

Pupil Premium strategy statement 2020–2021

Summary information							
School	Hallam Fields Junior School						
Academic Year	2020/21	Total PP budget	£91,700	Total number of pupils			226
Number of pupils eligible for PP	68(30% of school)	FSM	47(69% of PP)	EVER 6	16(24% of PP)	OTHER	6(9% of PP)
Date of next review of Pupil premium strategy	October 2021						

2019–2020 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			
% achieving expected or above in reading	NO SATS DATA DUE TO COVID – 19		
% achieving expected or above in writing			
% achieving expected or above in maths			

Barriers to future attainment

- A. Low aspirations and self-esteem lead to limited progress of more able disadvantaged pupils.
- B. 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.
- C. 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.
- D. 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)

1. The progress of under-achieving children at end of KS2 is high compared to national outcomes, and compares favourably to their peers.
2. The progress of Pupil Premium children in National Multiplication Tables Check is in line with their peers including those children scoring 20+
3. To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn
4. To improve the attendance rates of Pupil Premium children compared to non-Pupil Premium children.

Planned areas of spend for 2020–2021

Area of spend	Focus	Total allocation
Team teaching (For 17 Pupil Premium children in year 6)	Desired outcome 1	£15,542.00
Accelerated reader programme	Desired outcome 1	£2,101.00
Times Tables Rockstars	Desired outcome 2	£83.95
Forest Schools (Cost of provision for Pupil Premium children only- 67)	Desired outcome 3	£3,208.00
THRIVE programme (Cost of practitioners working with Pupil Premium children only-18)	Desired outcome 3	£17,667.00
Additional TA support	Desired outcome 3	£31,000.00
Designated attendance officer	Desired outcome 4	£14,442.00
PGL	Experiences	£4080.00
Music Tuition	Experiences	£750.00
Magazine subscription	Experiences	£3550.00
		£92,423.95

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DESIRED OUTCOME 1- The progress of under-achieving children at end of KS2 is high, compared to national outcomes, and compares favourably to their peers.

Area of spend	Intended outcome- why these approaches were taken	Actions
<p><u>Team teaching</u></p> <p>Team teaching in maths and literacy in year 6, with a focus on children not achieving to their full potential prior to lockdown in March 2020.</p> <p>10 children work with each team teacher directly, reducing class size and consequently giving our disadvantaged children more time with teacher and more targeted Quality First Teaching for all.</p> <p>Mastery teaching in maths consistent across the school</p> <p>Talk for writing and FANTASTICS used consistently 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, literacy co-ordinator and SLT to select team teaching groups to target underachieving Pupil Premium pupils first. • Daily communication between team teachers and class teachers • All Pupil Premium pupils a focus of team teachers every maths lesson. • All Pupil Premium pupils a focus of team teachers every literacy 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> • Monitoring 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> • Classroom Secrets annual subscription to resource for varied fluency, problem solving and reasoning activities in every lesson. • Talk for writing used in every class across school with further staff training for FANTASTICS to embed • Staff training for phonics – assessment and teaching • 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><u>Times Tables Rockstars</u></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, especially during lockdown. The iPads are in class and the annual renewal cost for TTRS is minimal. The soundcheck on TTRS is almost identical to the year 4 Multiplication Tables Check that was due to become statutory from 2021. This will not now be statutory until 2022, taking into account the impact of COVID-19. Regular use of all aspects of TTRS prepares children for answering at speed as well as challenging them to apply associated division facts. 	<ul style="list-style-type: none"> TTRS 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 and an increased number of class iPads to facilitate this. TTRS passwords and information for parents provided for children to work on at home, including during lockdowns and periods of isolation. TTRS competitions set across school holidays and lockdowns to encourage practise whilst at home <i>Increase number of ‘sign ins’ per week for Pupil Premium pupils</i>
<p><u>Accelerated reader programme</u></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. Active reading skills promoted in all areas of the curriculum and shared in all areas of the school. Phonics training for all staff to identify and target Phonics Phases accurately and efficiently

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Annual magazine subscription	<ul style="list-style-type: none"> Children develop a sense of belonging and feel special when receiving something addressed to them personally through the post. Children able to select a magazine linked to their interests will promote a love for reading 	<ul style="list-style-type: none"> Questionnaire for parents to establish magazines children want and reading habits for pupil premium children Order annual subscriptions for pupil premium pupils
DESIRED OUTCOME 2- The progress of Pupil Premium children in National Multiplication Tables Check is in line with their peers including those children scoring 20+		
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 progress measured, shared and celebrated both at school and at home Class / year group / school competitions set up during school holidays and isolation periods to promote at home Meet with Pupil Premium governor to share new initiatives
DESIRED OUTCOME 3- 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 	<ul style="list-style-type: none"> Weekly forest schools sessions with TA trained in FS. Class teachers to work with class during FS sessions to build strong relationships and share experiences Weekly communication between FS TA and class teacher to share achievements, information and changes in the classroom. Share progress in pupil progress meetings

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	<ul style="list-style-type: none"> • Develop confidence and self-esteem through hands-on learning experiences • Create learning communities where deep-level learning and progression are the norm 	<ul style="list-style-type: none"> • Identify whole school maintenance costs to provide forest school areas that are safe to explore
THRIVE	<ul style="list-style-type: none"> • 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'. • Spending time in the natural environment is a renewed priority to support children's wellbeing and mental health. 	<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 give 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. • 1:1 sessions shared with parents informally through postcards home weekly and formally through emails / phone conversations when required • 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. • High % of Pupil Premium children targeted for 1:1 THRIVE intervention • Whole class THRIVE sessions for appropriate developmental stage identified in termly curriculum maps • Welfare and attendance officer in school to be THRIVE trained to support parents' and pupils. Strategies to improve pupils' welfare and readiness to learn as well as communication with parents and carers • <i>Continuous assessment using THRIVE online assessment tools to track progress</i>
Additional staff		<ul style="list-style-type: none"> • TAs deployed to support individuals to regulate alongside an adult and improve their readiness to learn. • TAs to support unstructured times such as break times and lunch times to enable individuals to build up appropriate social skills and regulate alongside an adult. • High % of Pupil Premium / Pupil Premium Plus children targeted • Daily communication between TAs and class teachers to share strategies, achievements, information and changes in the classroom.

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DESIRED OUTCOME 4– 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 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 / on the street outside school 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 Monitor individual attendance for increase following strategies.
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 Mathletics) 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 Track involvement of parents (attendance at parents’ evenings / events etc) and improve participation/support.

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Review of expenditure for last academic year

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)	Number of pupils eligible for PP	70 (30% of school)

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

SUMMER 2020	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						
All	NO SUMMER DATA DUE TO COVID - 19					
National						

Due to partial school closures during COVID-19 pandemic, no year groups were able to accurately assess progress or attainment for the Summer term of 2019-2020. During lockdown the following procedures were put in place to ensure the well-being and learning of Pupil Premium children.

- Hampers given to Pupil Premium children at the start of the partial school closures
- Vouchers provided for Pupil Premium children throughout lockdown
- Food donations sought and distributed for Pupil Premium children and other vulnerable children identified throughout school
- Key worker and vulnerable children in school
- Regular (weekly / fortnightly) telephone calls home to vulnerable families made by attendance officer to support well-being and Assistant Headteacher to support well-being, learning and Special Educational Needs and Disabilities
- Contact made by class teachers to support well-being and learning
- Work provided on paper for families unable to access and delivered to homes where needed
- Home visits to check on well-being and home-learning

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