

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Hatfield Peveler St Andrew's Junior School				
<b>Academic Year</b>	Sept 18- July 19	<b>Total PP budget</b>	£29,040	<b>Date of most recent PP Review</b>	March 2018
<b>Financial year</b>	April17- March 19				
<b>Total number of pupils</b>	221	<b>Number of pupils eligible for PP</b>	21	<b>Date for next internal review of this strategy</b>	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>
<b>% achieving in reading, writing and maths</b>	29%	64%
<b>% making progress in reading</b>	43%	75%
<b>% making progress in writing</b>	71%	78%
<b>% making progress in maths</b>	43%	76%
<b>% making progress in reading</b>	1.1	-0.4 (local authority figures)
<b>% making progress in writing</b>	-1.4	0.1
<b>% making progress in maths</b>	-1.4	-0.3

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	38% of pupils entered KS2 working below Age Expected Expectations in Reading, Writing and Maths.	
<b>B.</b>	48% of pupils are currently working at ARE or above in Maths.	
<b>C.</b>	Emotional needs of many of these children cause concern, resilience can be lacking.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Some parents find supporting their children emotionally difficult.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018/19</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For pupils to meet their end of year targets.  To raise the progress and attainment rates of all disadvantaged children at the end of KS2.	<b>To hold termly pupil progress meetings (Target Tracker Tuesday) to identify children at risk of not achieving their end of year target.</b>	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.  These meetings fed directly into interventions funded by the grant for disadvantaged pupils.	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.	Mrs Black (DHT/ Maths Lead) Mr James (HT)	Half termly-in line with the review of the School Development Plan.
To ensure all pupils have access to high quality teaching in reading, writing and maths across the school.	<b>Use of regular observations, drop-ins, pupil voice and coaching of new staff.</b>	TLA1, TLA2, OP1, OP2 of School development plan 18/19 specifically make reference to these as a whole school focus this academic year.  These observations will demonstrate that all disadvantaged pupils will have access to good or outstanding teaching.	HT/ DHT/ SEC/ DEA/ SLT will conduct formal lesson observations each term. Subject leaders will conduct lesson drop-in observations throughout the year.  DHT to support staff not demonstrating at least good teaching.	Mr James (HT) Mrs Black (DHT)	Half termly-in line with the review of the School Development Plan.
To ensure all assessment practices are highly effective and provide pupils with timely and valuable ways to improve their learning.	<b>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.</b>	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.  TA training on developing independence of learners	Staff will conduct book scrutiny for their individual subjects with specific focus of effective marking and feedback.  Discussion with pupils during lesson observation. Specific feedback question answers to be analysed.	Mrs Black (DHT)  All staff	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.</p>	<p><b>The implementation of the Essex Steps approach to behaviour to all staff.</b></p>	<p><b>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.</b></p>	<p><b>DHT and SENCo will seek support from STEPS support team to ensure the approach is being effectively introduced and embedded within the school.</b></p>	<p><b>Mrs Black (DHT) Mrs Pettifer (SENCo)  All staff</b></p>	<p><b>This will be a weekly agenda on staff minutes whilst being introduced- then half termly.</b></p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>£0 This is incorporated into teaching and learning budget.</p>

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

<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 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>
<b>Total budgeted cost</b>					<p>£25,061.76</p>
<p><b>iii. Other approaches</b></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"> <li>• Supporting the cost of educational visits for families unable to make a contribution.</li> <li>• Extra-curricular clubs for individuals including music lessons with the peripatetic music teachers in school.</li> <li>• Food or snacks for those in need at breaktime</li> </ul>	<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 £955.24</p> <p>£38</p>

<b>Total budgeted cost</b>					<b>£993.24</b>
<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2018/2019</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>	
<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><b>To hold termly pupil progress meetings (Target Tracker Tuesday) to identify children at risk of not achieving their end of year target.</b></p>	<p>33% of PPG pupils achieved ARE in RWM in yr 6 SATs. 94% of PPG children achieved their end of yr 6 targets.</p> <p>A rise in Reading results in yr 6 SATs is a desired outcome for all children in yr 6- above local and national results.</p> <p>All children eligible for PP funding have had their individual provision outlined by class teachers. Interventions continue to be targeted and monitored by staff.</p> <p>Lessons observed by Leaders, Ofsted and School Improvement Advisor have been consistently good and use of teaching assistants has improved since the previous Ofsted in 2016 this benefits all pupils whether eligible for PP funding or not.</p> <p>Average steps progress for yr 3,4,5 non-PP funded children is 5.0 for Reading. Average steps progress for yr 3,4,5 PP funded children is 4.4 for Reading.</p> <p>Average steps progress for yr 3,4,5 non-PP funded children is 4.8 for Writing. Average steps progress for yr 3,4,5 PP funded children is 4.4 for Writing.</p> <p>Average steps progress for yr 3,4,5 for non-PP funded children is 5.2 for Maths.</p>	<p>Additional time to be given for the pupil progress meetings as these take longer when so many individual children being discussed.</p> <p>Writing continues to be an area of concern within the school- Jane Constadine 'Write Stuff' training to be shared amongst staff and Teaching assistants.</p> <p>Continue with previous approaches in 19/20.</p> <p>Consider use of learning mentors within the school- specifically for children eligible for PP funding.</p> <p>Analysis of impact of interventions to be a focus of academic year 2019/20 led by new SENCo Mrs A. Dutaut.</p> <p><i>Attendance is above the national average. Attendance is high for all groups of pupils including those with SEND and for disadvantaged pupils</i></p>	<p>£0</p>	



		Average steps progress for yr 3,4,5 for PP funded children is 4.7 for Maths.		
<p>To ensure all pupils have access to high quality teaching in reading, writing and maths across the school.</p> <p>To ensure all assessment practices are highly effective and provide pupils with timely and valuable ways to improve their learning.</p> <p>To develop a more therapeutic approach to behaviour management within the school.</p>	<p><b>Use of regular observations, drop-ins, pupil voice and coaching of new staff.</b></p> <p><b>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.</b></p> <p><b>The implementation of the Essex Steps approach to behaviour to all staff.</b></p>	<p>School achieved Good in January 2019 Ofsted receiving 'good' in all areas of the inspection.</p> <p><i>Disadvantaged pupils currently in the school are making good progress.</i></p> <p><i>The quality of teaching, learning and assessment has improved significantly since the previous inspection. Leaders have implemented a well-thought-out and focused programme of training, including shared working with other schools. This has benefited both teachers and teaching assistants.</i></p> <p><i>Teaching assistants are highly effective at providing support to pupils, while also promoting independence. This means that pupils do not learn to rely on adults and are able to complete tasks and activities on their own.</i></p> <p><i>The positive relationships between adults and pupils contribute towards the good progress seen. Ofsted 2019</i></p>	<p>The school continues to be developing and improving its strategies for teaching, learning and assessment.</p> <p>A new feedback policy is aimed at developing even greater independence in children.</p> <p>The school is anticipating being part of a Trauma Perceptive Practice pilot with the local Educational Psychologists in 2020. This will continue to develop staff understanding of adverse childhood experiences how to support children.</p>	£12,470

**ii.** To ensure all pupils have access to high quality teaching in reading, writing and maths across the school.

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>For pupils who are working below ARE in Maths to make accelerated progress.</b>	<p><b>Small group interventions to be taught across all year groups.</b></p> <p><b>EPS+ Maths intervention to be</b></p>	<p>50% of year 6 children with PPG achieved ARE.            50% of year 5 children with PPG achieved ARE.            50% of year 4 children with PPG achieved ARE.            50% of year 3 children with PPG achieved ARE.</p>	<p>Additional training for intervention staff to be secured for 19/20 in order to have an even better impact on pupil outcomes.</p> <p>Flexible class-teaching depending on pupil needs in each year group is being developed.</p>	£11,061.76

	<p><b>taught consistently and effectively to all disadvantaged children working below ARE.</b></p> <p><b>Numicon- Breaking Barriers and Big Ideas to be taught as per the instructions.</b></p>	<p>This Intervention was not used due to teacher led same-day interventions based on class lessons being a key-focus.</p> <p>Pupils made good progress – particularly in year 5.</p>	<p>New Maths leaders will be looking at resourcing with new budget plans.</p>	
<p><b>For pupils to demonstrate an improved degree of self-confidence and resilience when tackling challenging work in class.</b></p>	<p><b>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.</b></p>	<p>This project will be trialled next academic year.</p>	<p>With a stronger SLT in 19/20 capacity to do this project will be strengthened.</p>	<p>£365</p>
<p><b>For pupils with speech and language needs to have individual programmes of support created.</b></p>	<p><b>To ensure any speech and language issues are dealt with swiftly.</b></p>	<p>SALT met with key children, assessments completed and intervention programmes set-up.</p> <p>Termly analysis of SAL sessions.</p> <p>SALT did staff and TA training on interventions and strategies to use in class.</p>	<p>SALT training staff was particularly useful.</p>	<p>£750</p>

<p><b>To ensure social, emotional and behavioural barriers are reduced.</b></p>	<p><b>To buy in a Sports Apprentice to engage specifically disadvantaged children during lunchtimes.</b></p>	<p>It was decided to support children during lunchtimes by staffing a 'chill out zone'- this allowed children to spend time listening to music, doing mindful colouring, playing with Lego, reading in the library or just sitting chatting with friends.</p> <p>This had a positive impact supporting children make the pro-social behaviours during lunchtimes.</p> <p>Less recorded issues in the behaviour book due to better support during less-structured times.</p> <p>Sports coach used for additional PPG children football.</p>	<p>Continue with this strategy. Investigate sports coach for additional outdoor games supervision during lunchtimes.</p> <p>Consider this next academic year; as additional opportunities to access sports coaching in a small group was very positive for the children involved.</p>	<p>£2280 Additional mid-day support.</p> <p>£1680.84 Educational Psychology visits for PPG pupils.</p> <p>£15.40 Sensory items</p> <p>£139 Extra-curricular support</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p><b>To provide the opportunity for all children to participate in school life.</b></p>	<p><b>Raising aspirations/ Sports participation</b></p>	<p>Children eligible for PP funding have shared the same experiences as their non-pupil premium funded peers.</p> <p>Children have benefited from support with funding school trips, the year 6 residential and with some support for clubs.</p>	<p>To continue to allow for the subsidy of trips, as and when they are appropriate.</p>	<p>£278</p> <p><b>Total Amount spent</b> <b>£29,040</b></p>

## 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](http://www.aschool.sch.uk)