for pupils for PP are slightly lower than non PP pupils**
3	**Emotional Wellbeing and Learning Behaviours have shown need for support – nurture and support needed to rebuild social skills and integration**
4	**Financial constraints can provide life limited life experiences and opportunities to access extra-curricular activities**
5	**Oral language skills on entry are lower for PP than other pupils. This slows progress in reading and writing**
6	**Physical development skills on entry to school lower for PP than other pupils. This slows progress in writing.**
7	**Economic equality is growing and impacting our PPG children more than non PPG children.**

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 92.75

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.
To provide chances for children to access the wider world through trips and events that are non-school based or during school time.	Identify and provide experiences for PPG outside of school - theatre, sports etc
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.
To ensure alternatives and provision is made to eliminate economic equivalence to reduce stigma and ensure that all children can take part in every aspect of school life.	All aspects of school life will be poverty-proofed and all children will have had the opportunity to have the full school experience without the stigma of poverty.
To provide more opportunity for unstructured play – by introducing OPAL play culture at lunchtimes	Children will be happier and absence will drop. Children will develop skills of resilience, cooperation and fun.

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
CHIPS CPD programme in school	Following targeted training or Walk Thru Cycle teachers carry out weekly meetings observations and reflection to improve practice Ensuring Quality First Teaching to impact the children's learning. EEF Report, HfL Great Expectations Case studies. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1654771867 Focus on engagement strategies due to changing needs on cohort	1
Behaviour and Learning mentor to support with children in crisis and those in	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.	1/2/3

need of directed behavioural support to enable them to thrive at school.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1/2/3

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

Budgeted cost: £ *14590*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 interventions	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. EEF Toolkit – Small Group Tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Structured Interventions within class Regular interventions by TAs in class	EEF Toolkit – Teaching Assistant Interventions Teacher planned interventions in small groups allow children to make accelerated progress. Targets will be SMART and changed to support this progress Numberstacks and LBQ purchased to support childen in maths and comprehension. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Phonics scheme - ELS in Year 3	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 compo-nent to reading progress EEF Literacy KS1 Guidance Report: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	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. Support PPG children with costs arising from the trips. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	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
Whole staff training on Unconditional Positive Regard to develop relationship based culture in the school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1/3
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1/2/3
Introduce OPAL play culture in school to develop play skills and other important social skills	Children have reduced ability to play with each other due to less time playing outside of school. Many of our children live in houses without gardens and therefore are confined inside. Many children have excessive access to screens which limits the development of key skills and attitudes. OPAL is a culture of providing less structure to play and allowing the children to discover more in the real world. OPAL is shown to increase time in learning due to better behaviour and happiness in children – part funded by PTA https://outdoorplayandlearning.org.uk/wp-content/uploads/2016/07/supporting-school-improvement-through-play-1.pdf	6/7

Total budgeted cost: £ 53581

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://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://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 2022 to 2023 academic year.

Teaching (for example, CPD, recruitment and retention)

OFSTED reports rated personal development as outstanding for staff and children. Through use of CHIPS, teachers are able to address learning problems in the school and tailor teaching practice to the needs of the children. This enable high-quality teaching for all pupils, including PP.

Family support worker worked with 8 children and families (PPG). Support included behaviour, emotional support, support with accessing foodbank, supplying household essentials, friendship and social group work, support with referrals to outside agencies, applications to schools. These mechanisms have all been successful.

Behaviour mentor has supported 14 PPG children with friendship and playground issues, problems arising in the classroom, establishing now and next boards, reflection tables in line with our reset and reflect strategies. She has also focused on develop social skills with two child.

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

National Tutoring programme rolled out and all PPG children in Years 4-6 received tutoring. There was a strong focus in the autumn and spring Year 5 and 6 maths and writing to ensure that they were ready for the following year. Year 4 children were given tutoring. PPG achieved inline with National data in RWM and above in the 3 individual subjects and the progress for all three subjects was much higher than national progress.

	EXS/+		Higher Standard		Progress	
%	School	National	School	National	School	National
RWM	50 (43.3)	44	16.7 (7.1)	3.1		
Reading	100 (64)	62.5	50 (14.3)	18.1		
Writing	96 (64)	58.1	16.7 (7.1)	6.4		
Maths	83.3 (71)	59	33.3 (7.1)	12.9		

Internal data shows that the in most areas, PPG children have made more progress than non-ppg children since the previous year. This shows that interventions are working and helping to close gaps. (green shows where progress was higher than non-ppg). This shows that initiatives are having impact with PPG children.

PPG	Reading				Writing				Maths			
Year group	Below Expected Progress	Expected Progress	Accelerated Progress	Expected or above	Below Expected Progress	Expected Progress	Accelerated Progress	Expected or above	Below Expected Progress	Expected Progress	Accelerated Progress	Expected or above
Year 3	11%	55%	34%	89%	0%	55%	45%	100%	11%	77%	12%	89%
Year 4	0%	84%	16%	100%	0%	83%	17%	100%	0%	100%	0%	100%
Year 5	0%	80%	20%	100%	10%	70%	20%	90%	0%	80%	20%	100%
Year 6	0%	33%	67%	100%	0%	33%	64%	100%	0%	33%	67%	100%

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

All children offered and attended subsidised clubs as well as teacher ran clubs.

Our cultural capital offer has increased with children receiving more trips, CHILL OUTs in school and and more clubs. Year 5 and 6 all travelled by public transport into London. FeeliT launched and children able to say what their feel it words are and have a better understanding of how they are feeling. Assemblies held weekly and the words revisited during the week.

OFSTED reported that the school offer “an extensive range of extra-curricular activities enables them to develop new skills and talents. This includes karate, orchestra, stop-motion animation and calligraphy. Older pupils run some of these clubs, including at the linked infant school.”

Attendance was above the targeted level of 92.75 (2022/23 number). We have 6 children who report as repeated absentees. This has a large impact on the number. All PPG Children attendance is 94.61% up from 92.5% last year. Removing the 6 persistent absentees makes this figure 95.9% which is in line with the non PPG of 95.6%

Other support such as the children’s support worker and enrichment activities have reduced barriers to learning and enabled children to be in class more. Also, this has had a positive impact on behaviour as shown through internal evidence of reduced behavioural incidences within this group, increased access to a range of enrichment activities and pupil and parent voice regarding attitude toward school and learning. In addition, attendance has been improved for targeted pupils. Combining this support of removing barriers but also targeting academic needs with evidence based interventions will continue to be the strategy going forwards as detailed in this plan.

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

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.