

Pupil premium strategy statement 2018–2019

Summary information

School	Hallam Fields Junior School						
Academic Year	2018/19	Total PP budget	£92,380	Total number of pupils			66
Number of pupils eligible for PP	66 (28% of school)	FSM	28 (42% of PP)	EVER 6	32 (48% of PP)	OTHER	6 (9% of PP)
Date of next review of Pupil premium strategy	July 2019						

2016–2017 KS2 attainment

	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	All pupils (national)
% achieving expected or above in reading, writing and maths	57.1	60.7	64
% achieving expected or above in reading	85.7	85.2	75
% achieving expected or above in writing	85.7	82	78
% achieving expected or above in maths	64.3	70.5	76

Barriers to future attainment

- Attendance
- Behaviour – pupils with specific social and emotional needs which affect their learning
- Parental engagement with school – especially regarding attendance at information and workshop evenings
- Confidence, self-esteem and independence

Desired outcomes (for pupils eligible for PP, including high ability)

- A. The progress of more able pupil premium children is high compared to national outcomes, and compares favourably to their peers.
- B. To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn
- C. To improve the attendance rates of pupil premium children compared to non pupil premium children.

September 2018

Pupil Premium – raising the attainment of disadvantaged pupils

Pupil premium strategy statement 2018-2019

Area of spend	Focus	Total allocation
Team teaching	Desired outcome A	£47,167.00
Mathletics	Desired outcome A	£1,195.00
Accelerated reader programme	Desired outcome A	£2,101.00
Nurture group (Cost of provision for pupil premium children only)	Desired outcome B	£25,036.00
THRIVE programme (Cost of TA working with pupil premium children only)	Desired outcome B	£11,256.00
Designated attendance officer	Desired outcome C	£12,846.00
PGL	Experiences	£1,710.00
		£101,311
		-£8,931.00

September 2018

Pupil Premium – raising the attainment of disadvantaged pupils

Pupil premium strategy statement 2018–2019

DESIRED OUTCOME A- The progress of pupil premium children is high compared to national outcomes, and compares favourably to their peers		
Area of spend	Intended outcome- why these approaches were taken	Actions
<p>Team teaching in maths for all year groups throughout the academic year with a focus on pupil premium pupils.</p> <p>Mastery teaching in maths consistent across the school</p>	<ul style="list-style-type: none"> • Diminish the difference in progress between our pupil premium children and non pupil premium pupils nationally. • In ‘Mastery learning’ research projects conducted by the EEF, these approaches have been proven to be effective, leading to an additional five months progress of the school year compared to traditional approaches. It is identified to be a promising strategy for diminishing the difference. • High expectations for all. 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. 	<ul style="list-style-type: none"> • Maths co-ordinator and SLT to select team teaching groups to target high ability pupil premium pupils. • Daily communication between team teacher and class teacher • All pupil premium pupils a focus of team teachers every maths lesson. • All pupil premium children a focus for class teacher • Ensure consistent implementation of the non-negotiables for planning, marking, targets and assessment in team teaching classrooms • Both class teacher and team teacher in termly pupil progress meetings to ensure early identification and intervention. <i>Pupil premium pupils’ progress and attainment measured and compared with national non pupil premium children.</i> • Staff training to ensure all teachers are using medium term plans to support mastery approach, blocking strands and teaching depth of learning, using wave teaching model to engage all children and teaching using resources to promote reasoning skills. <i>Pupil premium pupils a focus of learning walks and observations.</i> • Following NFER research, use staff meetings and pupil premium policy to establish (as a school) ethos of high attainment for all pupils and avoiding stereotyping disadvantaged pupils as having less potential to succeed.

September 2018

Pupil Premium – raising the attainment of disadvantaged pupils

Pupil premium strategy statement 2018–2019

<p>Mathletics</p>	<ul style="list-style-type: none"> ICT is identified by the Sutton Trust toolkit of strategies as having moderate impact for high cost – however, over the last academic year our children have been motivated by technology and have been able to apply their knowledge and skills effectively and challenge themselves by competing against others through this programme 	<ul style="list-style-type: none"> Mathletics to supplement teaching in maths weekly, motivating and applying children’s learning with a potential gain of 4 months in Sutton Trust toolkit. Each year group allocated morning slot in the ICT suite to facilitate this. Mathletics passwords and information for parents provided for children to work on at home <i>Increase number of ‘sign ins’ per week for pupil premium pupils</i>
<p>Independent learning</p>	<ul style="list-style-type: none"> EEF identified independent learning as an approach that supports pupils to plan, monitor, understand and manage their own learning, in order to develop inquisitive, self-motivated learners. It is identified as a cost-effective approach which schools should consider when improving pupil attainment. NFER identify in their ‘Supporting the attainment of disadvantaged pupils’ research from 2015 that for provision to be embedded across the school staff should support metacognition and independent learning. 	<ul style="list-style-type: none"> Member of staff leading independent learning skills throughout the school to ensure consistently. Professional development for teachers where they actively evaluate strategies as they use them. Help learners think about their own learning more explicitly. Whole school approach including consistent display in each classroom <i>Measure impact through lesson observations and pupil interviews to demonstrate children working independently and using strategies to understand and manage own learning.</i>
<p>Accelerated reader programme</p>	<ul style="list-style-type: none"> Accelerated reader research from the EEF identifies its strength with pupil engagement and behaviour. The impact was measured as three months of additional progress in reading age after 22 weeks. The evaluation also indicates a positive impact for pupil premium eligible pupils. Improve reading miles Increase ZPD (zone of proximal development) 	<ul style="list-style-type: none"> All teaching staff to deliver the Active Reading scheme across all year groups, meaning the eight focus reading skills are reinforced during whole class teaching. <i>Whole school tested on AR to identify reading age and book band – used to measure progress.</i> Accurate identification of book band A well stocked library with a wide collection of books banded according to the AR readability formula. Support pupils at very low levels who need initial support from class teachers.

September 2018

Pupil Premium – raising the attainment of disadvantaged pupils

Pupil premium strategy statement 2018-2019

		<ul style="list-style-type: none">• X-Code in place to support pupils needing support with decoding prior to beginning Accelerated Reader – rapid catch-up intervention.
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Pupil premium strategy statement 2018–2019

DESIRED OUTCOME B- To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn		
Area of spend	Intended outcome- why these approaches were taken	Actions
Forest Schools	<ul style="list-style-type: none"> • Improve behaviour for learning • To improve the self-esteem and social skills of identified pupils leading to increased confidence and attainment in the classroom. • Learn early nurturing experiences • Develop confidence and self-esteem through hands-on learning experiences • Create learning communities where deep-level learning and progression are the norm • 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'. 	<ul style="list-style-type: none"> • Forest school transition sessions for vulnerable pupils. • Weekly forest schools sessions with TA trained in FS. • High % of pupil premium in forest schools groups • Weekly communication between FS TA and class teacher to share achievements, information and changes in the classroom. • Share progress in pupil progress meetings • Whole school maintenance costs to provide forest school areas that are safe to explore • <i>Boxall profiles to measure areas for development and impact of intervention</i>
Nurture group		<ul style="list-style-type: none"> • <i>Boxall profiles to measure areas for development and impact of intervention</i> • Weekly nurture sessions with TA trained in nurture. • High % of pupil premium in nurture groups (up to 50%) • Weekly communication between nurture TA and class teacher to share achievements, information and changes in the classroom. • Share progress in pupil progress meetings
THRIVE		<ul style="list-style-type: none"> • Whole staff CPD to allow them to understand a child's challenging or troubled behaviour as communication • Whole school transition plan to all children opportunities to build connections prior to changing classes <i>Pupil interviews to assess transition</i> • THRIVE assessments carried out on children whose social and emotional needs are affecting their behaviour and learning • Action plans drawn up to give specific strategies and activities for supporting our pupils.

September 2018

Pupil Premium – raising the attainment of disadvantaged pupils

Pupil premium strategy statement 2018–2019

		<ul style="list-style-type: none"> • Parental education to help parents and carers to support their children when they are experiencing difficult life events, and suggest ideas, activities and strategies to support them. • <i>Continuous assessment using THRIVE online assessment tools to track progress</i> • High % of pupil premium children targeted
Additional staff		<ul style="list-style-type: none"> • High % of pupil premium children targeted • Weekly communication between TAs and class teachers to share achievements, information and changes in the classroom. • Welfare and attendance officer in school to support parents' and pupils. Strategies to improve pupils' welfare and readiness to learn as well as communication with parents and carers. • THRIVE action plan activities to be completed with targeted children • <i>THRIVE strategies - feedback to AHT / HT</i>

September 2018

Pupil Premium – raising the attainment of disadvantaged pupils

Pupil premium strategy statement 2018–2019

DESIRED OUTCOME C- To improve the attendance rates of pupil premium children compared to non pupil premium children.		
Area of spend	Intended outcome- why these approaches were taken	Actions
Increased attendance rates	<ul style="list-style-type: none"> We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. From June's attendance data, pupil premium attendance improved from 93.1% in 2016–2017 to 95.38% in 2017–2018. This is still 1.01% behind whole school attendance and continues to be a focus. 	<ul style="list-style-type: none"> Meeting children / parents at the door to monitor punctuality and identify links to absence. All late arrivals logged on child protection records. First day response provision Monthly attendance check Proactive approach- Pre-legal and legal procedures taken to address identified pupils. Attendance officer meeting pupils daily to enable us to meet our targets in relation to school attendance, especially persistent absence. Attendance monitoring by attendance officer providing support for parents to meet requirements. Improved attendance letters to promote communication between attendance officer and parents and work with them prior to legal requirements. Promoting positive attitudes by children and families towards education. Ensuring that parents are made fully aware of their statutory responsibilities <i>Monitor individual attendance for increase following strategies.</i>
Parental involvement	<ul style="list-style-type: none"> Active engagement of parents in supporting their children's learning at school to encourage them to support their children to read and do maths. 	<ul style="list-style-type: none"> Subject evenings – parents invited to share curriculum updates and assessment expectations. Provide simple, practical ways for parents to support reading and maths (active reading skills and Mathematics) Parent forum- engage with pupil premium pupils' parents. Meet with MAT worker sessions in school advertised to all parents by text and personally to families in need of support

September 2018

Pupil Premium – raising the attainment of disadvantaged pupils

Pupil premium strategy statement 2018–2019

		<ul style="list-style-type: none">• Website with details of agencies that can help to support families to function / overcome difficulties• Pupil premium one page profiles to be shared with parents at parents' evenings to develop understanding• <i>Track involvement of parents (attendance at parents' evenings / events etc) and improve participation/support.</i>
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September 2018

Pupil Premium – raising the attainment of disadvantaged pupils

Pupil premium strategy statement 2018–2019

Review of expenditure for last academic year

Academic Year	2017/18	Total PP budget	£89,042.00	Total number of pupils			238
Number of pupils eligible for PP	65 (27% of school)	FSM	27 (42% of PP)	EVER 6	34 (52% of PP)	OTHER	4 (6% of PP)

Area of spend	Focus	Total allocation
Team teaching	Desired outcome A	£45,752.00
Mathletics	Desired outcome A	£1,195.00
Nurture group	Desired outcome B	£20,835.00
THRIVE programme	Desired outcome B	£900.00
Accelerated reader programme	Desired outcome C	£2,101.00
Designated attendance officer	Desired outcome D	£22,187.00
PGL	Experiences	£720.00
		£93,690.00
		£4,648.00

September 2018

Pupil Premium – raising the attainment of disadvantaged pupils

Pupil premium strategy statement 2018–2019

Review of data for last academic year

YEAR 3 SUMMER 2017	On track for Expected outcome	On track to exceed expected outcome		On track for Expected outcome	On track to exceed expected outcome		On track for Expected outcome	On track to exceed expected outcome
	READING	READING		WRITING	WRITING		MATHS	MATHS
Disadvantaged	23%	8%		15%	8%		31%	8%
All	64%	25%		51%	15%		59%	15%
National	75%			78%			76%	

- Number of pupil premium children on track to achieve expected outcomes in all subjects are below year group.
Identify individuals and make them a focus of maths team teaching and inference intervention in year 4.
Identify individuals for Thrive / nurture / home support / attendance monitoring to improve their readiness to learn
- Number of pupil premium children on track to exceed expected outcomes in all subjects are below whole year group
New writing strategies for teaching and learning to develop pupils with high entry data
Maths focus on pupils with high entry data – including team teaching
Reading interventions / guided reading sessions tailored to pupils with high entry data
High ability pupils monitored in pupil progress meetings to check progress at all stages throughout the year and intervene where necessary.

September 2018

Pupil Premium – raising the attainment of disadvantaged pupils

Pupil premium strategy statement 2018–2019

YEAR 4 SUMMER 2017	On track for Expected outcome	On track to exceed expected outcome		On track for Expected outcome	On track to exceed expected outcome		On track for Expected outcome	On track to exceed expected outcome
	READING	READING		WRITING	WRITING		MATHS	MATHS
Disadvantaged	25%	13%		19%	0%		19%	6%
All	33%	15%		25%	10%		42%	12%
National	75%			78%			76%	

- Number of pupil premium children on track to achieve expected outcomes in all subjects are below whole year group.
Identify individuals and make them a focus of maths teaching and inference intervention in year 5 from September
Identify individuals for Thrive / nurture / home support / attendance monitoring to improve their readiness to learn
- Number of pupil premium children on track to exceed expected outcomes in all subjects, but especially writing and maths, are below whole year group
New writing strategies for teaching and learning to develop pupils with high entry data
Maths focus on pupils with high entry data – including team teaching from September 2018
Reading interventions / guided reading sessions tailored to pupils with high entry data
High ability pupils monitored in pupil progress meetings to check progress at all stages throughout the year and intervene where necessary.

September 2018

Pupil Premium – raising the attainment of disadvantaged pupils

Pupil premium strategy statement 2018–2019

YEAR 5 SUMMER 2017	On track for Expected outcome	On track to exceed expected outcome		On track for Expected outcome	On track to exceed expected outcome		On track for Expected outcome	On track to exceed expected outcome
	READING	READING		WRITING	WRITING		MATHS	MATHS
Disadvantaged	5%	10%		55%	5%		45%	5%
All	70%	23%		67%	18%		68%	21%
National	75%			78%			76%	

- Number of pupil premium children on track to achieve expected outcomes in all subjects are below whole year group, but are particularly low in reading.
Identify individuals and make them a focus of maths team teaching and Reading inference intervention in year 6.
Identify individuals for Thrive / nurture / home support / attendance monitoring to improve their readiness to learn
- Number of pupil premium children on track to exceed expected outcomes in all subjects are below whole year group, especially in writing and maths.
New writing strategies for teaching and learning to develop pupils with high entry data
Maths focus on pupils with high entry data – including team teaching from September 2018
Reading interventions / guided reading sessions tailored to pupils with high entry data
High ability pupils monitored in pupil progress meetings to check progress at all stages throughout the year and intervene where necessary.

September 2018

Pupil Premium – raising the attainment of disadvantaged pupils