

**Pupil premium strategy statement: Hasland Junior School 2019/20**

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

2. Current attainment								
	Pupils eligible for PP				Pupils not eligible for PP			
	Reading	Writing	Maths	GAPS	Reading	Writing	Maths	GAPS
<b>% achieving national or above in reading, writing, maths and GAPS KS2</b>	88%	89%	83%	88%	90%	92 %	92%	95%
	National all: 73%	National all: 78%	National all: 79%	National all: 78%	National all: 73%	National all: 78%	National all: 79%	National all: 78%
	National non-dis:78%	National non-dis: 83%	National non-dis: 84%	National non-dis:83%	National non-dis:78%	National non-dis: 83%	National non-dis: 84%	National non-dis:83%

2. Current attainment								
	Pupils eligible for PP				Pupils not eligible for PP			
	Reading	Writing	Maths	GAPS	Reading	Writing	Maths	GAPS
<b>% achieving national or above in reading, writing, maths and GAPS KS2</b>	22%	39%	39%	44%	43%	52%	60%	73%
	National all: 27%	National all: 20%	National all: 27%	National all:36 %	National all: 27%	National all: 20%	National all: 27%	National all:36 %
	National non-dis:31%	National non-dis:24%	National non-dis:32%	National non-dis:41%	National non-dis:31%	National non-dis:24%	National non-dis:32%	National non-dis:41%

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><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 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><b>Disadvantaged pupils do not have the comprehension skills necessary to achieve at the above expected standard.</b></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><b>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.</b> 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><b>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.</b></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><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 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"> <li>• Visits to further education establishments (Chesterfield College for Y6)</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> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	No cost
	<ul style="list-style-type: none"> <li>• Visit to a workplace of interest. Companies to be contacted and trip to be organised –Veolia recycling plant</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> </ul>	As above	No cost
	<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> </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. School-level approaches develop a positive school ethos, which also aim to support greater engagement in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	No cost

<p><b>A continued...</b></p>	<ul style="list-style-type: none"> <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> <li>• 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)</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• 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.</li> </ul>	<p>£900</p> <p>No cost</p> <p>£400</p>
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<p><b>A continued...</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To make links between school and the wider community. Music performance to be delivered to the elderly from a local care home.</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• As above</li> </ul>	<p>£350 young voices £100 hand bells</p> <p>£30</p> <p>£100</p>
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<p><b>A continued..</b></p>	<ul style="list-style-type: none"> <li>• Ensure that disadvantaged pupils get leadership opportunities through selection to Bronze Ambassadors, Mini-leaders and Anti-stigma Ambassadors.</li> <li>• 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) .</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 – 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>No cost</p> <p>£440</p>
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<p><b>B. Disadvantaged pupils do not have the comprehension skills necessary to achieve at the above expected standard.</b></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"> <li>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.</li> <li>Visit high-achieving schools in respect of successful SATs results (including investigating their provision for disadvantaged pupils) and alter provision in light of this.</li> <li>Observe whether schools that are successful teach phonics in KS2 (including provision for disadvantaged pupils).</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 – 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</li> </ul> <p>As above</p> <p>As Above</p> <ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>As above</p> <p>As above</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>No cost</p> <p>No cost</p> <p>No cost</p> <p>£65,664</p>
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<p><b>B continued.....</b></p>	<ul style="list-style-type: none"> <li>To select disadvantaged pupils, for intervention to improve specific reading skills.</li> <li>To create 'book worm' groups to include disadvantaged pupils to work with the Librarian to gain a love of reading and improve comprehension skills.</li> <li>Homework club- to address misconceptions for disadvantaged pupils in each year group.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul> <p>As above</p> <p>As above</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul> <p>As above</p> <p>As above</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<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>
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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 in English and meetings with pupils and parents to be held where appropriate. Interventions to be delivered in response to this.</li> <li>• Additional intervention by 3 teachers for 1 ½ days per week to focus on disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit feedback £, evidence strength 3, +8 months impact. Feedback to learners, such as Bloom’s ‘mastery learning’, tend to have a positive impact.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<p>No cost</p> <p>£14,625</p>
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<p><b>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.</b> 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"> <li>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</li> <li>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.</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. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives.</li> <li>EEF toolkit parental engagement £££, evidence strength 3, +3 months. Parental engagement is consistently associated with pupils’ success at school</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>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.</li> <li>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.</li> <li>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.</li> </ul>	<p>No cost</p> <p>No cost</p> <p>4 hours per week January until May £3,000</p>
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<p><b>C continued.....</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>An additional 8hours 45minutes per class per week dedicated to disadvantaged pupils</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>EEF toolkit feedback £, evidence strength 3, +8 months impact. Feedback to learners, such as Bloom’s ‘mastery learning’, tend to have a positive impact.</li> <li>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).</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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.</li> </ul>	<p>No cost</p> <p>Already costed</p> <p>No cost</p>
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<p><b>C continued.....</b></p>	<ul style="list-style-type: none"> <li>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).</li> <li>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</li> </ul>	<p>EEF toolkit individualized instruction £, evidence strength 3, +3 month.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <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"> <li>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.</li> <li>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.</li> </ul>	<p>No cost</p> <p>No cost</p>
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Desired outcome	Chosen action/approach	Research evidence to support funding	monitoring	cost
<p><b>D. Attendance for disadvantaged pupils lower than for non disadvantaged pupils</b>  <b>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.</b>            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"> <li>Family resource worker to target disadvantaged pupils with low attendance including the use of home visits and family support.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>EEF toolkit –Parental Engagement cost- £££, evidence strength- 3, Impact – +3 months. This can involve intensive programmes for families in crisis</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>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.</li> </ul> <p>As above</p>	<p>1 hour per week            £700</p> <p>No cost</p>

	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</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>	<p>As above</p> <p>As above</p>	<p>£200</p> <p>No cost</p>
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<p><b>REVIEW OF 19/20</b></p> <p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Research evidence to support funding</p>	<p>Outcome</p>
<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 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"> <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 – Veolia recycling plant</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> </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 – 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 – 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.</li> </ul>	<p><b>Not achieved – school closed due to Covid-19</b></p> <p>Pupil interviews showed that the disadvantaged pupils overwhelming enjoyed the educational visit to Veolia and felt the visit developed their knowledge of recycling and felt they had gained a greater knowledge of careers available to them.</p> <p>Pupil interviews showed that children enjoyed selling the fruit and felt it gave them a sense of responsibility.</p> <p><b>DATA ANALYSIS</b></p> <p>Y6 pupils met/were close to meeting their ASPIRE top 20% of schools target in all areas <b>except writing and GAPS at ARE. The gap between disadvantaged and non disadvantaged pupils is consistent with 18/19.</b> The percentage of disadvantaged pupils achieving exceeding in reading increased by 20% whilst in the other subjects achievement at the exceeding standard remained consistent with previous years.</p>

<p><b>A continued...</b></p>	<ul style="list-style-type: none"> <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> <li>• 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)</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Feedback from the pupil interviews was overwhelmingly positive. 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. These children particularly enjoyed the performance element. Children also stated that learning the guitar was 'inspiring'.</p> <p><b>Links were made but were not fully completed due to Covid-19</b></p> <p><b>Celebration events were planned for but not delivered due to Covid-19</b></p>
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<p><b>A continued...</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To make links between school and the wider community. Music performance to be delivered to the elderly from a local care home.</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>All of these objectives relating to music were achieved prior to school closure. Feedback from children was very positive and they reported enjoying the opportunity and stated that they felt motivated to continue being involved in singing in the future.</p> <p><b>The handbells were not purchased.</b></p> <p>A link was established with the care home and residents came to visit HJS where each year group performed to them. Feedback from both pupils and the care home (and the families of residents) was extremely positive. It gave a sense of enjoyment to both. Pupils stated that it made them more aware of the community in which they live.</p> <p>Year 4 held their celebration which was positively received by parents and pupils.</p> <p><b>Due to Covid-19, the other celebrations were not held, although they had been planned for.</b></p>
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<p><b>A continued..</b></p>	<ul style="list-style-type: none"> <li>• Ensure that disadvantaged pupils get leadership opportunities through selection to Bronze Ambassadors, Mini-leaders and Anti-stigma Ambassadors.</li>   <li>• 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) .</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 – 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.</li> </ul>	<p>Leadership roles were awarded to a high number of disadvantaged pupils. Pupil feedback indicates that they enjoyed having these positions and felt it developed their confidence and organizational skills.</p> <p>Feedback from all the children was very positive. 70% had never been to a museum or art gallery and after the visit 100% said that they would like to visit a museum or art gallery again. All pupils commented that they had a better appreciation of what art is as a result of the visit.</p>
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<p><b>B. Disadvantaged pupils do not have the comprehension skills necessary to achieve at the above expected standard.</b></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"> <li>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.</li> <li>Visit high-achieving schools in respect of successful SATs results (including investigating their provision for disadvantaged pupils) and alter provision in light of this.</li> <li>Observe whether schools that are successful teach phonics in KS2 (including provision for disadvantaged pupils).</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 – 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</li> </ul> <p>As above</p> <p>As Above</p> <ul style="list-style-type: none"> <li>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).</li> </ul>	<p>Training was delivered on a new system of guided reading. Feedback from teachers and pupils regarding the impact in terms of accelerated pupil progress and an increased enjoyment from guided reading activities was reported.</p> <p>A high achieving school was visited in Nottingham and a new system of guided reading was introduced to HJS, using the best principles observed, tailored to our setting.</p> <p>Provision of phonics was observed at Hasland Infant School with a view to adapting practice at the junior school</p> <p>DATA ANALYSIS Y6 disadvantaged pupils met their ambitious ASPIRE top 20% of schools target in reading. The percentage of disadvantaged pupils achieving exceeding in reading increased by 20% when compared to 18/19 and is now in line with achievement at the exceeding standard in the other subjects.</p>
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<p><b>B continued.....</b></p>	<ul style="list-style-type: none"> <li>To select disadvantaged pupils, for intervention to improve specific reading skills.</li> <li>To create 'book worm' groups to include disadvantaged pupils to work with the Librarian to gain a love of reading and improve comprehension skills.</li> <li>Homework club- to address misconceptions for disadvantaged pupils in each year group.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul> <p>As above</p> <p>As above</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>DATA ANALYSIS Y6 disadvantaged pupils met their ambitious ASPIRE top 20% of schools target.</p> <p>Pupil feedback from the book worm clubs was positive and indicated that pupils enjoyed the activities and felt more motivated to read independently.</p> <p>Homework clubs were held in all year groups.</p> <p>DATA ANALYSIS Y6 pupils met/were close to meeting their ASPIRE top 20% of schools target in all areas <b>except in writing and GAPS at ARE</b></p> <p>DATA ANALYSIS Y6 disadvantaged pupils met their ambitious ASPIRE top 20% of schools target.</p>
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<p><b>B continued.....</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Additional intervention by 3 teachers for 1 ½ days per week to focus on disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit feedback £, evidence strength 3, +8 months impact. Feedback to learners, such as Bloom’s ‘mastery learning’, tend to have a positive impact.</li> <li>• 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.</li> </ul>	<p><b>DATA ANALYSIS</b></p> <p>Y6 pupils met/were close to meeting their ASPIRE top 20% of schools target in all areas <b>except writing and GAPS at ARE</b></p> <p><b>As above</b></p>
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<p><b>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.</b></p> <p>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> <p>.</p>	<ul style="list-style-type: none"> <li>• Embed 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</li> <li>• 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.</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. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives.</li> <li>• EEF toolkit parental engagement £££, evidence strength 3, +3 months. Parental engagement is consistently associated with pupils’ success at school</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>	<p>The mastery approach to teaching Maths has been embedded across school and including in Y6 – evidence form observations support this.</p> <p>Feedback from parents was very positive and they commented that they now feel better equipped to support their child’s learning at home.</p> <p>The vast majority of pupils attended the booster sessions prior to school closing. Any child unable to attend was followed up with a phone call.</p> <p><b>Data Analysis:</b></p> <p><b>Maths</b>At Year 6, the percentage of disadvantaged puils achieving at the expected standard remained the same as for 18/19, falling 6% behind the ASPIRE target. The gap between disadvantaged and non-disadvantaged narrowed at the expected standard but remained the same at above the expected standard.</p> <p>In Y3 and Y5, pupils either met or were close to their aspirational Aspire top 20% schools targets in Maths.</p> <p><b>Y4 pupils did not meet their Aspire targets in Maths.</b></p>
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<p><b>C continued.....</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>An additional 8hours 45minutes per class per week dedicated to disadvantaged pupils</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>EEF toolkit feedback £, evidence strength 3, +8 months impact. Feedback to learners, such as Bloom’s ‘mastery learning’, tend to have a positive impact.</li> <li>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).</li> <li>EEF toolkit individualized instruction £, evidence strength 3, +3 month.</li> </ul> <p>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>	<p><b>See data above</b></p> <p><b>See data above</b></p> <p><b>Due to Covid-19 this has been reallocated to be achieved next academic year 20/21</b></p>
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<p>C continued.....</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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</li> </ul>	<p>EEF toolkit individualized instruction £, evidence strength 3, +3 month.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• EEF toolkit digital technology £££, evidence strength 4, +4 month.</li> <li>• 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.</li> </ul>	<p>This action has been put into place. See data analysis.</p> <p>Times Tables Rock Stars has been celebrated in weekly assemblies and participation monitored by class teachers. Success has been celebrated for a variety of criteria including most improved in order to reward all pupils of varying abilities.</p> <p>Where pupils haven't been participating, class teachers have intervened through conversations with pupils and parents.</p>
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<p><b>D. Attendance for disadvantaged pupils is lower than for non disadvantaged pupils</b>  <b>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.</b></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>	<ul style="list-style-type: none"> <li>Family resource worker to target disadvantaged pupils with low attendance including the use of home visits and family support.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>EEF toolkit –Parental Engagement cost- £££, evidence strength- 3, Impact – +3 months. This can involve intensive programmes for families in crisis</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>	<p>The FRW has worked closely with a number of families and this has improved the social and emotional well-being of these children which in turn has improved their attendance.</p> <p>Leadership roles were awarded to a high number of disadvantaged pupils. Pupil feedback indicates that they enjoyed having these positions and felt it developed their confidence and organizational skills.</p>
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<p><b>D continued</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</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>	<p>Feedback from the pupil interviews was overwhelmingly positive. 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. These children particularly enjoyed the performance element. Children also stated that learning the guitar was 'inspiring'. Children reported enjoying the opportunity of attending Young Voices and stated that they felt motivated to continue being involved in singing in the future.</p> <p>Pupil interviews showed that children enjoyed selling the fruit and felt it gave them a sense of responsibility.</p>
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<p><b>D continued.....</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>To support young careers through pastoral support, funding for visits and days out</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. 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.</li> </ul>	<p>Attendance prizes were awarded half termly. Pupil feedback regarding the prizes indicated that they find them motivating and encourage them to have the best attendance possible.</p> <p>The FRW has worked closely with a number of families and this has improved the social and emotional well-being of these children which in turn has improved their attendance.</p> <p><b>Attendance data:</b>  <b>Disadvantaged 95.04% until 20 March.</b>  <b>Non – disadvantaged 97.01% until 20 March</b>  <b>The gap in attendance in 18/19 was 1.60. This gap widened slightly to 1.97 in 19/20.</b>  <b>This might be accounted for due to the unsettled period prior to lockdown where some parents kept their children at home.</b>  <b>Attendance will remain a high focus in the next plan.</b></p>
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