

Hallam Fields 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	Hallam Fields Junior School
Number of pupils in school	227 219
Proportion (%) of pupil premium eligible pupils	33% 36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	David Brown (Headteacher)
Pupil premium lead	Sarah Carr (Assistant 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	21-22 £106,250 22-23 £108,350.00
Recovery premium funding allocation this academic year	£

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	21-22 £106,250 22-23 £108,350.00

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>Our assessments (including Thrive Online), observations and discussions with pupils and families have identified social, emotional and developmental needs that require support. 64% of our children receiving 1:1 Thrive support are disadvantaged. The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by National studies.</p> <p>Children arrive at school hungry, distressed or anxious and this need has to be met prior to any learning. Disadvantaged pupils demonstrate low confidence, self-esteem and 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</p>

	<p>learning or disagreements with peers including losing games on the playground. They have also been impacted by the lack of enrichment opportunities during school closure.</p>
2	<p>Attendance of disadvantaged pupils is lower than National, which limits the experiences, relationships and learning the pupils can access. Our attendance data for disadvantaged pupils on return to school in September 2022 is 93.83%. This shows a slight increase from September 2021 of 0.74%. Non-disadvantaged attendance data was 95.64% in September 2022. 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.</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 impacts upon their progress and attainment in the subject and beyond.</p> <p>Our internal data for 2021-2022 shows between 25% and 35% of our disadvantaged pupils are on track to make age related expectations in reading, whilst between 45% and 65% of our non-disadvantaged pupils are on track for age related expectations across years 3-6.</p> <p>Our internal data for 2022-2023 shows 34% of our disadvantaged pupils are on track to make age related expectations in reading, whilst 61% of our non-disadvantaged pupils are on track for age related expectations across years 3-6.</p>
4	<p>Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils and partial school closures and home-learning have increased this attainment gap.</p> <p>Our internal data for 2021-2022 shows between 15% and 38% of our disadvantaged pupils are on track to make age related expectations in maths, whilst between 24% and 62% of our non-disadvantaged are on track for age related expectations across years 3-6.</p> <p>Our internal data for 2022-2023 shows 37% of our disadvantaged pupils are on track to make age related expectations in maths, whilst 53% of our non-disadvantaged are on track for age related expectations across years 3-6.</p>
5	<p>Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils and partial school closures and home-learning have increased this attainment gap.</p> <p>Our internal data for 2021-2022 shows between 20% and 31% of our disadvantaged pupils are on track to make age related expectations in writing, whilst between 20% and 47% of our non-disadvantaged are on track for age related expectations across years 3-6.</p> <p>Our internal data for 2022-2023 shows 23% of our disadvantaged pupils are on track to make age related expectations in writing, whilst 31% of our non-disadvantaged are on track for age related expectations across years 3-6.</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
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.
Improved writing attainment among disadvantaged pupils	Key Stage 2 writing outcomes in 2024/2025 show that our disadvantaged pupils achieve the same standard as our non-disadvantaged pupils.
Improved maths attainment among disadvantaged pupils	Key Stage 2 maths outcomes in 2024/2025 show that our disadvantaged pupils achieve the same standard as our non-disadvantaged pupils. Disadvantaged pupils at Hallam Fields achieve in line with national average in Multiplication Tables Check in Year 4.
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"> • 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. • 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"> • Qualitative data from pupil voice, parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Thrive practitioners working collaboratively and consistently with families to support behaviour, food supplies and parenting difficulties. • Thrive 1:1 available for all disadvantaged pupils in need of reparative intervention. • Safe spaces in school available for small groups of disadvantaged pupils to share

new experiences and opportunities in small groups.

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: £38,467.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Following the interruptions to learning caused by Covid-19 and the implications the pandemic has had on children's retention, it is important that we identify the gaps in learning – both for individuals and whole school. We have brought in standardised assessments which follow our curriculum teaching and learning, to carefully monitor these and make adaptations as necessary. We continue to use these assessments at key points throughout the year in all year groups.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf Page 10</p>	3, 4, 5
<p>UPS teachers to work within Year 6 cohort to allow Year 6 to be</p>	<p>Our year 6 cohort have had disruption throughout both years 3 and 4 due to Covid-19. As well as needing a lot of social and emotional support, our year 6 children need to be prepared for the transition to Secondary. The year group will be split into three smaller groups to allow quality first teaching to have the greatest impact.</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</p>	4,5

<p>taught as three small classes for maths and writing.</p>	<p>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 under 20 children would allow teachers to increase the amount of attention each child will receive.</p> <p>We have high expectations for all children across Hallam Fields Junior School. NFER research identified the whole school ethos of attainment for all as the first of seven building blocks, which are common in schools that are successful in raising attainment of disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	
<p>Maths teaching CPD for all staff</p> <ul style="list-style-type: none"> • White Rose CPD 	<p>The EEF guide to pupil premium, which details the tiered approach, shows that teaching is the top priority and this includes CPD.</p> <p>This year we will be using a White Rose CPD package to support teaching and learning in all year groups. This CPD will be implemented before new strands for all staff and there will also be in-depth CPD for bar modelling, concrete, pictorial and abstract approaches, mathematical talk and questioning, reasoning and problem solving and thinking through variation. These are areas staff identified as CPD needs. This CPD will be delivered by the Maths Co-ordinator to all teaching assistants to develop skills across all staff.</p> <p>The EEF details that supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf Page 8</p>	4
<p>Decodable books purchased to enable early readers to decode using their phonetic knowledge</p>	<p>From our phonics assessments 2021-2022 we know that 28% of our children across the school are in need of phonics intervention. This will be given as whole class teaching as well as small group intervention daily in year 3 and as intervention, a minimum of three times a week for 20 minutes, in years 4-6 using Sound Discovery.</p> <p>We will be supporting our children's reading journeys and helping children progress from decoding words to reading fluently and for pleasure with fully decodable books expertly aligned to Sound Discovery Phonics.</p> <p>EEF research shows that 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. The decodable books will have support for parents at home with the aim of increasing reading miles for our children.</p>	3

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

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

Budgeted cost: £10,390.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA targeted intervention for reading	<p>EEF research shows that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact. Our teaching assistants are trained and supported to deliver Sound Discovery Phonics interventions to our children who need them across the school. One TA is timetabled to deliver extra intervention in year 3. EEF research shows that targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3
Spaghetti maths after-school provision for all dis-advantaged pupils. Six week course for children to engage them with maths and promote enjoyment in maths.	<p>It is a school focus to improve the attitudes towards maths for all pupils. Our children show low self-esteem in maths and low resilience when tackling problems. We have previously used Spaghetti Maths and will be running the course for our disadvantaged pupils in the Spring term to develop these skills in a creative way. Spaghetti Maths is an after-school provision whose philosophy is 'everyone can achieve at maths.' The clubs are based on the work promoted by Professor Jo Boaler of Mathematics Education at Stanford University. She has shown that if we believe we can do maths, it can actually change the mathematical working of our brain.</p>	4
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>We promote parental engagement in our children's learning using different web-based programmes, especially since the pandemic. 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Seesaw was established during COVID-19 but has been sustained as an effective way of communicating directly</p>	3,4,5

<ul style="list-style-type: none"> • TTRS • Seesaw • Dynamo maths 	<p>with parents and sharing the children’s learning and targets.</p> <p>ICT is identified by the Sutton Trust toolkit of strategies as having moderate impact for high cost – however, over the last two academic years our children have had to engage more in these ways of learning and parents have had to be more involved.</p> <p>Our children have shown that they are motivated by technology and have been able to apply their knowledge and skills effectively and challenge themselves by competing against others through the programmes. In addition, the soundcheck on TTRS is almost identical to the year 4 Multiplication Tables Check that is statutory in 2022. Regular use of all aspects of TTRS prepares children for answering at speed as well as challenging them to apply associated division facts.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £57,369

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 have increased since the beginning of Covid-19 and this has been recognised Nationally. Our children have also had limited experiences over the last two years and this, for us, is important for both their wellbeing and their learning. 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.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Our Forest Schools opportunities are a part of the culturally enriched curriculum that we make available to all of our children at Hallam Fields.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/772056/School_inspection_update_-_January_2019_Special_Edition_180119.pdf</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</p>	<p>1</p>

	<p>in the natural environment is a renewed priority to support children’s wellbeing and mental health.</p> <p>https://childmind.org/article/why-kids-need-to-spend-time-in-nature/</p>	
<p>Thrive practitioner Thrive worker to support children who are having difficulty accessing learning through disregulation, using the Thrive approach to support their management of their own behaviour. Thrive 1:1 sessions will target our disadvantaged pupils.</p>	<p>Thrive offers a systematic approach to identifying children’s social and emotional development needs. Thrive happens in every class across school to enable the healthy development of the children’s emotional well-being, as well as 1:1 to address children’s gaps in development. The EEF identify that Social and Emotional Learning interventions, which target social and emotional learning, seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf Page 19</p>	1
<p>PGL – Disadvantaged pupils will receive support to enable them to attend the residential experience in year 6</p>	<p>The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by National studies. By supporting our disadvantaged pupils in this way, we can ensure that they receive the same cultural experiences as their peers.</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved (EEF).</p>	1
<p>Outdoor safe space for 1:1 Thrive, small group work with disadvantaged pupils and children needing support and space to regulate.</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>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.”</p> <p>https://researchschool.org.uk/billesley/news/we-all-need-a-safe-space</p>	1

Attendance officer to address drop in pupil premium attendance and late arrivals to school so children are not missing out on learning unnecessarily.	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. The NfER briefing for school leaders identifies addressing attendance as a key step.	2
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Total budgeted cost: £106,226.11

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 **2021 to 2022** academic year.

- **Intended outcome 1 - Improved reading attainment among disadvantaged pupils**

Our KS2 SATs data for the end of the 2021-2022 academic year showed 73.3% of children in receipt of pupil premium made at least expected progress in reading. This was 10.8% higher than national.

Our internal data for 2022-2023 shows 34% of our disadvantaged pupils are on track to make age related expectations in reading, whilst 61% of our non-disadvantaged pupils are on track for age related expectations across years 3-6.

Next steps: Continue with all strategies in place to increase daily reading opportunities, engage readers and ensure correct intervention and books are in place to ensure progress.

- **Intended outcome 2 - Improved writing attainment among disadvantaged pupils**

Our KS2 SATs data for the end of the 2021-2022 academic year showed 66.7% of children in receipt of pupil premium made at least expected progress in writing. This was 11.1% higher than national.

Our internal data for 2022-2023 shows 23% of our disadvantaged pupils are on track to make age related expectations in writing, whilst 31% of our non-disadvantaged are on track for age related expectations across years 3-6.

Next steps: Intended outcome 2 will continue to be a focus of the Pupil Premium strategy with continued focus on CPD for all staff in writing.

- **Intended outcome 3 - Improved maths attainment among disadvantaged pupils**

Our KS2 SATs data for the end of the 2021-2022 academic year showed 73.3% of children in receipt of pupil premium made at least expected progress in maths. This was 16.8% higher than national.

Our internal data for 2022-2023 shows 37% of our disadvantaged pupils are on track to make age related expectations in maths, whilst 53% of our non-disadvantaged are on track for age related expectations across years 3-6.

Next steps: Intended outcome 3 will continue to be a focus of the Pupil Premium strategy with continued focus on CPD for all staff in maths.

Intended outcome 4 – To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.

The attendance officer continues to work closely with parents to build relationships and resolve issues families were experiencing around attendance. Attendance monitoring is quickly in place for children in receipt of pupil premium and this usually leads to an improvement. Holidays during term time continue to be an issue despite penalties in place and some cases have led to legal proceedings and involvement of Education Welfare.

Next steps: Attendance and punctuality continue to be an area for improvement and will continue to be a focus of the Pupil Premium Strategy moving forward.

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

Social and emotional wellbeing remains a priority area with an increase in children needing 1:1 support. This year there are 45 children receiving 1:1 sessions with a Thrive practitioner, 64% of these children are disadvantaged. A number of children

across all year groups continue to come into school hungry and we use produce supplied by Co-Op to meet that need for them. Families are also supported with the contributions from Co-Op daily and school sought support from Morrisons and The Royal British Legion to support families of our disadvantaged children with food parcels, furniture, heating and Christmas gifts. Community links and work lead to a local Church providing selection boxes for all of our children at Hallam Fields and special food bags for our disadvantaged families too. We continue to run Forest Schools sessions weekly for all children at Hallam Fields and weekly Thrive sessions in class too which are all planned using the online assessment tool to ensure specific class needs are being met. We offered extended transition in September 2022, to give our children a chance to connect with each other and the adults prior to learning. These connection days in September focused on teaching connections, togetherness and hopefulness. Our reconnection activities following on from the Christmas break have focused on kindness. All of these activities are planned using research based approaches to educate our children and consequently improve their social and emotional wellbeing, leaving them ready to learn and thrive.

The Ofsted Report June 2022 stated that:

“This school is a happy place where pupils thrive. Pupils feel safe and well cared for. The adults know them well and look after them well. Pupils look after each other too. They know the power of patience and a smile ‘when someone is sad or mad’. They learn to be kind and respectful, and they are.” “The school has a strong programme for pupils’ personal development. Pupils have access to a wide range of activities. They learn about British values and they celebrate diversity. They enjoy contributing to their community. They are proud of their school and what they achieve together.”

Next steps: Increasing opportunities for extra-curricular activities and continuing to offer Forest School and Outdoor Learning sessions will remain a key priority on the Pupil Premium Strategy 2022-2023 to support Outcome 5. Links to the community are a bigger focus than ever this year to give our children a deeper sense of belonging and develop their social skills. Ofsted Report from June 2022 stated “Pupils benefit from a wide range of experiences. Authors and artists visit the school. Pupils work on projects for the good of the community.”

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	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:

Measure	Details
2021-2022 How did you spend your service pupil premium allocation last academic year?	We had 1 child receiving Service Pupil Premium last year and this was used to pay for an annual magazine subscription, PGL style activities day at the end of the year, Thrive training and resources for in class sessions and Recovery Curriculum resources to support return to school following COVID.
2022-2023 How did you spend your service pupil premium allocation last academic year?	We had 1 child receiving Service Pupil Premium last year and this was used to pay for Spaghetti Maths afterschool sessions to boost engagement and achievement in maths whilst socialising with peers in an extra-curricular environment. The child receives Thrive 'right-time' sessions weekly and these are resourced through the funding too.
2021-2022 What was the impact of that spending on service pupil premium eligible pupils?	Our child eligible for SPP last year benefitted through social and emotional support being in place in their own classroom at a time when it was most needed. The magazines were a personal 'gift' regularly to make our child feel special whilst engaging in reading and promoting a love of reading. The experiences at the end of the year added to cultural capital for the child and developed collaborative learning and team-work skills with their peers at a time when children had experienced a lot of isolation.
2022-2023 What was the impact of that spending on service pupil premium eligible pupils?	Our child eligible for SPP last year benefitted through social and emotional support being in place in their own classroom. The after-school club gave them the opportunity to make new connections across school and develop

	their curiosity in a core subject. The social learning – sharing, listening to others and problem solving really benefitted the child.
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Further information (optional)

2021-2022

Our pupil premium co-ordinator is currently working with Derby Research Schools to complete the 'Making the difference for disadvantaged Pupils' programme. This programme explores practical, evidence-informed approaches for breaking the link between family income and educational attainment. It consists of five sessions and two twilights and will involve collaborative work with other schools.

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.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>