Pupil premium report for Hunter’s Bar Junior School 2019/20/21

Pupil premium spending

| summary information | | | |
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| Date of most recent pupil premium review: | Dec 2019/ Dec 2020 | Date of next pupil premium review: | 26th May 2021 |
| Total number of pupils: | 360 | Total pupil premium budget: | Financial year (April 19 to March 20) 2019/20 - 55 pupils eligible for deprivation PP £72,600  Financial year (April 20 to March 21) 2020/21 - 47 pupils eligible for deprivation PP £63,215  AFC PP 4 pupils £9,380  Financial year (April to March) 2021/22 - forecast 51 pupils for deprivation PP £68,595  AFC PP 3 pupils £7,035 |
| Number of pupils eligible for pupil premium: | Currently 51  3 AFC children  1 LAC child | Catch up funding: | 28,800 |

| Strategy |
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| The dual aims of our pupil premium strategy are to raise the attainment and the aspirations of all disadvantaged pupils. We strongly feel that the true measure of a society or organisation is how well the most vulnerable are supported and flourish. By the time children leave our school we want to have exposed them to a wide range of experiences to open the world up to them and enable them to find their own passion in life. We want our children to feel empowered to choose their own path and have the academic knowledge and aptitudes to find success.  Whilst we will act with urgency to meet this aim as soon as possible, the plans and actions that underpin the strategy need to be sustainable to enable the path to be laid for future years. As such, for each cohort their progress will be broken down and we would expect the gap for disadvantaged learners to be closed year on year until eventually the gap no longer exists.  The key focus of our strategy is to improve the quality of teaching through specifically planned and targeted professional development which is research informed and evidence based. |

Barriers to learning

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| barriers to future attainment | |
| A | **Academic barriers**  Maths - Basic numeracy, place value, the 4 operations. The gaps are more specific in the older age range and require a more personalised approach  Reading - Y3/4 - Fluency, gaps in phonics knowledge, Y5/6 - Underdeveloped vocabulary, comprehension  Writing - Lack of grammatical accuracy in sentence construction. Working memory issues because of gaps in spelling and handwriting knowledge  Communication and language - Low levels of speaking and listening skills impacting on general learning, social and emotional communication and specifically writing. |
| B | **Family and environment**  Attendance and punctuality  Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homelearning  Number of adverse childhood experiences  Single parent families  Financial issues  Lack of exposure to cultural opportunities  Lack of access to green spaces and nature |
| C | **Physical Health and Hygiene**  Access to extra-curricular sporting activities - educational experiences and participation in competitions  Poor nutrition  Poor general physical health |
| D | **Social, Emotional and Mental Health**  Low motivation and self-esteem  Poor focus and concentration  Emotional regulation difficulties  Low levels of resilience  Attachment issues  Anxiety  Sensory perceptual issues |
| E | **Areas particularly exacerbated by the pandemic:**  General increase in anxiety  Decreased stamina for learning  Dealing with bereavement for significant number of children – particularly year 5  Financial problems for families impacting on their ability to support their children  Attendance as a result of anxiety of families about the possibility of children contracting Covid-19 whilst at school |

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| INTENDED OUTCOMES | |
| Specific outcomes | |
| A | Gap between disadvantaged pupils and others is no bigger than at end of 2019/20, those who have ‘fallen behind’ make accelerated progress and ‘catchup’ or exceed prior attainment standards. |
| B | Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated  Families with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated |
| C | Pupils have a breadth of experiences that enable them to contextualize their learning and increase opportunities for success |
| D | Absence & persistent absentee rates are at least in line with national |

Planned expenditure for academic year 2019/20/21

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| academic year | | | | | |
| **Professional development aims for 2020-21**  Our areas of research-informed professional learning, driving the SDIP priorities are: well-being, supporting vulnerable learners, embedding formative assessment & peer coaching, and applying the principles of cognitive science into our curriculum. As with all areas of Teaching and Learning, Covid has had an impact on the delivery and implementation of CPD in the classroom. However, with wellbeing at the forefront and a firm mind on the importance of adult learning continuity, we have sustained a strategic and meaningful CPD offer for our staff. | | | | | |
| Action | Intended outcome | What’s the evidence and rationale for this choice? | How will you make sure it’s implemented well? | Staff lead | When will you review this? |
| Many of the actions to address barriers to teaching and learning will come through the school professional development programme. | | | | | |
| **CPD programmes since Autumn 2020**  CPD programmes launched since September include:   * ‘teaching from the front’ * formative assessment techniques * ongoing peer coaching, * the art of student engagement through questioning techniques * the mechanics of motivation * the working memory model of learning * Emotional regulation through the Healthy Minds programme * Well-being development for staff   **CPD programmes going forward**   * reviewing and refreshing oracy techniques * embedding retrieval practice * precision vocabulary teaching * reading fluency   New three year CPD programmes to be launched towards the end of the year will include:   * explicit instruction and the importance of harnessing attention * nudging cultural norms in the classroom to boost motivation * how to optimise learning through dual coding. | Improve the quality of teaching within the classroom so that all children, but in particular those who are disadvantaged, make accelerated progress.  Focus on further development of responsive teaching, so that the needs of every child is met within the lesson and teaching and support is personalized.  Improve focus and concentration.  Develop further opportunities for regular success in meaningful classroom activities.  Improve children’s ability to emotional regulate  Support staff to in turn support children  Developing all round oracy skills and knowledge  Building children’s schemas through retrieval practice  Bridging the gap for prior low attaining readers  Improve focus and concentration.  Develop and build upon individuals self-esteem and confidence  Remove barriers to direct instruction | The CPD programme is based on a strong evidence base taken from a variety of trusted sources which include:  Dylan Wiliam  Paul Black  Robert and Elizabeth Bjork  Tom Bennett  Clare Sealy  Peps McCrea  Tom Sherrington  Ian Leslie  Oliver Lovell  Carl Hendrick  EEF Toolkit  Oracy 21  Healthy Minds  Emma Freud Centre  Actions aim to address the most common barriers to learning. | Each CPD programme we run is underpinned by the principles of effective CPD as jointly defined by the Standard for teachers’ professional development (Department for Education, July 2016) and Developing great teaching ( Cordingley et al, Teacher Development Trust, June 2015). We therefore ensure that **designing and implementing an effective, responsive and research-informed CPD cycle for the school follows these five steps.** | Alex Beauchamp  Daniel Allen  Jacqui Stockley | Ongoing review done through session evaluations  Half termly reviews take place with Lead Practitioner and SLT. |
| Three level 3 teaching assistants have been employed until the end of the summer term.  Maths  For pupils in Y5 and 6, small group or 1:1 tutoring through an external partner.  For pupils in Y3 and 4 a more whole class approach to retrieval practice of basic number skills, coupled with small group support delivered by the class teacher or teaching assistant. | Deliver specific 1:1 and small group programs and provide cover to enable the class teacher to target specific individuals and groups within lessons.  Identified pupils make accelerated progress, leading to the attainment gap being closed or reduced from previous assessment point. | Specific interventions are research based.  The class teacher will be able to provide additional support to PP children.  All year groups conducted a thorough analysis of barriers to learning in each of the core subject areas. | Year team leaders working alongside the Inclusion Manager are directly responsible for the planning and implementation of staff timetables and activities.  All implementation will follow the EEF model.  Investigate best partners to work with for tutoring program  Specific use of formative assessment strategies to identify basic number skills that would be best to focus on and the children who may need more specific support.  Use of both formative assessment and summative assessment data.  Comparison with previous assessment point. | Kelly Hersey  David Preston  Alex Beauchamp | July 2020  June 2020  June 2020 |
| Reading  Reading review of lower key stage reading to take place with external expert.  Y3/4 children require a more individual approach. Rather than using an external tutoring partner, we feel children will be best supported by school staff who are trained in the use of best research informed interventions.  Increasing staffing in years 3 and 4 will also allow more opportunities to hear children read 1:1.  The gaps in years 5 and 6 will be best dealt with through making adaptations in the curriculum, focusing on the areas of need as a whole class.  Writing  Across all year groups the curriculum will be adapted to reflect the general gaps identified.  There will be particular focus placed on the editing and improvement phase of the writing process with additional adults being able to offer 1:1 or small group support.  Writing subject leaders to develop a system and support program for staff to increase the effectiveness of editing and improving.  Purchase of laptops for PP children who are working from home.  Leaning Mentor to run specific interventions for children with identified need, e.g. anxiety, bereavement | Identify what is working well and areas for development.  Children working below the expected standard in reading make rapid progress so that by the end of the year the gap is closed.  Phonics training identified.  The curriculum in Y5 and 6 has been adapted successfully leading to more opportunities to address reading gaps for children identified.  The curriculum better meets the current needs of the children in terms of writing basics and identified gaps.  PP children will have increased opportunity to be mentored and coached through the editing process.  Editing program demonstrates an improvement in current practice leading to higher attainment, particularly for those children working below expected.  Allow children to access remote learning effectively  Support some children who are struggling to attend school though anxiety or issues related to attachment  Work with children who have suffered a bereavement of family member or close family friend. | All year groups conducted a thorough analysis of barriers to learning in each of the core subject areas.  External advisor part of the Learn Sheffield advisory group. An existing Ofsted reported and ex head teacher with a specific interest and expertise on reading.  From gaps identified after the series of lockdowns it became apparent that for those children working below the expected level there need to be a greater focus on sentence structure and basic grammar.  A review of the research around editing of writing will take place as an initial step, before the writing lead designs the editing program. The impact of this will then be carefully measured before whole school roll out.  We were fortunate enough to receive sufficient laptops from both the DfE and Local Authority to the met the needs of families working from home. In total 27 laptops were borrowed. | The three reading leads will work alongside SLT and year team leaders to ensure the implementation of the plans for reading are tight.  All programs to be used in school will be reach based and there will be data collected about the effe3ctiveness of the program. Individual bias will be considered as part of the evaluation. | Nea Maycock  Jackie Bridges  Jacqui Stockley  Jack Goodhand  Michael Watson  Ashwah Abdullah | April 2021  June 2021  July 2021 |

Review of expenditure from previous academic year

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| previous academic year | | | | |
| Total amount: | | | | |
| Quality of teaching for all | | | | |
| Action | Intended outcome | Impact | Evaluation | Cost |
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| Targeted support | | | | |
| Action | Intended outcome | Impact | Evaluation | Cost |
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| Other approaches | | | | |
| Action | Intended outcome | Impact | Evaluation | Cost |
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