

# 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	Hatfield Peverel St Andrew's Junior School
Number of pupils in school	35/191
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22- 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Becky Black Headteacher
Pupil premium lead	Becky Black
Governor / Trustee lead	Michelle Chasmer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,486.95
Recovery premium funding allocation this academic year	£16,150 (Covid Recovery) £4,455 (School-led catch up)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£74,091.95</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Hatfield Peverel St Andrew's Junior School our vision is '***every child is loved and known, every child shines***'. We pride ourselves on knowing our families and children extremely well; allowing us to provide timely support to all children both academically and emotionally.

The TPP training undertaken by all staff will ensure a clear and cohesive approach to understanding behaviour and will ensure positive relationships support emotional needs in class.

Our aim is that all children will make good progress regardless of their backgrounds and the challenges they may face.

At the centre of, and continually driving our approach as a school, is that all pupils have consistent access to quality first teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap. Ongoing staff training and development is key to ensuring best practice in teaching strategies used. This approach ensures that all pupils regardless of disadvantage are able to make good progress and attainment from their own starting points.

Targeted support through the National Tutoring Programme is built into our strategy, supporting educational recovery for those pupils who have been most severely affected through the pandemic.

Our whole school approach is rooted in the common challenges faced by our disadvantaged pupils and their own unique individual needs. All staff take responsibility for raising expectations of what disadvantaged pupils can achieve and their outcomes. We do not make assumptions about the impact disadvantage can have on pupils. We act early to identify need using appropriate assessment methods and evidence informed interventions.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Our attendance data over the last term indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils.</p> <p>PPG pupils have 1% more unauthorised absences than non-PPG and 3% more authorised absences in PPG than non.</p> <p>PPG pupils have a 2% higher rate of lateness.</p> <p>A significant proportion of our persistent absentees are PPG.</p>
2	<p>Our assessments, surveys, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to an increase in family separation or change in family circumstances, an increase in extended family bereavements and a significant rise in generalised anxiety.</p>
3	<p>Low-income families are at risk of missing out on 'paid-for' activities and experiences and therefore these children's cultural capital has potential to be lower than their peers.</p>
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with maths than their peers. This negatively impacts their development as confident mathematicians.</p>
5	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with oracy and writing; this negatively impacts their development as effective communicators.</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
1) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	PPG percentage attendance increases Remote learning attendance and engagement will increase
2)	Student survey indicates children feel well supported in mental health and well-being.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Referrals to external agencies are made in a timely fashion when higher-level needs are identified.</p> <p>All staff will received TPP training.</p> <p>Targeted lunchtime support for vulnerable children, to support non-cognitive skills.</p>
<p>3) To ensure all children have access to experiences related to cultural capital, extra-curricular activities and school trips.</p>	<p>Discussion with parents, financial uptake of support for school activities, uptake of foodbank donations, staff meeting minutes.</p>
<p>4) Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>NFER data will show a reduction in the gap between PPG and non-PPG pupils.</p> <p>Pupils with PPG and identified SEND receive appropriate timely interventions and make good progress from their starting points.</p>
<p>5) Improved oral language skills, writing and vocabulary among disadvantaged pupils.</p>	<p>Staff will received training in oracy development and the English subject leader will be given release time to prepare teaching materials to improve explicit oracy teaching strategies.</p> <p>Pupils who are working below the expected standards in writing will receive additional TA support and intervention to ensure all learning is accessible and that they make good progress from their starting points.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2021-22** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£4,080**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Whole school staff training on Trauma Perceptive Practice.</b>	Trauma-Informed Practices in Schools Across Two Decades: An Interdisciplinary Review of Research <a href="https://journals.sagepub.com/doi/full/10.3102/0091732X18821123">https://journals.sagepub.com/doi/full/10.3102/0091732X18821123</a>  Essex TPP Briefing <a href="https://schools.essex.gov.uk/staff/headteacher_wellbeing/Documents/TPP%20briefing%20-%2011.06.20.docx">https://schools.essex.gov.uk/staff/headteacher_wellbeing/Documents/TPP%20briefing%20-%2011.06.20.docx</a>	2
<b>Supply cover for subject leaders training – specifically Maths and English Class teacher training.</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	4, 5

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

Budgeted cost: **£45,248.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Range of evidence based interventions across the school led by TAs.</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	4, 5
<b>School-led tutoring. Booster groups in school.</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	4, 5

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

Budgeted cost: £26,763.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance Officer 1 morning a month.</b></p> <p><b>Attendance officer's role is to embed all principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</b></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p><b>TA pastoral support including 1:1 sessions (as set out in one-plans) and small group support. (e.g. 'think good, feel good', 'there's a volcano in my tummy'.</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	2
<p><b>Zones of Regulation (TA led, class based support)</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	2
<p><b>Financial support – cultural capital.</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	3
<p><b>Forest School leader and resources.</b></p>	<p><a href="https://www.tandfonline.com/doi/abs/10.1080/14729679.2020.1730206">https://www.tandfonline.com/doi/abs/10.1080/14729679.2020.1730206</a></p>	2
<p><b>Sensory resources to support behaviour.</b></p>	<p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/</a></p>	2
<p><b>Lunchtime support for vulnerable children.</b></p> <p><b>Supporting non-cognitive skills- self-control, resilience, social communication.</b></p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf</a></p>	2

**Total budgeted cost: £74,091.95**

# 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 2020 to 2021 academic year.

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><b>Regular discussion with staff regarding the children who need:</b></p> <ul style="list-style-type: none"> <li>• additional input due to concentration issues caused by lockdown.</li> <li>• who are needing to complete key learning areas from previous school year curriculum.</li> </ul> <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 lockdown3.0 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 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 al 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. 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  Employment of ECS attendance matters consultant to raise attendance in	School have covered the costs of any child eligible for PPG to have music lessons, music books etc if requested.  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  Ongoing	£6,128.75

## 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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*