

Pupil premium strategy statement 2019–2020

Summary information							
School	Hallam Fields Junior School						
Academic Year	2019/20	Total PP budget	£90,320.00	Total number of pupils			234
Number of pupils eligible for PP	70 (30% of school)	FSM	39(56% of PP)	EVER 6	22(31% of PP)	OTHER	9(13% of PP)
Date of next review of Pupil premium strategy	October 2020						

2018–2019 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	47.6	63	65
% achieving expected or above in reading	57.1	68	73
% achieving expected or above in writing	61.9	79	78
% achieving expected or above in maths	57.1	77	79

Barriers to future attainment

- Low aspirations and self-esteem lead to limited progress of more able disadvantaged pupils.
- Limited opportunities to develop times tables knowledge at home. In the Year 4 Multiplication Tables Check trial in 2019 pupil premium pupils scored an average of 14.1 compared to non-pupil premium scoring 18.1. Only 12.5% of pupil premium scored more than 20, compared to 47.6 and 12.5% scored less than 10.
- A large proportion of pupils enter school with social, emotional and developmental needs that require support. They do not feel ready to learn as they are sometimes hungry, distressed or anxious and this need has to be met prior to any learning. Disadvantaged pupils demonstrate low confidence, self-esteem and independence in the classrooms and when dealing with friendship issues or similar. We often see a fright, flight or freeze response.
- Attendance of disadvantaged pupils is lower than National, which limits the experiences, relationships and learning the pupils can access. Our pupils worry that they are “missing out” on friendship groups and learning, which makes them, feel separated from their peers.

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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. The progress of pupil premium children in National Multiplication Tables Check is in line with their peers including those children scoring 20+
- C. To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn
- D. To improve the attendance rates of pupil premium children compared to non pupil premium children.

Planned areas of spend for 2019-2020

Area of spend	Focus	Total allocation
Team teaching	Desired outcome A	£50,543.33
Accelerated reader programme	Desired outcome A	£2,269.08
Times tables Rockstars	Desired outcome B	£131.40
Nurture group (Cost of provision for pupil premium children only- 13)	Desired outcome C	£12,153.58
THRIVE programme (Cost of TA working with pupil premium children only-9)	Desired outcome C	£11,194.15
Designated attendance officer	Desired outcome D	£13,767.21
PGL	Experiences	£2120.00
Music Tuition	Experiences	£1145.76
		£93,324.51
		-£3,004.51

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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 high ability pupil premium children and reducing class size to give pupil premium children more time with class teacher in lessons.</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 first. • 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.

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<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"> • Whole school approach to growth mind-set including displays in all classrooms and 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. • <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. • X-Code in place to support pupils needing support with decoding prior to beginning Accelerated Reader – rapid catch-up intervention.

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		<ul style="list-style-type: none"> • Parent meetings to share information and improve their understanding of the books their children are reading • Team teaching in every class to raise the standard of teaching and learning in reading across the school • Active reading skills promoted in all areas of the curriculum and shared in all areas of the school.
<p>DESIRED OUTCOME B- The progress of pupil premium children in National Multiplication Tables Check is in line with their peers including those children scoring 20+</p>		
Area of spend	Intended outcome- why these approaches were taken	Actions
Times tables Rockstars	<p>Using Times Tables Rockstars allows pupils to gain confidence and raise their self-esteem about maths – in particular times tables. Incorrect answers are immediately corrected in front of the pupil so that they start to associate the correct answer to every question.</p> <p>More than that, the technology works out which times tables facts each pupil is consistently taking longer to answer and then it gradually starts to present these facts more frequently until pupils have mastered them.</p> <p>It will also ask related division questions 20% of the time in order to reinforce division facts.</p>	<ul style="list-style-type: none"> • Pupils use Times Tables Rockstars three times a week in class • Lower school use 'Sound Check' to prepare children for Multiplication Tables Check • Certificates half termly for results on the leader board and progress made • Pupil premium children targeted and provision planned by year 4 teacher / Pupil Premium champion
Develop teacher in the role of pupil premium champion	<p>A teacher with the responsibility of promoting best practice in teaching and learning of times tables in years 3 and 4.</p>	<ul style="list-style-type: none"> • Focused pupil premium intervention based on improving achievement in year 4 Multiplication Tables Check • Develop a model for quality first teaching aimed at Year 4 to improve MTC scores of pupil premium children

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		<ul style="list-style-type: none"> • Develop a model for quality first teaching aimed at Year 3 to improve MTC scores of pupil premium children • Monitor one page profiles half termly to ensure updated and staff are using to inform daily teaching • Analyse data to identify groups / interventions required across year groups • Share findings from one page profiles and data with staff and put in place new initiatives • Monitor and hold staff to account for changes made to pupil premium provision • Meet with Pupil Premium Governor to share new role and initiatives • Work alongside pupil premium co-ordinator
<p>DESIRED OUTCOME C- To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn</p>		
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 	<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 for vulnerable pupils</i>

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Nurture group	<p>most basic pupil premium provision should 'support pupils' social/emotional needs alongside teaching and learning strategies'.</p>	<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 percentage 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. • 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 for 1:1 • Whole class THRIVE sessions for appropriate developmental stage
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.

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		<ul style="list-style-type: none"> 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>
<p>DESIRED OUTCOME D- To improve the attendance rates of pupil premium children compared to non-pupil premium children.</p>		
Area of spend	Intended outcome- why these approaches were taken	Actions
<p>Increased attendance rates</p>	<ul style="list-style-type: none"> We cannot improve attainment for children if they are not actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. 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>

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<p>Parental involvement</p>	<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 • 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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Review of expenditure for last academic year

Academic Year	2018/19	Total PP budget	£92,380.00	Total number of pupils			238
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)

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

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Review of data for last academic year

YEAR 3 SUMMER 2018	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	77.78%	0		66.67%	11.11%		66.67%	11.11%
All	71.43%	26.79		69.0%	14.55%		60.71%	26.79%
National	73%	27%		78%	20%		79%	27%

- Number of pupil premium children on track to achieve expected outcomes in all subjects are below whole year group in writing and maths.
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.

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YEAR 4 SUMMER 2018	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	40%	6.67%		20%	6.67%		20%	6.67%
All	65.52%	25.86%		56.9%	15.52%		55.17%	25.86%
National	73%	27%		78%	20%		79%	27%

- Number of pupil premium children on track to achieve expected outcomes in all subjects are significantly 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 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
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.

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YEAR 5 SUMMER 2018	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	44.44%	5.56%		38.89%	11.11%		61.11%	5.56%
All	61.67%	20%		63.33%	21.67%		66.67%	18.33%
National	73%	27%		78%	20%		79%	27%

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- Number of pupil premium children on track to achieve expected outcomes in all subjects are below whole year group, especially in reading and writing
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.
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
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.

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