

Pupil premium strategy statement: Hasland Junior School 2019/20

1. Summary information					
School	Hasland Junior School				
Academic Year	2019/20	Total PP budget	110,500	Date of most recent PP Review	n/a
Total number of pupils	378	Number of pupils eligible for PP	83	Date for next internal review of this strategy	September 2020

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	88% National all: 73%	89% National all: 78%	83% National all: 79%	88% National all: 78%	National non-dis::	National non-dis:	National non-dis:	National non-dis:

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	22% National all: 27%	39% National all: 20%	39% National all: 27%	44% National all: 36%	% National non-dis:	% National non-dis:	% National non-dis:	% National non-dis:

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 comprehension skills necessary to achieve above national all at the above expected standard.
C	Disadvantaged pupils do not have the problem solving skills necessary to achieve in line with non disadvantaged pupils at the above expected standard in Maths.
External barriers	
D	Attendance for disadvantaged pupils is lower than for non disadvantaged pupils The attendance of disadvantaged pupils needs to improve in order for disadvantaged pupils to make accelerated progress and meet their targets for the exceeding standard.

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 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 in all subjects.</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>Disadvantaged pupils do not have the comprehension skills necessary to achieve at the above expected standard.</p> <p>The percentage of disadvantaged pupils achieving at the above expected standard is below the attainment of national all pupils in reading. It is also lower than the achievement of disadvantaged pupils in writing, maths 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 in reading 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 above expected standard in reading. To narrow the gap between disadvantaged pupils and non-disadvantaged pupils.</p>

C	<p>Disadvantaged pupils do not have the problem solving skills necessary to achieve in line with non disadvantaged pupils at the above expected standard in Maths. There is a gap of 17% between the achievement of disadvantaged pupils and all pupils at the exceeding attainment stage.</p>	<p>For disadvantaged children across school to meet their end of year target in Maths 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>Attendance for disadvantaged pupils is lower than for non disadvantaged pupils The attendance of disadvantaged pupils needs to improve in order for disadvantaged pupils to make accelerated progress and meet their targets for the exceeding standard.</p> <p>The attendance for disadvantaged pupils was 95.8% for academic year 18-19. However, for non disadvantaged pupils it was 97.4%. (narrowing the gap to non-disadvantage)</p>	<p>To improve the attendance of disadvantaged pupils so that the gap in attendance is narrowed between disadvantaged and non disadvantaged pupils.</p>

Desired outcome	Chosen action / approach	Research evidence to support funding	monitoring	cost
<p>Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.</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 in all subjects.</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>	<ul style="list-style-type: none"> • Visits to further education establishments (Chesterfield College for Y6) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Do children have a greater understanding of the availability of jobs/careers to them? Do children enjoy these opportunities therefore feeling more motivated generally? Evidence: pupil questionnaire. Do the children exhibit positive behaviour in class? Monitored through incidents reported and behaviour displayed during observations and drop-ins, pupils demonstrating the 5Rs – evidence gathered through observations 	No cost
	<ul style="list-style-type: none"> • Visit to a workplace of interest. Companies to be contacted and trip to be organised –Veolia recycling plant 	<ul style="list-style-type: none"> • 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 	As above	No cost
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 • EEF toolkit – Social and Emotional Learning: cost- £££, evidence strength- 4, Impact – 4 months. School-level approaches develop a positive school ethos, which also aim to support greater engagement in learning. 	<ul style="list-style-type: none"> • Do children have a greater understanding of the responsibility of having a ‘job’? Do children enjoy the responsibility therefore increasing their engagement in learning? Evidence: pupil questionnaire. Do the children exhibit positive behaviour in class? Monitored through incidents reported and behaviour displayed during observations and drop-ins, pupils demonstrating the 5Rs – evidence gathered through observations 	No cost

<p>A continued...</p>	<ul style="list-style-type: none"> • 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. • Year band leaders to plan and organise meaningful and purposeful links with companies, including those from the local community, to enhance the teaching of the curriculum. (one per year for each year group) • Each year group to plan an event to celebrate a topic covered within the curriculum (one per year for each year group initially). This celebration can link to the community where applicable and if this will enhance learning for pupils. 	<ul style="list-style-type: none"> • EEF toolkit – Arts Participation: cost- ££, evidence strength- 3, Impact – 2 months. There is some evidence of a positive link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported where Arts participation is promoted in school. • EEF toolkit – Social and Emotional Learning: cost- £££, evidence strength- 4, Impact – 4 months. School-level approaches develop a positive school ethos, which also aim to support greater engagement in learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. • EEF toolkit – Social and Emotional Learning: cost- £££, evidence strength- 4, Impact – 4 months. School-level approaches develop a positive school ethos, which also aim to support greater engagement in learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. 	<ul style="list-style-type: none"> • Do children get a sense of enjoyment from performing as part of a group? Have children gained skills and knowledge relating to the musical instruments? Do children enjoy these opportunities therefore feeling more motivated generally? Evidence: pupil questionnaire. Do the children exhibit positive behaviour in class? Monitored through incidents reported and behaviour displayed during observations and drop-ins, pupils demonstrating the 5Rs – evidence gathered through observations. • Work and planning scrutinies to demonstrate the skills and knowledge gathered by pupils as a result of the visitors. Key concepts will be embedded in their long-term memory. Through pupil interviews, children to be able to describe and understand the skills and knowledge gained as a consequence of these links. Children to express an enjoyment of lessons in the Foundation Subjects and be engaged by their learning. Demonstrated through pupil interviews • Feedback from children to indicate they have gained enjoyment, enthusiasm for learning, resilience, motivation and inspiration from this event. Pupil interviews to show that they have remembered more about the content of what they have studied due to the 'celebration event'. For children to have a better understanding of the community within which they live. 	<p>£900</p> <p>No cost</p> <p>£400</p>
------------------------------	---	--	---	--

<p>A continued...</p>	<ul style="list-style-type: none"> • Celebrate music and raise its profile further within school: Glee Choir to perform in assembly, each year group to learn a song for the half term and perform this in assembly (to start in Autumn 2) and hand bells to be purchased and an orchestra formed to perform to parents and the school (encourage disadvantaged children to participate). Children to attend Young Voices – focus on disadvantaged children having the opportunity to participate. • To make links between school and the wider community. Music performance to be delivered to the elderly from a local care home. • Celebration of art (display, gallery etc) to raise its profile further and to acknowledge the achievements of pupils in this subject (encourage the participation of disadvantaged pupils) 	<ul style="list-style-type: none"> • EEF toolkit – Arts Participation: cost- ££, evidence strength- 3, Impact – 2 months. There is some evidence of a positive link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported where Arts participation is promoted in school. • EEF toolkit – Social and Emotional Learning: cost- £££, evidence strength- 4, Impact – 4 months. School-level approaches develop a positive school ethos, which also aim to support greater engagement in learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. • EEF toolkit – Arts Participation: cost- ££, evidence strength- 3, Impact – 2 months. There is some evidence of a positive link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported where Arts participation is promoted in school. 	<ul style="list-style-type: none"> • Pupil interviews to demonstrate the children’s in depth knowledge and thorough understanding which builds on learning from previous years. Children to show increased enthusiasm and enjoyment of music shown through pupil interviews. • Children to have made a strong and meaningful link with the community. Children’s response show an understanding of the community within which they live. Pupil interviews to demonstrate the children’s in depth knowledge and thorough understanding which builds on learning from previous years. Children to show increased enthusiasm and enjoyment of the subject shown through pupil interviews. • As above 	<p>£350 young voices £100 hand bells</p> <p>£30</p> <p>£100</p>
------------------------------	---	---	--	---

<p>A continued..</p>	<ul style="list-style-type: none"> • Ensure that disadvantaged pupils get leadership opportunities through selection to Bronze Ambassadors, Mini-leaders and Anti-stigma Ambassadors. • Disadvantaged pupils to be given the opportunity to participate in an afterschool art club during the Autumn Term and to visit art galleries in Sheffield as part of the course (free of charge) . 	<ul style="list-style-type: none"> • 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 • EEF toolkit – Arts Participation: cost- ££, evidence strength- 3, Impact – 2 months. There is some evidence of a positive link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported where Arts participation is promoted in school. 	<ul style="list-style-type: none"> • Do children get a sense of enjoyment from having a leadership role? Have children gained skills and knowledge relating to these roles? Do children enjoy these opportunities therefore feeling more motivated generally? Evidence: pupil questionnaire. Do the children exhibit positive behaviour in class? Monitored through incidents reported and behaviour displayed during observations and drop-ins, pupils demonstrating the 5Rs – evidence gathered through observations. • Children to have made a strong and meaningful link with the community. Children’s response show an understanding of the community within which they live. Pupil interviews to demonstrate the children’s in depth knowledge and thorough understanding which builds on learning from previous years. Children to show increased enthusiasm and enjoyment of the subject shown through pupil interviews. 	<p>No cost</p> <p>£440</p>
-----------------------------	--	---	---	----------------------------

<p>B. Disadvantaged pupils do not have the comprehension skills necessary to achieve at the above expected standard.</p> <p>The percentage of disadvantaged pupils achieving at the above expected standard is below the attainment of national all pupils in reading (2018). It is also lower than the achievement of disadvantaged pupils in writing, maths and GAPS</p>	<ul style="list-style-type: none"> To give teachers improved confidence and subject knowledge to provide a more accurate picture of pupils' stage of attainment and next steps through staff training. Visit high-achieving schools in respect of successful SATs results (including investigating their provision for disadvantaged pupils) and alter provision in light of this. Observe whether schools that are successful teach phonics in KS2 (including provision for disadvantaged pupils). An additional 8hours 45minutes per class per week dedicated to disadvantaged pupils 	<ul style="list-style-type: none"> EEF toolkit – Reading Comprehension Strategies: cost-£, evidence strength- 4, Impact + 6 months Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves <p>As above</p> <p>As Above</p> <ul style="list-style-type: none"> EEF toolkit teaching assistants ££££ +1 month. However, impact is high when TAs actively support learning rather than managing tasks (the way TAs are deployed at Hasland Junior school). 	<ul style="list-style-type: none"> Feedback from staff questionnaires reporting their improved confidence and subject knowledge. Disadvantaged pupils to meet their reading target. Improved SATS results for disadvantaged pupils at above the expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence also from observations. Staff questionnaire indicating that teachers have greater confidence and knowledge in teaching Maths mastery. <p>As above</p> <p>As above</p> <ul style="list-style-type: none"> Feedback from staff questionnaires reporting their improved confidence and subject knowledge. Disadvantaged pupils to meet their reading target. Improved SATS results for disadvantaged pupils at above the expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence also from observations. 	<p>No cost</p> <p>No cost</p> <p>No cost</p> <p>£65,664</p>
---	---	--	---	---

<p>B continued.....</p>	<ul style="list-style-type: none"> To select disadvantaged pupils, for intervention to improve specific reading skills. To create 'book worm' groups to include disadvantaged pupils to work with the Librarian to gain a love of reading and improve comprehension skills. Homework club- to address misconceptions for disadvantaged pupils in each year group. Targetted additional reading support in Year 6. Charlotte Bown (Deputy Headteacher) to teach a 18 pupils reading daily to ensure that disadvantaged pupils get more opportunities to practice and implement their reading skills. 	<ul style="list-style-type: none"> EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact + 6 months Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves <p>As above</p> <p>As above</p> <ul style="list-style-type: none"> EEF toolkit small group tuition- effective if it is targeted at pupils' specific needs. £££ +4 months impact evidence strength 2. In reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged. 	<ul style="list-style-type: none"> Feedback from staff questionnaires reporting their improved confidence, subject knowledge and enjoyment of reading. Disadvantaged pupils to meet their reading target. Improved SATS results for disadvantaged pupils at above the expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence also from observations <p>As above</p> <p>As above</p> <ul style="list-style-type: none"> Disadvantaged pupils to meet their reading target. Improved SATS results for disadvantaged pupils at the expected and the above expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence also from observations 	<p>5 hours per week per year band for disadvantaged £12,480</p> <p>£626 1 hour per week for the year</p> <p>4 hours per week £5,900</p> <p>2 hours per week for Autumn term £4,588</p>
--------------------------------	---	---	--	--

<p>B continued.....</p>	<ul style="list-style-type: none"> • During termly and half termly analysis the progress and attainment of disadvantaged pupils to be scrutinized in English and meetings with pupils and parents to be held where appropriate. Interventions to be delivered in response to this. • Additional intervention by 3 teachers for 1 ½ days per week to focus on disadvantaged pupils. 	<ul style="list-style-type: none"> • EEF toolkit feedback £, evidence strength 3, +8 months impact. Feedback to learners, such as Bloom’s ‘mastery learning’, tend to have a positive impact. • EEF toolkit small group tuition- effective if it is targeted at pupils’ specific needs. £££ +4 months impact evidence strength 2. In reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged. 	<ul style="list-style-type: none"> • Disadvantaged pupils to meet their reading target. Improved SATS results for disadvantaged pupils at above the expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence also from observations • Disadvantaged pupils to meet their reading target. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence also from observations 	<p>No cost</p> <p>£14,625</p>
-------------------------	--	---	---	-------------------------------

<p>C. Disadvantaged pupils do not have the problem solving skills necessary to achieve in line with non disadvantaged pupils at the above expected standard in Maths. There is a gap of 17% between the achievement of disadvantaged pupils and all pupils at the exceeding attainment stage.</p> <p>For disadvantaged children across school to meet their end of year target in Maths 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>	<ul style="list-style-type: none"> Imbed the mastery approach to teaching Maths. Y6 teachers to observe skilled practionioners and work groups to be formed to support each other in the teaching of Maths Parents workshop on four rules of number. Parents are made aware of our move to a mastery curriculum in order that they can effectively support their children at home. SATs after school maths boosters – disadvantaged pupils’ parents to be contacted where necessary to encourage attendance 	<ul style="list-style-type: none"> EEF toolkit Mastery approach £ Evidence strength 3 +5 months impact. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. EEF toolkit parental engagement £££, evidence strength 3, +3 months. Parental engagement is consistently associated with pupils’ success at school 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. 	<ul style="list-style-type: none"> Data across school to show disadvantaged pupils meeting their Maths target. Improved SATS results for disadvantaged pupils at above the expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence also from observations. Staff questionnaire indicating that teacher have greater confidence and knowledge in teaching Maths mastery. Homework produced by children is supported by parents where children are unsure of concepts. Decrease in number of disadvantaged pupils attending homework club as they are receiving support at home. Disadvantaged pupils meet their end of year target. Improved SATS results for disadvantaged pupils at above the expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence also from observations. Y6 disadvantaged pupils achieve their Maths target. Improved SATS results for disadvantaged pupils at above the expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. 	<p>No cost</p> <p>No cost</p> <p>4 hours per week January until May £3,000</p>
--	--	---	--	--

<p>C continued.....</p>	<ul style="list-style-type: none"> Disadvantaged During termly and half termly analysis the progress and attainment of disadvantaged pupils to be scrutinized in English and meetings with pupils and parents to be held where appropriate. Interventions to be delivered in response to this. An additional 8hours 45minutes per class per week dedicated to disadvantaged pupils Professional development meeting to train staff how to support SEN pupils and more able pupils and disadvantaged pupils in Maths skills and the delivery of knowledge. 	<ul style="list-style-type: none"> EEF toolkit feedback £, evidence strength 3, +8 months impact. Feedback to learners, such as Bloom’s ‘mastery learning’, tend to have a positive impact. EEF toolkit teaching assistants ££££, evidence strength 2, +1 month. However, impact is high when TAs actively support learning rather than managing tasks (the way TAs are deployed at Hasland Junior school). EEF toolkit individualized instruction £, evidence strength 3, +3 month. Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. 	<ul style="list-style-type: none"> Disadvantaged pupils to meet their maths target. Improved SATS results for disadvantaged pupils at above the expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence also from observations Disadvantaged pupils to meet their maths target. Improved SATS results for disadvantaged pupils at above the expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence also from observations. Feedback from staff questionnaires reporting their improved confidence and subject knowledge. Disadvantaged pupils to meet their maths target. Improved SATS results for disadvantaged pupils at above the expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence also from observations. 	<p>No cost</p> <p>Already costed</p> <p>No cost</p>
--------------------------------	--	---	---	---

<p>C continued.....</p>	<ul style="list-style-type: none"> Interventions to be planned to support both pre and post learning: Pre-learning interventions put in place to support pupils working below AR (including PP). Post-learning interventions provided to consolidate misconceptions during daily maths lesson or to extend learning of more able mathematicians (including PP). Use Times Tables Rock Star to promote learning of times tables: Weekly certificates awarded to year group winners. Focus to change weekly, without making pupils aware (most correct answers, fastest speed, most improved etc). Intervene where pupils are not participating – giving a particular focus on disadvantaged pupils 	<p>EEF toolkit individualized instruction £, evidence strength 3, +3 month.</p> <ul style="list-style-type: none"> Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. <p>EEF toolkit digital technology £££, evidence strength 4, +4 month.</p> <p>By digital technology we mean the use of computer and technology assisted strategies to support learning within schools. Technology has the potential to enable changes in teaching and learning interactions. For example, they can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more.</p>	<ul style="list-style-type: none"> Disadvantaged pupils to meet their maths target. Improved SATS results for disadvantaged pupils at above the expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence also from observations. Data for Y4 timestables national test is in line or above national averages. Pupil questionnaires indicate disadvantaged pupils have increased enjoyment of learning multiplication tables. Work scrutiny across school shows that children are able to apply their times tables knowledge to their learning. 	<p>No cost</p> <p>No cost</p>
--------------------------------	---	--	---	-------------------------------

Desired outcome	Chosen action/approach	Research evidence to support funding	monitoring	cost
<p>D. Attendance for disadvantaged pupils lower than for non disadvantaged pupils The attendance of disadvantaged pupils needs to improve in order for disadvantaged pupils to make accelerated progress and meet their targets for the exceeding standard. The attendance for disadvantaged pupils was 95.8% for academic year 18-19. However, for non disadvantaged pupils it was 97.4% (narrowing the gap to non-disadvantage)</p>	<ul style="list-style-type: none"> Family resource worker to target disadvantaged pupils with low attendance including the use of home visits and family support. Disadvantaged pupils have the opportunity to take roles and responsibilities in school Bronze Ambassadors, Mini-leaders and Anti-stigma Ambassadors. This should increase feelings of self-worth and enjoyment in school making disadvantaged pupils attendance improve. 	<ul style="list-style-type: none"> EEF toolkit –Parental Engagement cost- £££, evidence strength- 3, Impact – +3 months. This can involve intensive programmes for families in crisis 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 	<ul style="list-style-type: none"> Disadvantaged pupils attendance to improve when compared to 95.8% (18-19 figure) Pupil questionnaire to indicate that disadvantaged pupils enjoy these opportunities and have increased feelings of self worth. <p>As above</p>	<p>1 hour per week £700</p> <p>No cost</p>

	<ul style="list-style-type: none"> Disadvantaged pupils to be selected for Young Voices and given the opportunity to participate in music – flute, rock band, drumming. This should increase feelings of self-worth and enjoyment in school making disadvantaged pupils attendance improve. Disadvantaged pupils given the opportunity to take part in a young enterprise scheme in order to raise profit for the school. This should increase feelings of self-worth and enjoyment in school making disadvantaged pupils attendance improve. 	<ul style="list-style-type: none"> EEF toolkit – Arts Participation: cost- ££, evidence strength- 3, Impact – 2 months. There is some evidence of a positive link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported where Arts participation is promoted in school. 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 	<p>As above</p> <p>As above</p>	<p>£200</p> <p>No cost</p>
--	---	---	---------------------------------	----------------------------

D continued.....	<ul style="list-style-type: none"> For attendance prizes to be awarded half termly to the best attending year group. This is to be linked to assemblies that promote and celebrate the attendance of year groups, alongside reward stickers and visual displays. 	<ul style="list-style-type: none"> 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 	As above	£180
	<ul style="list-style-type: none"> To support young careers through pastoral support, funding for visits and days out 	<ul style="list-style-type: none"> EEF toolkit – Social and Emotional Learning: cost- £££, evidence strength- 4, Impact – 4 months. School-level approaches develop a positive school ethos, which also aim to support greater engagement in learning. SEL interventions might focus on the ways in which students work with (and alongside) 	As above	£300
TOTAL SPEND	110,583			

REVIEW OF 18/19 Desired outcome	Chosen action / approach	Research evidence to support funding	Outcome
<p>Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.</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>	<ul style="list-style-type: none"> Breakfast club <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"> Visits to further education establishments (Chesterfield College for Y6) Visit to a workplace of interest. <p>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)</p> <ul style="list-style-type: none"> World of work assemblies <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"> EEF toolkit – Social and Emotional Learning: cost- £££, evidence strength- 4, Impact – 4 months 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 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 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 	<ul style="list-style-type: none"> Positive behaviour in class – monitored through incidents reported and behaviour displayed during observations and drop-ins (evidence in appraisals, observations by HT/DHT observations by SIP). Pupil interviews showed that all children enjoyed the visit to Chesterfield College, had a better awareness of courses, the skills required for employment and as a result all wanted to go to college/university. Pupil interviews showed that the disadvantaged pupils overwhelming enjoyed the educational visit to Veolia and the visit from Thorntons, developed their knowledge of recycling and felt they had gained a greater knowledge of careers available to them. Pupil interviews showed that children enjoyed the world of work assemblies and felt it gave them a greater idea of the opportunities available to them. <p>DATA ANALYSIS: Disadvantaged pupils exceeded their Aspire target at expected in all subjects. At greater depth the target was met in Maths and GAPS but not in writing – 5% away from target or reading 22% away from target</p>

<p>A continued...</p>	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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 • EEF toolkit – Social and Emotional Learning: cost- £££, evidence strength- 4, Impact – 4 months • EEF toolkit – Arts Participation: cost- ££, evidence strength- 3, Impact – 2 months 	<ul style="list-style-type: none"> • Pupil feedback indicated that they enjoyed having the responsibility for the tuckshop and that they learned the skill of thinking of ways to boost profit. • Feedback from the pupil interviews show that all the children enjoyed the opportunity of learning a musical instrument, enjoyed playing in a group and felt that they learnt new skills. As a result of this experience, the vast majority want to learn an instrument or play in a band.
------------------------------	---	---	---

<p>Disadvantaged pupils do not have the comprehension skills necessary to achieve at the expected standard.</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"> • Parent assembly to raise the profile of reading in Y3. • Reading lessons which will provide the opportunity for parents to visit their child within class and take part in a variety of reading activities. • Staff to participate staff meetings to continue to focus on guided reading, including using the Nic O'Donnell's approach • An additional 8hours 45minutes per class per week dedicated to disadvantaged pupils 	<ul style="list-style-type: none"> • EEF toolkit – Parental Involvement: cost- £££, evidence strength- 3, Impact – 3 months • EEF toolkit – Parental Involvement: cost- £££, evidence strength- 3, Impact – 3 months • EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months • 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) 	<ul style="list-style-type: none"> • The number of parents who attended the reading assembly was high – the vast majority of parents/carers from Y3 attended • Participation in the reading lessons varied across school with numbers of parents attending being larger lower down school. Those parents who did attend gave positive feedback regarding what they felt they gained from the experience. • Moderation of the reading books both within school and as part of the cluster showed that practice is strong and consistent across school. The Nic O'Donnell approach is clear to be seen both in observations and in work scrutinies. <p>DATA: All results for disadvantaged pupils were above national all (for 2018) at the expected level.</p> <p>At the exceeding level, children achieved above national all (for 2018) in writing, maths and GAPS.</p> <p>At the exceeding level, disadvantaged pupils achieved 6% less than national all (for 2018) in reading</p>
--	--	---	--

<p>B continued</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. • Y6 split into 4 classes each morning with an additional TA to give disadvantaged pupils more focused support and to encourage positive peer relationships • Vulnerable pupils teacher to deliver additional reading comprehension for disadvantaged pupils in all year groups weekly • Additional TA in Y6 all day. Am to support in the fourth class and pm for interventions. 	<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 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) 	<ul style="list-style-type: none"> • Data across school and in Year 6 shows disadvantaged pupils perform strongly and that appropriate interventions are in place where children are underperforming. • See results in Y6
--------------------	---	--	---

<p>C. Disadvantaged pupils do not have the problem solving skills necessary to achieve above national all at the expected standard in Maths.</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"> • 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. • Pre and post learning teaching of objectives to focus on disadvantaged pupils. Disadvantaged pupils to have increased support from planned interventions • An additional 8 hours 45 minutes per class per week dedicated to disadvantaged pupils • Y6 split into 4 classes each morning with an additional TA to give disadvantaged pupils more focused support • SATs after school maths boosters – disadvantaged pupils’ parents to be contacted where necessary to encourage attendance 	<ul style="list-style-type: none"> • EEF toolkit Mastery approach £ Evidence strength 3 +5 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 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 • EEF toolkit small group tuition- effective if it is targeted at pupils’ specific needs. £££ +4 months impact. EEF toolkit feedback £ +8 months impact • 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. 	<ul style="list-style-type: none"> • Drop ins and appraisal observations show provision in Maths is strong. Disadvantaged pupils at Hasland Juniors achieve above national all (2018) at expected and above in Maths. • Data across school and in Year 6 shows disadvantaged pupils perform strongly (although less strong in current Y5) and that appropriate interventions are in place where children are underperforming. • Y6 data for disadvantaged pupils • Disadvantaged pupils at Hasland Juniors achieve above national all (2018) at expected and above in Maths.
---	--	--	--

Desired outcome	Chosen action/approach	Research evidence to support funding	Outcome
<p>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</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. 	<ul style="list-style-type: none"> • EEF toolkit parental involvement £££ +3months impact • EEF toolkit parental involvement £££ +3months impact • EEF toolkit parental involvement £££ +3months impact 	<ul style="list-style-type: none"> • All parents who did not attend Parents' Evening Appointments were personally contacted by the class teacher and offered appointments at a different time or a telephone meeting. • Where it has been deemed appropriate that particular parents attend curriculum meetings, they have been personally contacted

--	--	--	--