

Pupil premium strategy statement (primary)

1. Summary information					
School	Hatfield Peveler St Andrew's Junior School				
Academic Year	Sept 18- July 19	Total PP budget	£29,040	Date of most recent PP Review	March 2018
Financial year	April 18- March 19				
Total number of pupils	221	Number of pupils eligible for PP	21	Date for next internal review of this strategy	November 2018

Identified barriers to educational achievement

St Andrew's Junior School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to extra-curricular activities- educational experiences such as trips, the school residential and extra- curricular clubs.
- Parental engagement with the school- additional support with attendance, developing routines to support good learning attitudes.
- The need of additional support in class, or through group education plans.
- Some have additional emotional needs which cause barriers to learning.

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	29%	64%
% making progress in reading	43%	75%
% making progress in writing	71%	78%
% making progress in maths	43%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	38% of pupils entered KS2 working below Age Expected Expectations in Reading, Writing and Maths.
B.	48% of pupils are currently working at ARE or above in Maths.
C.	Emotional needs of many of these children cause concern, resilience can be lacking.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D	Some parents find supporting their children emotionally difficult.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For pupils to meet their end of year targets.	For the aspirational targets set by teachers and SLT to be met by all PP children.
B.	For pupils who are working below ARE in Maths (52%) to make accelerated progress.	Pupils will have made accelerated progress (7 points or above) and will be working within ARE for Maths. Pupils will be working W+/ S or S+ within their year group on Target Tracker.
C.	For pupils to demonstrate an improved degree of self-confidence and resilience when tackling challenging work in class.	Pupils will self-evaluations and independence skills in class will be observed to demonstrate a greater self-reliance. Evaluations of the Jigsaw Resilience Project will demonstrate an increased resilience.
D.	For parents to feel more confident in supporting their children at home with all of their needs.	Parents will have an improved strategies, less support from school will be needed.

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>For pupils to meet their end of year targets.</p> <p>To raise the progress and attainment rates of all disadvantaged children at the end of KS2.</p>	<p>To hold termly pupil progress meetings (Target Tracker Tuesday) to identify children at risk of not achieving their end of year target.</p>	<p>By using robust systems to collect and analyse pupil data, support is put in place for all children who require additional provision in making good progress with a specific focus on this priority group.</p> <p>These meetings fed directly into interventions funded by the grant for disadvantaged pupils.</p>	<p>HT/DHT and SLT (Mrs Pettifer SENCo, Mrs O'Connor Acting English Lead) are all in attendance for pupil progress meetings to ensure that all children who require additional support are targeted.</p>	<p>Mrs Black (DHT/ Maths Lead) Mr James (HT)</p>	<p>Half termly-in line with the review of the School Development Plan.</p>
<p>To ensure all pupils have access to high quality teaching in reading, writing and maths across the school.</p>	<p>Use of regular observations, drop-ins, pupil voice and coaching of new staff.</p>	<p>TLA1, TLA2, OP1, OP2 of School development plan 18/19 specifically make reference to these as a whole school focus this academic year.</p> <p>These observations will demonstrate that all disadvantaged pupils will have access to good or outstanding teaching.</p>	<p>HT/ DHT/ SEC/ DEA/ SLT will conduct formal lesson observations each term. Subject leaders will conduct lesson drop-in observations throughout the year.</p> <p>DHT to support staff not demonstrating at least good teaching.</p>	<p>Mr James (HT) Mrs Black (DHT)</p>	<p>Half termly-in line with the review of the School Development Plan.</p>
<p>To ensure all assessment practices are highly effective and provide pupils with timely and valuable ways to improve their learning.</p>	<p>Through continued evaluation of marking and feedback through work scrutiny by SLT, lesson observations and staff discussions the school will ensure that PP children have access to highly effective feedback.</p>	<p>The EEF show that this is a high impact and low cost strategy based upon moderate evidence and can have up to 8 month additional impact on the learner.</p> <p>TA training on developing independence of learners</p>	<p>Staff will conduct book scrutiny for their individual subjects with specific focus of effective marking and feedback.</p> <p>Discussion with pupils during lesson observation. Specific feedback question answers to be analysed.</p>	<p>Mrs Black (DHT) All staff</p>	<p>Half termly-in line with the review of the School Development Plan.</p>

To develop a more therapeutic approach to behaviour management within the school.	The implementation of the Essex Steps approach to behaviour to all staff.	The Essex Specialist teaching team recommended the Essex Steps approach as a useful tool to support both staff and pupils within the school. DHT and SENCo are trained Steps Trainers- and will deliver the training to all stake holders on 03/09/18 and 04/10/18.	DHT and SENCo will seek support from STEPS support team to ensure the approach is being effectively introduced and embedded within the school.	Mrs Black (DHT) Mrs Pettifer (SENCo) All staff	This will be a weekly agenda on staff minutes whilst being introduced- then half termly.
---	--	---	--	--	--

Total budgeted cost					£0 This is incorporated into teaching and learning budget.
----------------------------	--	--	--	--	---

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For pupils who are working below ARE in Maths.	<p>Small group interventions to be taught across all year groups.</p> <p>EPS+ Maths intervention to be taught consistently and effectively to all disadvantaged children working below ARE.</p> <p>Numicon- Breaking Barriers and Big Ideas to be taught as per the instructions.</p>	<p>Disadvantaged children have a greater likelihood of underachieving academically- therefore regular monitoring of all disadvantaged children, children will be targeted with specific Maths support.</p> <p>The EPS+ Maths intervention had a positive impact on the learners in our pilot group in 2016.</p> <p>Mrs Gardiner and Mrs Black will be able to model good practice and train other staff throughout the school.</p> <p>Specifically designed for yr 3/4 (where Mrs Gardiner is based)</p> <p>We have a member of staff who can train the TAs to deliver 'Big Ideas' - increasing its efficacy. HPI use numicon so using equipment known to yr 3 pupils is helpful as they settle in.</p>	<p>Post and Pre intervention assessments will be shared and carefully analysed in discussion with class teachers.</p> <p>Mrs Black to monitor teaching of intervention to ensure consistency throughout the school.</p> <p>Mrs Black to monitor and analyse Maths data at the end of each unit taught.</p>	<p>Mrs Black (DHT)</p> <p>Mrs Gardiner (Trained TA)</p>	<p>December 2018</p> <p>£25,061.76</p>

<p>For pupils to demonstrate an improved degree of self-confidence and resilience when tackling challenging work in class.</p>	<p>To purchase JIGSAW REST (Resilience, Engagement Scale and Toolkit). REST interventions to be accessed by all Children in receipt of Pupil Premium grant in Autumn term.</p>	<p><i>REST presents a straightforward and time-effective way to determine each child's given starting point with regard to their resilience and engagement- after initial assessments appropriate interventions are identified to support the individual's needs.</i></p> <p>A specific intervention for resilience and emotional intelligence has not been used in school before.</p> <p>EEF state that SEL interventions <u>have an identifiable and valuable impact on attitudes to learning and social relationships in school.</u> They also have an average overall impact of four months' additional progress on attainment.</p>	<p>Staff (teachers and TAs) will be well-trained in the intervention- so they will be able to reinforce the toolkit skills that the children will have been taught.</p> <p>Baseline and post-intervention assessments will be monitored carefully and then analysed after completion of the sessions.</p>	<p>Mrs Black (DHT) All staff</p>	<p>December 2018 £365</p>
<p>For pupils with speech and language needs to have individual programmes of support created.</p>	<p>To ensure any speech and language issues are dealt with swiftly.</p>	<p>North Essex SALT- Jo Baxter has been used by the school previously and her approach has been very successful in supporting children with a speech and language issue.</p>	<p>Mrs Pettifer (SENCo) will do pre-assessments and discuss needs with the class teachers.</p> <p>Support plans to be followed consistently and follow up assessments monitored carefully.</p>	<p>Mrs Black (DHT) MRS Pettifer (SENCo)</p>	<p>February 2019 £1,500</p>

<p>To ensure social, emotional and behavioural emotional barriers are reduced.</p>	<p>To buy in a Sports Apprentice to engage specifically disadvantaged children during lunchtimes.</p> <p>A counsellor from the YMCA may be employed to work specifically with a child in need.</p>	<p>EEF evidence states a positive but low impact on disadvantaged children's academic progress (4 months). However, many of these children are unable to attend after school clubs due to family commitments- so to ensure that these opportunities are available during the school day will increase their enjoyment of school and will increase a positive attitude towards the school day.</p> <p>Professional support for a child in need is essential to aid their learning and self-esteem.</p>	<p>Discussions with the children, parents and class teachers will allow data collection- pupil and parent voice.</p>	<p>Mrs Black (DHT)</p>	<p>Half termly.</p> <p>£1,120 (28 hrs @£40 an hour)</p>
Total budgeted cost					<p>£25,061.76</p>
<p>iii. Other approaches</p>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To provide the opportunity for all children to participate in school life.</p>	<p>Raising aspirations/ Sports participation</p>	<p>Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as extra-curricular clubs, music lessons and educational visits.</p> <p>This funding will continue to support children in a range of ways and to contribute to developing the 'whole' child.</p> <ul style="list-style-type: none"> • Supporting the cost of educational visits for families unable to make a contribution. • Extra-curricular clubs for individuals including music lessons with the peripatetic music teachers in school. • Food or snacks for those in need at breaktime 	<p>The music clubs will be overseen by Mrs Black and Mrs Jeary (the music co-ordinator)</p> <p>Access to and discounts for school visits, residential visits and extra-curricular clubs will be managed by Mrs Draper our Business Manager.</p>	<p>Mrs Black (DHT)</p> <p>Supported by Mrs Draper (Business manager)</p>	<p>Annually</p> <p>£955.24</p> <p>£38</p>
Total budgeted cost					<p>£993.24</p>

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk