

**Pupil premium strategy statement: Hasland Junior School 2018/19**

1. Summary information					
School	Hasland Junior School				
Academic Year	2018/19	Total PP budget	£102,240	Date of most recent PP Review	n/a
Total number of pupils	380	Number of pupils eligible for PP	79	Date for next internal review of this strategy	September 2019

2. Current attainment								
	Pupils eligible for PP				Pupils not eligible for PP			
	Reading	Writing	Maths	GAPS	Reading	Writing	Maths	GAPS
% achieving national or above in reading, writing, maths and GAPS KS2	73% National all: 75%	82% National all: 78%	68% National all: 76%	86% National all: 78%	86%	94%	93%	96%

2. Current attainment								
	Pupils eligible for PP				Pupils not eligible for PP			
	Reading	Writing	Maths	GAPS	Reading	Writing	Maths	GAPS
% achieving national above in reading, writing, maths and GAPS KS2	38% National all: 28%	32% National all: 20%	32% National all: 24%	50% National all: 34%	44%	56%	44%	73%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
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 comprehension skills necessary to achieve above national all at the expected standard.
C	Disadvantaged pupils do not have the problem solving skills necessary to achieve above national all at the expected standard.
<b>External barriers</b>	
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><b>Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.</b></p> <p>The percentage of disadvantaged pupils achieving at the exceeding standard is lower than for non-disadvantaged pupils in all areas.</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 exceeding standard and therefore narrow the gap at the exceeding standard between disadvantaged pupils and non-disadvantaged pupils.</p>
B	<p><b>Disadvantaged pupils do not have the comprehension skills necessary to achieve at the expected standard.</b></p> <p>The percentage of disadvantaged pupils achieving at the expected standard is below the attainment of national all pupils in reading. It is also lower than the achievement of disadvantaged pupils in writing and GAPS</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 pupils achieving at the expected standard in reading. To narrow the gap between disadvantaged pupils and non-disadvantaged pupils.</p>

C	<p><b>Disadvantaged pupils do not have the problem solving skills necessary to achieve above national all at the expected standard in Maths.</b></p> <p>The percentage of disadvantaged pupils achieving at the expected standard is below the attainment of national all pupils in maths. It is also lower than the achievement of disadvantaged pupils in writing and GAPS</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 pupils achieving at the expected standard in maths. To narrow the gap between disadvantaged pupils and non-disadvantaged pupils.</p>
D	<p><b>Parental engagement is an issue with some of our families of disadvantaged pupils with regards to supporting learning out of school</b></p> <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><b>Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.</b></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. To increase the percentage of disadvantaged children achieving at the exceeding standard and therefore narrow the gap at the exceeding standard between disadvantaged pupils and non disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>Breakfast club Target specific disadvantaged pupils to give them free access to breakfast club-aiding their readiness to learn and access the curriculum.</li> <li>Visits to further education establishments (Chesterfield College for Y6)</li> <li>Visit to a workplace of interest. Companies to be contacted and trip to be organised –Thornton’s to deliver a morning’s session with Y5 and trip to Veolia (recycling plant) and Sherwood Forest (links to Science)</li> <li>World of work assemblies People, who have a wide range of jobs, to be contacted to come into school to deliver an assembly each half term. E.g. nurse, solicitor, bank manager, pilot etc</li> </ul>	<ul style="list-style-type: none"> <li>EEF toolkit – Social and Emotional Learning: cost- £££, evidence strength- 4, Impact – 4 months</li> <li>EEF toolkit – Aspiration Intervention: cost- £££, evidence strength- 1, Impact – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations</li> <li>EEF toolkit – Aspiration Intervention: cost- £££, evidence strength- 1, Impact – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations</li> <li>EEF toolkit – Aspiration Intervention: cost- £££, evidence strength- 1, Impact – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations</li> </ul>	<ul style="list-style-type: none"> <li>Pupil interviews, Positive behaviour in class – monitored through incidents reported and behaviour displayed during observations and drop-ins, Pupils demonstrating the 5Rs – evidence gathered through observations, reduction in lateness of this group of pupils, Improved attendance for these pupils</li> <li>Do children have a greater understanding of the availability of jobs/careers to them? Pupil interviews, positive behaviour in class – monitored through incidents reported and behaviour displayed during observations and drop-ins, pupils demonstrating the 5Rs – evidence gathered through observations</li> </ul> <p>As above</p> <p>As above</p>	<p>£3,040</p> <p>free</p> <p>free</p>

<p><b>A continued...</b></p>	<ul style="list-style-type: none"> <li>• Young enterprise Disadvantaged pupils to run a healthy tuckshop on a rota to allow maximum participation. The money that they earn to then be used for an enrichment activity for disadvantaged pupils.</li> <li>• Opportunities for disadvantaged pupils to further engage in music Derbyshire Music Partnership to be contacted through the 'Music for All' scheme. Flute sessions (Y4) to be delivered and a Music band session(Y5). Amy Gould to run a recorder group- instruments to be purchased from the Pupil Premium budget.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit – Aspiration Intervention: cost- £££, evidence strength- 1, Impact – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations</li> <li>• EEF toolkit – Social and Emotional Learning: cost- £££, evidence strength- 4, Impact – 4 months</li> <li>• EEF toolkit – Arts Participation: cost- ££, evidence strength- 3, Impact – 2 months</li> </ul>	<ul style="list-style-type: none"> <li>• Do children have a greater understanding of the availability of jobs/careers to them? Pupil interviews, Positive behaviour in class – monitored through incidents reported and behaviour displayed during observations and drop-ins, Pupils demonstrating the 5Rs – evidence gathered through observations</li> <li>• Pupil interviews, Positive behaviour in class – monitored through incidents reported and behaviour displayed during observations and drop-ins, Pupils demonstrating the 5Rs – evidence gathered through observations</li> </ul>	<p>£300</p>
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<p><b>Disadvantaged pupils do not have the comprehension skills necessary to achieve at the expected standard.</b></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 pupils achieving at the expected standard in reading.</p>	<ul style="list-style-type: none"> <li>• Parent assembly to raise the profile of reading within the school and in particular the new library.</li> <li>• Reading lessons which will provide the opportunity for parents to visit their child within class and take part in a variety of reading activities.</li> <li>• Staff to participate staff meetings to continue to focus on <b>guided reading</b>, including using the Nic O'Donnell's approach</li> <li>• An additional 8hours 45minutes per class per week dedicated to disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit – Parental Involvement: cost- £££, evidence strength- 3, Impact – 3 months</li> <li>• EEF toolkit – Parental Involvement: cost- £££, evidence strength- 3, Impact – 3 months</li> <li>• EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased numbers of parents attending sessions. Increased communication with parents via reading records of more quality reading time at home.</li> <li>• Increased numbers of parents attending sessions. Increased communication with parents via reading records of more quality reading time at home.</li> <li>• Moderation of guided reading sessions, planning and books, Make certain new timetable is being applied throughout school to ensure coverage of texts and activities, Evidence of above in books through formal and informal moderation</li> <li>• Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged pupils at EOKS tests</li> </ul>	<p>£62,928</p>
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<p><b>B continued.....</b></p>	<p>Development of the library (complete facelift – decoration, new books and furniture) Librarian to work with disadvantaged pupils in an afternoon to create a love of reading and consolidate comprehension using novels, audiobooks and other text types to comply with their interests Disadvantaged child to be employed as librarian. Sleepover for disadvantaged pupils at school with a focus on reading and the library.</p> <p>To use pupil premium funding to provide the opportunity to pupil premium children to purchase a book from ‘Gemma Books’.</p> <p>Termly class reads to be delivered by teachers during ‘reading time’ which will be the last 15 minutes 3x per week. Teachers encouraged to include elements of ‘talk for reading’ and to include follow up tasks similar to tasks used in guided reading sessions.</p> <p>More able intervention groups, with a focus on disadvantaged pupils, to be constructed to ensure progress is made by children in all year groups at above age related and to increase the percentage of children achieving above the expected standard. (C. Dawson to be employed within Year 6 on a consultancy basis to provide above age</p>	<ul style="list-style-type: none"> <li>• EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months</li>   <li>• EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months</li>   <li>• EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months</li>   <li>• EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils interviews, data analysis shows increased percentage of disadvantaged pupils working at the expected standard. Disadvantaged pupils meet their aspire targets Accelerated progress made by disadvantaged pupils. Gap narrowed between disadvantaged pupils and non-disadvantaged pupils.</li>   <li>• Disadvantaged pupils interviews, data analysis shows increased percentage of disadvantaged pupils working at the expected standard. Disadvantaged pupils meet their aspire targets Accelerated progress made by disadvantaged pupils. Gap narrowed between disadvantaged pupils and non-disadvantaged pupils.</li>   <li>• Moderation of Guided reading books to locate evidence of follow up tasks and discussions had. In addition to drop in sessions</li>   <li>• Disadvantaged pupils interviews, data analysis shows increased percentage of disadvantaged pupils working at the expected standard. Disadvantaged pupils meet their aspire targets. Accelerated progress of disadvantaged pupils in Year 6. Gap narrowed between disadvantaged pupils and non-disadvantaged pupils.</li> </ul>	<p>£4,807.95</p> <p>£320</p> <p>£1,730.70</p>
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<p>B continued</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Y6 split into 4 classes each morning with an additional TA to give disadvantaged pupils more focused support and to encourage positive peer relationships</li> <li>• Vulnerable pupils teacher to deliver additional reading comprehension for disadvantaged pupils in all year groups weekly</li> <li>• Additional TA in Y6 all day. Am to support in the fourth class and pm for interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit feedback £ +8 months impact</li> <li>• EEF toolkit small group tuition- effective if it is targeted at pupils' specific needs. £££ +4 months impact. EEF toolkit feedback £ +8 months impact</li> <li>• EEF toolkit small group tuition- effective if it is targeted at pupils' specific needs. £££ +4 months impact.</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils interviews, data analysis shows increased percentage of disadvantaged pupils working at the expected standard. Disadvantaged pupils meet their aspire targets Accelerated progress made by disadvantaged pupils. Gap narrowed between disadvantaged pupils and non-disadvantaged pupils.</li> <li>• Disadvantaged pupils interviews, data analysis shows increased percentage of disadvantaged pupils working at the expected standard. Disadvantaged pupils meet their aspire targets Accelerated progress made by disadvantaged pupils. Gap narrowed between disadvantaged pupils and non-disadvantaged pupils. Pupil voice feedback from questionnaires. Observations demonstrate positive peer relationships.</li> <li>• As above</li> <li>• Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged pupils at EOKS tests</li> </ul>	<p>£4463.35</p> <p>£15,048</p>
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<p><b>C. Disadvantaged pupils do not have the problem solving skills necessary to achieve above national all at the expected standard in Maths.</b></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 pupils achieving at the expected standard in maths.</p>	<ul style="list-style-type: none"> <li>• Development of the mastery approach to teaching mathematics across school led by Maths Mastery specialist to include INSET day training, observation of skilled practitioners, support with planning.</li> <li>• Pre and post learning teaching of objectives to focus on disadvantaged pupils</li> <li>• Disadvantaged pupils to have increased support from planned interventions</li> <li>• An additional 8hours 45minutes per class per week dedicated to disadvantaged pupils</li> <li>• Y6 split into 4 classes each morning with an additional TA to give disadvantaged pupils more focused support</li> <li>• SATs after school maths boosters – disadvantaged pupils’ parents to be contacted where necessary to encourage attendance</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit Mastery approach £ Evidence strength 3 +5 months impact.</li> <li>• EEF toolkit small group tuition- effective if it is targeted at pupils’ specific needs. £££ +4 months impact. EEF toolkit feedback £ +8 months impact</li> <li>• EEF toolkit small group tuition- effective if it is targeted at pupils’ specific needs. £££ +4 months impact. EEF toolkit feedback £ +8 months impact</li> <li>• 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)</li> <li>• EEF toolkit small group tuition- effective if it is targeted at pupils’ specific needs. £££ +4 months impact. EEF toolkit feedback £ +8 months impact</li> <li>• Extended school time cost £££, evidence strength 3, impact +2 months . After school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils interviews, data analysis shows increased percentage of disadvantaged pupils working at the expected standard. Disadvantaged pupils meet their aspire targets Accelerated progress made by disadvantaged pupils.</li> <li>• Moderation of books to show that the mastery approach has been followed.</li> <li>• Pupil interviews to show how the mastery approach has impacted on disadvantaged pupil’s self-esteem and understanding of concepts.</li> <li>• Lesson observations to show pupils’ positive learning behaviours.</li> </ul>	<p>£2,880</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 parents of disadvantaged pupils to attend school celebrations and parents evenings and to become more fully involved in the life of the school	<ul style="list-style-type: none"> <li>Disadvantaged pupils to be offered additional Parents' Evening appointments with the Pupil Premium teachers.</li> <li>To ensure that the parents of disadvantaged pupils are invited into school for curriculum days, class assemblies and curriculum meetings.</li> <li>These parents to be personally contacted where appropriate.</li> <li>Disadvantaged pupils to be offered free attendance at a club of their choice for a term.</li> </ul>	<ul style="list-style-type: none"> <li>EEF toolkit parental involvement £££ +3months impact</li> <li>EEF toolkit parental involvement £££ +3months impact</li> <li>EEF toolkit parental involvement £££ +3months impact</li> <li>EEF sports participation £££ +2months impact</li> </ul>	<ul style="list-style-type: none"> <li>Increased attendance at parents evening and other special events.</li> <li>Feedback from parent questionnaires</li> <li>The attendance of disadvantaged pupils at clubs to be monitored.</li> </ul>	Headteacher Deputy Headteacher	£1,422
<b>Total budgeted cost</b>					<b>£102, 240</b>
<b>Additional Pupil Premium Spending:</b> Subsidising school trips: £4000 Support for young carers: £300 Contingency to be used for innovative projects identified when visiting schools of excellence: £1000					

<p><b>REVIEW OF 17/18</b></p> <p><b>Desired</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Research evidence to support funding</b></p>	<p><b>Outcome</b></p>
<p><b>A.Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.</b></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 exceeding standard and therefore narrow the gap at the exceeding standard between disadvantaged pupils and non disadvantaged</p>	<ul style="list-style-type: none"> <li>• Breakfast club</li> </ul> <p>Target specific disadvantaged pupils to give them free access to breakfast club- aiding their readiness to learn and access the curriculum.</p> <ul style="list-style-type: none"> <li>• Visits to further education establishments</li> </ul> <p>Universities and colleges to be contacted and trips organised – for Y5/6</p> <ul style="list-style-type: none"> <li>• Visit to a workplace of interest.</li> </ul> <p>Companies to be contacted and trip to be organised – for Y5/6</p> <ul style="list-style-type: none"> <li>• World of work assemblies</li> </ul> <p>People, who have a wide range of jobs, to be contacted to come into school to deliver an assembly each half term. E.g. nurse, solicitor, bank manager, pilot etc</p>	<ul style="list-style-type: none"> <li>• EEF toolkit – Social and Emotional Learning: cost- £££, evidence strength- 4, Impact – 4 months</li> <li>• EEF toolkit – Aspiration Intervention: cost- £££, evidence strength- 1, Impact – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations</li> <li>• EEF toolkit – Aspiration Intervention: cost- £££, evidence strength- 1, Impact – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations</li> <li>• EEF toolkit – Aspiration Intervention: cost- £££, evidence strength- 1, Impact – 0 months. Aspiration</li> </ul>	<p>The percentage of disadvantaged pupils achieving at or above the expected standard in writing increased significantly. 2016 – 77%, 2017 -84% 2018 – 81%. In 2018 disadvantaged pupils achieved better than national pupils at the expected standard (78%)</p> <p>At the exceeding standard 33% of disadvantaged pupils achieved this measure compared to 20% nationally for all pupils</p>

<p><b>A continued...</b></p>	<ul style="list-style-type: none"> <li>• Improve transition for disadvantaged pupils to Secondary school. Meet with HT and DHT at Hasland Hall to discuss a programme for transition tailored to the needs of Y6 disadvantaged pupils</li> <li>• Young enterprise Disadvantaged pupils to run a healthy tuckshop on a rota to allow maximum participation. The money that they earn to then be used for an enrichment activity for disadvantaged pupils.</li> <li>• Opportunities for disadvantaged pupils to further engage in music Derbyshire Music Partnership to be contacted through the 'Music for All' scheme. Ucayali groups sessions to be delivered/ Amy Gould to run a recorder group- instruments to be purchased from the Pupil Premium budget.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit – Social and Emotional Learning: cost- £££, evidence strength- 4, Impact – 4 months)</li> <li>• EEF toolkit – Aspiration Intervention: cost- £££, evidence strength- 1, Impact – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations</li> <li>• EEF toolkit – Social and Emotional Learning: cost- £££, evidence strength- 4, Impact – 4 months</li> <li>• EEF toolkit – Arts Participation: cost- ££, evidence strength- 3, Impact – 2 months</li> </ul>	<p>- The percentage of disadvantaged pupils achieving at above the expected standard in reading increased significantly. 2016 – 4%, 2017 - 26% 2018 -38% (disadvantaged pupils performed better than National All pupils at 28%)</p>
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<p><b>B. Disadvantaged pupils do not have the comprehension skills necessary to achieve at the exceeding standard.</b></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 pupils achieving the exceeding standard in reading.</p>	<ul style="list-style-type: none"> <li>• Parent assembly to raise the profile of reading within the school.</li> <li>• Reading lessons which will provide the opportunity for parents to visit their child within class and take part in a variety of reading activities.</li> <li>• Staff to participate in a variety of staff meetings throughout the year with major focus on <b>guided reading</b>, including using the Nic O'Donnell's approach</li> <li>• Year 6 to be taught a Shakespeare works, i.e. Macbeth within English lessons which is to be followed by their participation in a Shakespeare workshop delivered by a trained actor.</li> <li>• An additional 8hours 45minutes per class per week dedicated to disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit – Parental Involvement: cost- £££, evidence strength- 3, Impact – 3 months</li> <li>• EEF toolkit – Parental Involvement: cost- £££, evidence strength- 3, Impact – 3 months</li> <li>• EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months</li> <li>• EEF toolkit – Arts Participation: cost- ££, evidence strength- 3, Impact – 2 months</li> <li>• 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)</li> </ul>	
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<p><b>B continued.....</b></p>	<p>Disadvantaged pupils to walk into town to visit Gemma's books and purchase a book..</p> <p>Picture book/poetry English lessons for whole weeks in which children will participate in a variety of activities throughout specific weeks.</p> <p>Termly class reads to be delivered by teachers during 'reading time' which will be the last 15 minutes 3x per week. Teachers encouraged to include elements of 'talk for reading' and to include follow up tasks similar to tasks used in guided reading sessions.</p> <p>More able intervention groups, with a focus on disadvantaged pupils, to be constructed to ensure progress is made by children in all year groups at above age related and to increase the percentage of children achieving above the expected standard. (C. Dawson to be employed within Year 6 on a consultancy basis to provide above age related intervention groups with disadvantaged pupils).</p> <p>Homework club- to address misconceptions for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months</li>   <li>• EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months</li>   <li>• EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months</li>   <li>• EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months</li> </ul>	
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<p>B continued</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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, 6</li> <li>• Vulnerable pupils teacher to deliver additional reading comprehension for disadvantaged pupils in all year groups weekly</li> <li>• Inset day training that focus' on resilience so teachers can better support disadvantaged pupils in using these skills in the classroom</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit feedback £ +8 months impact</li> <li>• EEF toolkit small group tuition-effective if it is targeted at pupils' specific needs. £££ +4 months impact. EEF toolkit feedback £ +8 months impact</li> <li>• 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)</li> <li>• EEF toolkit small group tuition-effective if it is targeted at pupils' specific needs. £££ +4 months impact.</li> </ul>	<p>Narrowing of the GAP. The following statistics are based on the Y6 2018 cohort's KS1 SATs results (on the old curriculum) compared to the result at the end of KS2 SATs. It has been analysed as to whether the gap is narrowing between these two groups.</p> <p>Reading – the gap between dis and non dis has remained similar to that which was evident at KS1 at the expected standard.</p> <p>Writing – the gap between dis and non dis has remained similar to that which was evident at KS1 at the expected standard.</p> <p>Maths – the gap has widened by 8% at the expected standard.</p> <p>Reading – the gap has narrowed by 16% at the exceeding standard.</p> <p>Writing – the gap has widened by 9% at the exceeding standard.</p> <p>Maths – the gap has closed so that the disadvantaged pupils achieve the same as non disadvantaged pupils. The gap has closed by 18%</p>
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Desired outcome	Chosen action/approach	Research evidence to support funding	Outcome
<p>C. 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"> <li>• Disadvantaged pupils to be offered additional Parents' Evening appointments with the Pupil Premium teachers.</li> <li>• To ensure that the parents of disadvantaged pupils are invited into school for curriculum days, class assemblies and curriculum meetings.</li> <li>• These parents to be personally contacted where appropriate.</li> <li>• Disadvantaged pupils to be offered free attendance at a club of their choice for a term</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit parental involvement £££ +3months impact</li> <li>• EEF toolkit parental involvement £££ +3months impact</li> <li>• EEF toolkit parental involvement £££ +3months impact</li> <li>• EEF sports participation £££ +2months impact</li> </ul>	<p>Attendance of parents in all year groups was strong for the events offered. Disadvantaged pupil's parents also attended these events. Comments about the parental involvement opportunities were positive in all year groups.</p> <p>Disadvantaged pupils were offered free attendance at clubs but the uptake was poor.</p>



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