

Pupil premium strategy statement (primary) Academic year -2020/21

1. Summary information					
School	Hatfield Peveler St Andrew's Junior School				
Academic Year	Sept 20- July 21	Total PP budget	£43,040	Date of most recent PP Review	January 2019
Total number of pupils	203	Number of pupils eligible for PP	38	Date for next internal review of this strategy	November 2021

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 (Most recent SATs data July 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33%	72%
% achieving expectations in reading	62.5%	78%
% achieving expectations in writing	62.5%	82%
% achieving expectations in maths	37.5%	83%
% making progress in reading	1.1	-0.4 (local authority figures)
% making progress in writing	-1.4	0.1
% making progress in maths	-1.4	-0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability) PANDEMIC COVID-19 YEAR = TWO SCHOOL LOCKDOWNS	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some pupils may not be working at an age related level and have conceptual gaps or misconceptions.
B.	In some cases, a limited vocabulary and language skills can impact learning.

C.	In some cases, learning skills may need developing- Eg organisation, commitment, resilience	
D	Social and emotional difficulties including confidence and self-esteem	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	In some cases, consistent attendance and punctuality.	
F.	In some cases, a lack of regular routines including home reading, homework, spellings and having the correct equipment in school.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To ensure classroom teaching is precise and of a high-quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>To ensure pupils consolidate basic skills.</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<ul style="list-style-type: none"> ▪ Pupils will meet (or exceed) age related national expectations in English and Maths. ▪ All staff will receive appropriate CPD to facilitate development and high quality teaching. ▪ Teachers will use accurate assessment to adapt teaching sequences to pupil need. ▪ Teachers will give pupils weekly opportunities to consolidate key skills in phonics, reading and maths. ▪ Teaching assistants will support learning effectively. ▪ Additional intervention sessions will take place, based on need-assessed to ensure effective.
B.	<p>To develop opportunities for oracy across the school.</p> <p>To embed and sustain a reading culture that ensures all pupils read regularly and develop a 'love of books'.</p> <p>Pupils read regularly and have access to high quality texts within class lessons and class book corners.</p>	<ul style="list-style-type: none"> ▪ Focus in classes on oracy with specific scaffolding for speaking and listening. ▪ Pupils to read regularly (volunteer readers) outside of normal classroom reading. ▪ Whole class guided reading sessions will include, retrieval, meaning and inference. ▪ Quantity/quality of reading to be tracked back and celebrated in class. ▪ Precise feedback to be given to pupils.
C.	<p>For pupils to demonstrate an improved degree of self-confidence and resilience when tackling challenging work in class.</p>	<ul style="list-style-type: none"> ▪ Pupils will complete Think good feel good programme- compare assessments pre and post intervention. ▪ Opportunities to celebrate occasions when children have 'shone' in the new Friday 'Shine' assembly. ▪ Increased class discussion involvement to be identified by TAs using half term
D.	<p>For parents to feel more confident in supporting their children at home with all of their needs.</p>	<ul style="list-style-type: none"> ▪ Parents will have an improved strategies to support their children. ▪ Less general support from school will be needed.
E.	In some cases, consistent attendance and punctuality.	
F.	In some cases, a lack of regular routines including home reading, homework, spellings and having the correct equipment in school.	

5. Planned expenditure

Academic year

2020/21

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>To maximise learning opportunities for all children following a 3 month lockdown in March 2020.</p> <p>To reduce the gap for children who were not able to engage with Home-learning as effectively as others. Ultimately to raise the progress and attainment rates of all disadvantaged children at the end of KS2.</p>	<p>Regular discussion with staff regarding the children who need:</p> <ul style="list-style-type: none"> • additional input due to concentration issues caused by lockdown. • who are needing to complete key learning areas from previous school year curriculum. <p>These children to be monitored carefully.</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 both in PPM for pupil progress meetings to ensure that all children who require additional support are targeted. SLT to be informed of meetings</p>	<p>Mrs Black (HT) Mrs Dutaut (DHT)</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>LM 2, QoE 1,3,4 of School development plan 19/20 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 drop-into lessons through-out the year. Regular discussions with staff about practice, progress and any support needed to be prompt. Subject leaders will conduct lesson drop-in observations throughout the year.</p>	<p>Mrs Black (HT) Mrs Dutaut (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>Use of NFER to produce a standardised Scale score and ARE for all children, allowing progress to be monitored in greater detail.</p>	<p>Staff will conduct book scrutiny for their individual subjects with specific focus of effective marking and feedback.</p> <p>SLT (Maths and English Subject leaders) to monitor trends in data and analyse impact of Lockdown and teaching methods employed.</p>	<p>Mrs Black (DHT)</p> <p>All staff</p>	<p>Half termly-in line with the review of the School Development Plan.</p>
<p>To develop a more therapeutic approach to behaviour management and understanding the needs of child and families within the school.</p>	<p>Two staff members (DHT +1) to begin TPP training and roll-out training to whole staff body.</p>	<p>Essex County Council SEND are running the training. It is very closely aligned to the STEPS training and Attachment aware training that staff have already completed.</p>	<p>HT and SENCo to monitor after training has been completed. Pupil voice analysis.</p>	<p>Mrs Black (HT)</p> <p>Mrs Dutaut (DHT)</p> <p>SLT</p>	<p>Reassess as needed.</p>
<p>Total budgeted cost</p>					<p>£23,675.25</p>

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?
<p>For pupils to demonstrate an improved degree of self-confidence and resilience when tackling challenging work in class.</p>	<p>Think Good Feel Good intervention to be used throughout the school.</p> <p>St Andrew's 'CARE Curriculum' to be introduced across whole school in September 2020- this has additional PSHE/ Mindfulness and resilience sessions threaded through it.</p>	<p>A specific intervention for resilience and emotional intelligence would be useful and would build on the REST used last year.</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>Staff to monitor pupil wellbeing via use of worry boxes and regular 'check-ins'. CPOMS to be used to record concerns and parent/ guardian conversations- SLT to monitor patterns and refer to outside agencies if required.</p>	<p>Mrs Black (HT) Mrs Dutaut (DHT) All teaching staff</p>	<p>Half-termly October 2020 onwards.</p>
<p>For pupils to have Maths and Phonics teaching in small, daily groups in order to meet needs of those working below year group expectations in these core curriculum areas.</p>	<p>Teaching Assistants to be employed for additional hours in order to support these groups.</p>	<p>Small group, targeted teaching by a known professional is more effective than Tutoring by unknown staff 1:1.</p> <p><i>EEF state: Overall, evidence shows that small group tuition is effective.</i></p> <p><i>The Evidence scale rating is +4</i></p>	<p>Class teachers to monitor impact on children and progress made. Groups to be 'fluid' with children accessing this support for topics where it is needed.</p>	<p>Maths Leaders Mrs Pettifer Mrs Smith</p> <p>Mrs Black (HT)</p>	<p>Half termly discussions in staff meetings.</p>

<p>To ensure social, emotional and behavioural emotional barriers are reduced.</p>	<p>To allow a regular 'time to talk' for children to talk through any issues regarding friendships or worries in school.</p> <p>Support during lunchtimes with emotional regulation and specific game play.</p>	<p>Opportunities to talk and be taught strategies for children with SLC needs is important.</p>	<p>Mrs Dutaut (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>Class teacher discussion with parents to support any ongoing anxieties at home.</p>	<p>Mrs Black (HT)</p>	<p>Half termly reviews.</p>
Total budgeted cost					<p>£13,235.78</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<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 Miss Smith our Business Manager.</p>	<p>Mrs Black (HT)</p> <p>Supported by Miss Smith (Business manager)</p>	<p>Annually</p>

	<p>Employment of ECS attendance matters consultant to raise attendance in school.</p>	<p>Attendance Officer to liaise with families and support school with attendance issues.</p>	<p>One monthly visit, pre-planned with SBM and HT to ensure attendance data pre-prepared. Additional TAF meetings and School based attendance meetings as required.</p>	<p>Mrs Black (HT) Miss Smith (SBM) Mrs Shuttlewood (Attendance Officer)</p>	
<p style="text-align: right;">Total budgeted cost</p>					<p>£6,128.75</p>

6. Review of expenditure				
Previous Academic Year		2020/2021		
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
<p>To maximise learning opportunities for all children following a 3 month lockdown in March 2020.</p> <p>To reduce the gap for children who were not able to engage with Home-learning as effectively as others. Ultimately to raise the progress and attainment rates of all disadvantaged children at the end of KS2.</p>	<p>Regular discussion with staff regarding the children who need:</p> <ul style="list-style-type: none"> • additional input due to concentration issues caused by lockdown. • who are needing to complete key learning areas from previous school year curriculum. <p>These children to be monitored carefully.</p>	<p>All staff worked creatively to ensure that all children were taught as creatively and consistently as possible during lockdown 3.0</p> <p>Google Classroom was used very effectively and parent response to Home learning offer was Very positive.</p> <p>Dfe and County provided laptops were fairly distributed and paperpacks were shared with children needing learning support that was individualised.</p> <p>The COVID-19 pandemic created a situation where the children did not complete their SATs as anticipated.</p> <p>The CARE Curriculum had a focus on key skills that needed to be focused on. Foundation subject content that may have been missed during Summer 2020 (Lockdown 1.0) was taught in pre- 9:00am learning sessions.</p>	<p>The Home learning of Lockdown 3.0 was far more effective than the Lockdown 1.0 version. Although the logistics of Lockdown 3.0 were also different so this impacted on teaching capacity etc.</p>	<p>£23,675.50</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>Most children have made good progress since their return to school after Lockdown 3.0</p> <p>Those who had not engaged with the home learning as we had hoped have received additional support in class.</p>	<p>The Ashley Booth reading programme has impacted all children very positively. Engagement, enjoyment of reading and authors has been evident in all year groups.</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</p>	<p>Fluid groups for interventions and the same day 'Maths meets' have been successful due to the marking and assessment practices in school.</p> <p>Self-marking and same day feedback has allowed the pace of learning to maintain where appropriate.</p>	<p>Fluid groups work particularly well in meeting all children's varying needs. Maths Meets are likely to continue in September as will fluid groupings.</p>	

To develop a more therapeutic approach to behaviour management and understanding the needs of child and families within the school.	Two staff members (DHT +1) to begin TPP training and cascade to whole staff body.	Training was completed in May 2021. Role-out of training to begin in late June 2021- to be continued into Autumn 2021.	We were very well placed to be ready to engage with the TPP training as The Essex Steps approach and Attachment Aware training staff had completed were perfect pre-cursors.	
ii. To ensure all pupils have access to high quality teaching in reading, writing and maths across the school.				
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
For pupils to demonstrate an improved degree of self-confidence and resilience when tackling challenging work in class.	Think Good Feel Good intervention to be used throughout the school. St Andrew's 'CARE Curriculum' to be introduced across whole school in September 2020- this has additional PSHE/ Mindfulness and resilience sessions threaded through it.	The CARE Curriculum has been very effective in developing children's resilience to learning in class. For most children the additional PSHE lessons and topics on friendships, negotiation, communicating their needs and self-regulation have been helpful and well-tuned to their needs. For a small minority of children additional support regarding behaviour choices and appropriate behaviours in school have been implemented.	CARE curriculum and the additional PSHE will continue throughout 2021/22. WE continue to consider the best way to support children with challenging behaviours to best enable them to independently make the correct choices.	
For pupils to have Maths and Phonics teaching in small, daily groups in order to meet needs of those working below year group expectations in these core curriculum areas.	Teaching Assistants to be employed for additional hours in order to support these groups.	The children who have benefited from these sessions have made progress in all areas. For those who have not- it is because of a diagnosed moderate learning disability- dyslexia or dyscalculia. These children are also supported for their SEN needs separately.	These strategies are to be ongoing- as children still require additional support and this will continue in September 2021.	
To ensure social, emotional and behavioural emotional barriers are reduced.	To allow a regular 'time to talk' for children to talk through any issues regarding friendships or worries in school.	These groups have been effective- although the COVID restrictions of staff not being able to work across bubbles has meant that Key staff who would have led these groups have been unable to. Year group staff have led these groups well.	These strategies will be maintained- once bubbles are relaxed cross-year group and 'themed' groups will be able to run again.	

	Support during lunchtimes with emotional regulation and specific game play.			
				£13,235.78

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
To provide the opportunity for all children to participate in school life.	Raising aspirations/ Sports participate	School have covered the costs of any child eligible for PPG to have music lessons, music books etc if requested.	Ongoing	£6,128.75
	Employment of ECS attendance matters consultant to raise attendance in	Mrs Shuttlewood has supported the school this year although with Lockdown 3.0 attendance was not an issue. She has led a number of TAFs and School	Ongoing	

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