

Pupil premium strategy statement: Hasland Junior School

1. Summary information					
School	Hasland Junior School				
Academic Year	2016/17	Total PP budget	£115 560	Date of most recent PP Review	n/a
Total number of pupils	382	Number of pupils eligible for PP	85	Date for next internal review of this strategy	July 2017

2. Current attainment						
	Pupils eligible for PP			Pupils not eligible for PP		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving national or above in reading, writing and maths KS2	73% National non disadvantaged: 71%	77% National non disadvantaged: 79%	77% National disadvantaged: 75%	90%	96%	88%

Progress: All Pupils and disadvantaged pupils, based on prior attainment

Reading progress	All pupils	Low	Middle	Higher
SCHOOL disadvantaged	1.27 above national	5.08 above national	1.28 above national	-1.49 below national
SCHOOL other	2.44 above national	5.52 above national	2.43 above national	1.87 above national

Writing progress	All pupils	Low	Middle	Higher
SCHOOL disadvantaged	3.59 above national	3.21 above national	3.06 above national	6.18 above national
SCHOOL other	5.80 above national	8.35 above national	5.49 above national	5.77 above national

Maths progress	All pupils	Low	Middle	Higher
SCHOOL disadvantaged	3.50 above national	4.14 above national	3.16 above national	4.38 above national
SCHOOL other	2.77 above national	3.68 above national	3.13 above national	2.09 above national

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A	Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.
B	Disadvantaged pupils do not have the first hand experiences or language skills to enhance their writing style.
External barriers	
C	Attendance for disadvantaged children was 95% for the year 2015/16. The attendance for all pupils was 97.36%.
D	Parental engagement is an issue with some of our families of disadvantaged pupils with regards to supporting learning out of school e.g. homework, reading, spellings Ref – Derbyshire Observatory - Area profile summary 2016 Chesterfield District -The number of adults with a degree and adults with no qualifications is significantly worse when compared to national. Rates of crime and anti-social behaviour are some of the worst in the country.

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.</p> <p>The percentage of disadvantaged pupils achieving at the above expected standard is lower compared to national non disadvantaged in reading</p> <p>The progress of prior attainment high disadvantaged pupils in reading.</p> <p>Measured by: data analysis and Pupil Analysis Meetings Action Plans</p>	<p>For disadvantaged children across school to meet their end of year target set using Aspire which are in line with the top 20% of schools.</p> <p>To increase the percentage of disadvantaged children achieving at the expected standard or better.</p>
B.	<p>Disadvantaged pupils do not have the first hand experiences or language skills to enhance their writing style.</p> <p>The percentage of disadvantaged pupils achieving at the expected standard or better is lower when compared to national non disadvantaged in writing</p> <p>Measured by: data analysis and Pupil Analysis Meetings Action Plans</p>	<p>For disadvantaged children across school to meet their end of year target set using Aspire which are in line with the top 20% of schools.</p> <p>For disadvantaged pupils with high prior attainment in reading to make accelerated progress.</p>

C.	<p>Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.</p> <p>To continue to narrow the gap in attainment between disadvantaged and non-disadvantaged pupils in all areas and in all year groups. For the current Y6 cohort, disadvantaged children to show accelerated progress in Writing, GAPS and Reading (based on in- school data)</p> <p>Measured by: data analysis and Pupil Analysis Meetings Action Plans</p>	<p>The attainment gap between disadvantaged pupils and non-disadvantaged pupils narrowed in all year groups.</p>
D	<p>For the attendance of disadvantaged children to be closer to the attendance of all pupils. Use of attendance incentives and rewards, increased parental involvement in school and targeted intervention from teachers.</p>	<p>For the attendance of disadvantaged children to be above 95%</p>
E	<p>For the parents of disadvantaged pupils to attend school celebrations and parents evenings and to become more fully involved in the life of the school</p>	<p>Increased attendance for the parents of disadvantaged pupils at: parents' evenings, curriculum days, class assemblies and other school celebrations</p> <p>For class teachers to pursue hard to reach parents through telephone conversations</p>

Desired outcome	Chosen action / approach	Research evidence to support funding	monitoring	cost
<p>A Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.</p> <p>To increase the percentage of disadvantaged pupils achieving at the above expected standard in reading (see targets below)</p> <p>To accelerate the progress of prior attainment high disadvantaged pupils in reading.</p>	<ul style="list-style-type: none"> • Pupil Premium teacher to work in class to support disadvantaged children in order for them to complete the most challenging work possible- Y3,4,5 An additional teacher deployed in Y6 to teach disadvantaged pupils for the Autumn Term and to carry out interventions in the afternoon based on their morning learning, giving children specific and detailed feedback. • To raise the profile of reading in school. (reading in unusual places competition, class read daily, bug club, library visits, celebration of poetry day, reading intervention for more able) • To further improve parental involvement in reading in order to encourage parental support (reading assemblies to show parents how best to support, 'Reading Camp' event.) • Year 5 after school booster sessions 	<ul style="list-style-type: none"> • EEF toolkit small group tuition-effective if it is targeted at pupils' specific needs. £££ +4 months impact. EEF toolkit feedback £ +8 months impact • EEF toolkit reading comprehension strategies £ +5 months impact • EEF toolkit parental involvement £££ +3months impact • EEF toolkit small group tuition-effective if it is targeted at pupils' specific needs. £££ +4 months impact 	<p>-Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged pupils at EOKS tests Observations Work Scrutiny Moderation – within year bands, by the SLT and governors and cross school with Hady Primary School</p> <p>-Monitor attendance of parents at events</p> <p>-Monitor attendance of parents at events</p> <p>-Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged pupils at EOKS tests</p>	<p>£41,000</p> <p>£2,750</p>

<p>A continued...</p>	<ul style="list-style-type: none"> An additional 8hours 45minutes per class per week dedicated to disadvantaged pupils Disadvantaged pupils to be supported through the homework club where misconceptions can be addressed and support offered. This is direct teaching time not managing a group. 	<ul style="list-style-type: none"> EEF toolkit teaching assistants ££££ +1 month. However, impact is high when teaching assistants actively support learning rather than managing tasks (clear in our use of three part lessons) and where they receive support and training as to how to work effectively with teachers (training was given during the implementation of three part lessons). EEF toolkit small group tuition-effective if it is targeted at pupils' specific needs. £££ +4 months impact 	<p>-Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged pupils at EOKS tests Observations Work Scrutiny Moderation – within year bands, by the SLT and governors and cross school with Hady Primary School</p> <p>-Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged pupils at EOKS tests -</p>	<p>£68,000</p> <p>£5,320</p>
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<p>B. Disadvantaged pupils do not have the first hand experiences or language skills to enhance their writing style.</p> <p>To increase the percentage of disadvantaged pupils achieving at the expected standard or better when compared to national non disadvantaged in writing (see targets below)</p>	<ul style="list-style-type: none"> • Pupil Premium teacher to work in class to support disadvantaged children in order for them to complete the most challenging work possible- Y3,4,5 An additional teacher deployed in Y6 to teach disadvantaged pupils for the Autumn Term and to carry out interventions in the afternoon based on their morning learning, giving children specific and detailed feedback. • Year 5 after school booster sessions • An additional 8hours 45minutes per class per week dedicated to disadvantaged pupils • Disadvantaged pupils to be supported through the homework club where misconceptions can be addressed and support offered. This is direct teaching time not managing a group. 	<ul style="list-style-type: none"> • EEF toolkit small group tuition-effective if it is targeted at pupils' specific needs. £££ +4 months impact. EEF toolkit feedback £ +8 months impact • EEF toolkit small group tuition-effective if it is targeted at pupils' specific needs. £££ +4 months impact. • EEF toolkit teaching assistants ££££ +1 month. However, impact is high when TAs actively support learning rather than managing tasks (clear in our use of three part lessons) and where they receive support and training as to how to work effectively with teachers (training was given during the implementation of three part lessons). • EEF toolkit small group tuition-effective if it is targeted at pupils' specific needs. £££ +4 months impact 	<p>-Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged pupils at EOKS tests Observations Work Scrutiny Moderation – within year bands, by the SLT and governors and cross school with Hady Primary School</p> <p>-Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged at EOKS tests</p> <p>-Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged pupils at EOKS tests</p> <p>-Pupil voice feedback from questionnaires</p>	
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<p>B continued.....</p>	<ul style="list-style-type: none"> • Research project with Hady Primary on the 5Rs to develop pupil's ability to think about their own learning more explicitly. • Drama for writing Inset cluster training. Focus: developing children's language skills to improve writing outcomes. 	<ul style="list-style-type: none"> • EEF toolkit meta-cognition and self-regulation £ +8months • EEF toolkit oral language interventions £ +5 months 	<p>--Pupil voice feedback from questionnaires</p> <p>-Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged pupils at EOKS tests</p>	
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<p>C Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.</p> <p>To continue to narrow the gap in attainment between disadvantaged and non disadvantaged pupils in all areas and in all year groups. For the current Y6 cohort, disadvantaged children to show accelerated progress in Writing, GAPS and Reading (based on in- school data) (see targets below)</p>	<ul style="list-style-type: none"> • During termly and half termly analysis the progress and attainment of disadvantaged pupils to be scrutinized and meetings with pupils and parents to be held where appropriate. Interventions to be delivered in response to this. • Pupil Premium teacher to work in class to support disadvantaged children in order for them to complete the most challenging work possible- Y3,4,5 An additional teacher deployed in Y6 to teach disadvantaged pupils for the Autumn Term and to carry out interventions in the afternoon based on their morning learning, giving children specific and detailed feedback. • World of Work assemblies – to raise the aspirations of disadvantaged pupils. Raising aspirations is an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. • Research project with Hady Primary on the 5Rs to develop pupil’s ability to think about their own learning more explicitly. • Year 6 after school booster sessions 	<ul style="list-style-type: none"> • EEF toolkit feedback £ +8 months impact • EEF toolkit small group tuition-effective if it is targeted at pupils’ specific needs. £££ +4 months impact. EEF toolkit feedback £ +8 months impact • EEF toolkit aspirations intervention £££ +0 months. However, this is effective if it is backed up with a significant academic component and children know what they need to do to improve attainment (links to effective feedback mentioned earlier) • EEF toolkit meta-cognition and self-regulation £ +8months • EEF toolkit small group tuition-effective if it is targeted at pupils’ specific needs. £££ +4 months impact. 	<p>-Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged pupils at EOKS tests</p> <p>-Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged pupils at EOKS tests Observations Work Scrutiny Moderation – within year bands, by the SLT and governors and cross school with Hady Primary School</p> <p>--Pupil voice feedback from questionnaires</p> <p>--Pupil voice feedback from questionnaires</p> <p>-Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged pupils at EOKS tests</p>	<p>£660</p> <p>£2,750</p>
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ii. Targeted support					
Desired outcome	Chosen action/approach	Research evidence to support funding	monitoring	Staff lead	cost
D. For the attendance of disadvantaged children to be closer to the attendance of all pupils and above 95%	<ul style="list-style-type: none"> Attendance rewards For teachers to be aware of the children whose attendance is below 95% and intervene as appropriate through telephone conversations, meetings and the offer of support where necessary. Parental Involvement - the active engagement of parents in supporting their children's learning at school. (EEF toolkit) 	<ul style="list-style-type: none"> EEF toolkit parental involvement £££ +3months impact 	For the attendance of all children and disadvantaged children to be monitored termly.	Headteacher Chair of Govs	£1,000

<p>E. For the parents of disadvantaged pupils to attend school celebrations and parents evenings and to become more fully involved in the life of the school</p>	<ul style="list-style-type: none"> Disadvantaged pupils to be offered additional Parents' Evening appointments with the Pupil Premium teachers. To ensure that the parents of disadvantaged pupils are invited into school for curriculum days, class assemblies and curriculum meetings. These parents to be personally contacted where appropriate. Disadvantaged pupils to be offered free attendance at a club of their choice for a term. 	<ul style="list-style-type: none"> EEF toolkit parental involvement £££ +3months impact EEF toolkit parental involvement £££ +3months impact EEF toolkit parental involvement £££ +3months impact EEF sports participation £££ +2months impact 	<ul style="list-style-type: none"> Increased attendance at parents evening and other special events. The attendance of disadvantaged pupils at clubs to be monitored. Feedback from parent questionnaires 	<p>Headteacher Deputy Headteacher</p>	<p>£1,800</p>
Total budgeted cost					<p>£8,820</p>
<p>Additional Pupil Premium Spending:</p> <p>Subsidising school trips: £4,000 Support for young carers: £300 Contingency to be used for innovative projects identified when visiting schools of excellence: £1,000</p>					<p>£5,300</p>
					<p>£128 580</p>

Y3 targets for 2017	disadvantaged at the expected standard	disadvantaged at above the expected standard	All pupils at the expected standard	All pupils at above the expected standard
reading	83%	39%	83%	38%
writing	83%	28%	80%	35%
gaps	83%	28%	80%	35%
maths	83%	38%	83%	22%

Y4 targets for 2017	disadvantaged at the expected standard	disadvantaged at above the expected standard	All pupils at the expected standard	All pupils at above the expected standard
reading	80%	50%	87%	54%
writing	80%	50%	88%	45%
gaps	73%	40%	88%	46%
maths	73%	40%	86%	49%

Y5 targets for 2017	disadvantaged at the expected standard	disadvantaged at above the expected standard	All pupils at the expected standard	All pupils at above the expected standard
reading	80%	35%	93%	55%
writing	80%	35%	89%	53%
gaps	80%	35%	88%	46%
maths	75%	50%	91%	59%

Y6 targets for 2017	disadvantaged at the expected standard	disadvantaged at above the expected standard	All pupils at the expected standard	All pupils at above the expected standard
reading	84%	37%	94%	54%
writing	84%	42%	93%	52%
gaps	84%	42%	92%	52%
maths	84%	47%	91%	52%

Review of expenditure academic year 2015-2016

Quality teaching for all

Desired outcome	Chosen action and approach	Estimated impact	Lessons learned	Cost
<p>To improve attainment of disadvantaged children. To accelerate the progress of disadvantaged children. To close the gap disadvantaged pupils and non disadvantaged pupils</p>	<ol style="list-style-type: none"> 1) Pupil Premium teacher supported these pupils in all year groups. 2) After school boosters in Year 5 and Year 6 3) Observation of interventions to ensure high quality teaching 4) Specialised resources for individual pupils e.g. JM 5) Work Scrutiny of disadvantaged pupil's books 6) Teaching assistant support in the afternoons for interventions. 	<p><u>Actions 1-4</u> Attainment and progress significantly above the national non disadvantaged standard (except at the higher level reading and at the expected standard in writing) in the End of Key Stage tests.</p> <p><u>Action 5</u> Termly book scrutinies showed that feedback was being used effectively across the school.</p> <p><u>Action 6</u> Support staff provided a key role in supporting the class teachers to achieve pupil targets.</p>	<ol style="list-style-type: none"> 1) Progress and attainment for disadvantaged pupils was less good in Year 5 so this Year group is to receive targeted intervention in the Autumn term of Year 6 2) Progress and attainment could be further accelerated by the Pupil Premium teacher working alongside disadvantaged pupils within class during morning sessions and intervening where appropriate in the afternoon based on the achievement of objectives in morning sessions 	<p>£106,200</p>

Targeted Support				
Desired outcome	Chosen action and approach	Estimated impact	Lessons learned	Cost
To support children who lack the parental support from home	<ol style="list-style-type: none"> 1) Homework club to ensure disadvantaged pupils are appropriately challenged 2) External support to encourage purpose and aspirations e.g. cadets and Taxi service organised 3) Additional social support – piano teaching additional clubs at lunchtime 	<p><u>Action 1</u> Attainment and progress significantly above the national standard (except at the higher level) in the End of Key Stage tests. (see below)</p> <p><u>Action 2-3</u> Pupil interviews showed that pupil attitudes to learning had improved.</p>	<ol style="list-style-type: none"> 1) Continue with chosen actions and approaches 	£700

General expenditure from Pupil Premium:

Trips (subsidised for PP children) £4000

Attendance Awards £1000

The Impact of support for disadvantaged pupils 2015 -2016

In year attainment. 2015 / 16 including Variations in vulnerable groups. (Summer 2).

Y3

At age related expectations	disadvantaged	Non disadvantaged	Group variation at age related expectations Summer 2 2016	Gap closed by % since start of this academic year Aut 1
Reading	85%	88%	Disadvantaged 3% below non disadvantaged compared to 9% below at national	Disadvantaged gap narrowed by 9%
Writing	85%	84%	Disadvantaged 1% above non disadvantaged compared to 11% below at national	Disadvantaged gap narrowed by 14%
Maths	85%	80%	Disadvantaged 5% above non disadvantaged compared to 10% below at national.	Disadvantaged gap narrowed by 8%
Gaps	62%	87%	Disadvantaged 25% below non disadvantaged compared to 13% national.	Disadvantaged gap widened by 5%
Above age related expectations	disadvantaged	Non disadvantaged	Difference between disadvantaged and non-disadvantaged at Hasland Junior School	Difference National at L5+ 2015
Reading	38%	56%	between disadvantaged and Non disadvantaged : -18%	between disadvantaged and Non disadvantaged : -21% dis
Writing	38%	46%	between disadvantaged and Non disadvantaged: -8%	between disadvantaged and Non disadvantaged: -20% dis
Maths	46%	49%	between disadvantaged and Non disadvantaged : -3%	between disadvantaged and Non disadvantaged: -20% dis
Gaps	38%	48%	between disadvantaged and Non disadvantaged: -20%	between disadvantaged and Non disadvantaged : -18% dis

Y4

At age related expectations	disadvantaged	Non disadvantaged	Group variation at age related expectations Summer 2 2016	Gap closed by % since start of this academic year (summer 2 Y3)
Reading	79%	88%	Disadvantaged gap equal to national (disadvantaged 9% below non disadvantaged)	Disadvantaged gap stayed the same
Writing	79%	89%	Disadvantaged 10% below non disadvantaged compared to 11% national.	Disadvantaged gap widened by 4%
Maths	74%	92%	Disadvantaged 18% below non disadvantaged compared to 10% national.	Disadvantaged gap narrowed by 6%
Gaps	74%	90%	Disadvantaged 16% below non disadvantaged compared to 13% national.	Disadvantaged gap widened by 7%
Above age related expectations	disadvantaged	Non disadvantaged	Difference between disadvantaged and non-disadvantaged at Hasland Junior School	Difference National at L5+ 2015
Reading	37%	51%	between disadvantaged and Non disadvantaged : -14%	between disadvantaged and Non disadvantaged : -21% dis
Writing	26%	45%	between disadvantaged and Non disadvantaged: -19%	between disadvantaged and Non disadvantaged : -20% dis
Maths	32%	44%	between disadvantaged and Non disadvantaged : -12%	between disadvantaged and Non disadvantaged: -20% dis
Gaps	26%	48%	between disadvantaged and Non disadvantaged: -22%	between disadvantaged and Non disadvantaged : -18% dis

Y5

At age related expectations	disadvantaged	Non disadvantaged	Group variation at age related expectations Summer 2 2016	Gap closed by % since start of this academic year (summer 2 Y4)
Reading	84%	93%	Disadvantaged 9% below non disadvantaged compared to 9% national.	Disadvantaged gap narrowed by 2%
Writing	74%	91%	Disadvantaged 17% below non disadvantaged compared to 11% national.	Disadvantaged gap narrowed by 3%
Maths	79%	84%	Disadvantaged 5% below non disadvantaged compared to 10% national	Disadvantaged gap narrowed by 6%
Gaps	68%	88%	Disadvantaged 20% below non disadvantaged compared to 13% national	Disadvantaged widened by 1%
Above age related expectations	disadvantaged	Non disadvantaged	Difference between disadvantaged and non-disadvantaged at Hasland Junior School	Difference National at L5+ 2015
Reading	26%	58%	between disadvantaged and Non disadvantaged: -32%	between disadvantaged and Non disadvantaged : -21% dis
Writing	26%	52%	between disadvantaged and Non disadvantaged: -26%	between disadvantaged and Non disadvantaged: -20% dis
Maths	21%	49%	between disadvantaged and Non disadvantaged: -28%	between disadvantaged and Non disadvantaged: -20% dis
Gaps	32%	47%	between disadvantaged and Non disadvantaged : -15%	between disadvantaged and Non disadvantaged: -18% dis

Progress

In year data 2015-16:

Y3

Progress for disadvantaged children from Autumn 2 2015 until Summer 2 2016

subject	% making expected progress or better
maths	100%
writing	100%
GAPS	92% improved since Spring 2 by one child
reading	92%

Progress for non-disadvantaged children Autumn 2 2015 to Summer 2 2016

subject	% making expected progress or better
maths	96%
writing	98%
GAPS	99% improved since Spring 2 by two children
reading	95%

Y4

Progress for disadvantaged children from Summer 2 2015 until Summer2 2016

subject	% making expected progress or better
maths	95% improved by one child since Spring 2
writing	100% improved by one child since Spring 2
GAPS	95%
reading	95% improved by one child since Spring 2

Progress for Non disadvantaged children Summer 2 2015 to Summer 2 2016

subject	% making expected progress or better
maths	94% improved by one child since Spring 2
writing	96%
GAPS	99% improved by two children since Spring 2
reading	96%

Y5

Progress for disadvantaged children from Summer 2 2015 until Summer2 2016

subject	% making expected progress or better
maths	95%
writing	89%
GAPS	80%
reading	84%

Progress for disadvantaged children Summer 2 2015 to Summer 2 2016

subject	% making expected progress or better
maths	88%
writing	95% improved by two children since Spring 2
GAPS	86%
reading	91%