

Pupil premium strategy statement: Hasland Junior School 2020/21

1. Summary information					
School	Hasland Junior School				
Academic Year	2020/21	Total PP budget	£128,220	Date of most recent PP Review	n/a
Total number of pupils	382	Number of pupils eligible for PP	95	Date for next internal review of this strategy	September 2021

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	83%	67%	83%	72%	92%	94%	88%	92%
	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%

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	44%	33 %	33%	44%	65%	44%	56%	62%
	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 writing skills necessary to achieve above national all at the 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 (this is based on Y6 and Y5 data for 19/20).</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 expected standard and therefore narrow the gap at the expected standard between disadvantaged pupils and non disadvantaged pupils.</p>
B	<p>Disadvantaged pupils do not have the written skills necessary to achieve at the expected standard.</p> <p>The percentage of disadvantaged pupils achieving at the expected standard is below the attainment of national all (and national non –disadvantaged) pupils in writing (this is based on Y6 and Y5 data for 19/20). There is also a significant gap.</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 writing 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 writing. 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 23% between the achievement of disadvantaged pupils and non disadvantaged 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 above 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.</p> <p>The attendance for disadvantaged pupils was 95.04% for academic year 19-20. However, for non disadvantaged pupils it was 97.01%. (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>The percentage of disadvantaged pupils achieving at the exceeding standard is lower than for non-disadvantaged pupils in all areas (this is based on Y6 and Y5 data for 19/20).</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. Evidence: 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 • Children gain enjoyment, enthusiasm for learning, resilience, motivation and inspiration from this event. Pupils remember 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. Evidence: work scrutiny, pupil interviews 	<p>£1000</p> <p>No cost</p> <p>£200</p>
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<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) Children to attend Young Voices – focus on disadvantaged children having the opportunity to participate free of charge. • 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"> • Children demonstrate 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. Evidence: pupil interviews, work scrutiny, observation • 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. Children demonstrate in depth knowledge and thorough understanding which builds on learning from previous years. Children to show increased enthusiasm and enjoyment of the subject. Evidence: pupil interviews, work scrutiny, observation • As above 	<p>£400</p> <p>No cost</p> <p>£200</p>
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<p>A continued..</p>	<ul style="list-style-type: none"> • Ensure that disadvantaged pupils experience 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 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>£200</p>
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<p>B. Disadvantaged pupils do not have the written skills necessary to achieve at the expected standard.</p> <p>The percentage of disadvantaged pupils achieving at the expected standard is below the attainment of national all (and national non – disadvantaged) pupils in writing (this is based on Y6 and Y5 data for 19/20). There is also a significant gap.</p>	<ul style="list-style-type: none"> • An additional 8hours 45minutes per class per week dedicated to disadvantaged pupils • To select disadvantaged pupils, for intervention to improve specific writing skills. 1 hour per year group per week • Homework club- to address misconceptions for disadvantaged pupils in each year group. • Targetted additional writing support in Year 6. Charlotte Bown (Deputy Headteacher) to ensure that disadvantaged pupils get more opportunities to practice and implement their writing skills. X4 mornings each week (October half term- SATS) 	<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). <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. • EEF toolkit – homework £ +2months. There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students’ attainment. • EEF toolkit small group tuition- effective if it is targeted at pupils’ specific needs. £££ +4 months impact evidence strength 2. 	<ul style="list-style-type: none"> • Disadvantaged pupils to meet their writing target. Improved results for disadvantaged pupils at the expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence: data, pupil interviews, observations, work scrutiny • As above • Disadvantaged pupils complete their homework tasks. Improved results for disadvantaged pupils at the expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence: data, pupil interviews, observations, completion of homework. • Disadvantaged pupils to meet their writing target in Y6. Improved SATS results for disadvantaged pupils at the expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence: data, pupil interviews, observations, work scrutiny 	<p>£62,962</p> <p>£11,992</p> <p>4 hours per week</p> <p>£6,140</p> <p>£20,479</p>
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<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 ½ day of teaching time for interventions in Y3 for vulnerable pupils as identified as in need of ‘catching up’, until Oct half term • Additional 1 day of teaching time for interventions in Y5 for vulnerable pupils as identified as in need of ‘catching up’ until Oct half term 	<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. • EEF toolkit small group tuition- effective if it is targeted at pupils’ specific needs. £££ +4 months impact evidence strength 2. 	<ul style="list-style-type: none"> • Disadvantaged pupils to meet their writing target. Improved 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: data, pupil interviews, observations, work scrutiny • Disadvantaged pupils to meet their writing target in Y3. Improved 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: data, pupil interviews, observations, work scrutiny • Disadvantaged pupils to meet their writing target in Y5. Improved results for disadvantaged pupils at the expected standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence: data, pupil interviews, observations, work scrutiny 	<p>No cost</p> <p>£701</p> <p>£853</p>
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	<ul style="list-style-type: none"> Conduct a survey to ascertain those families who do not have access to technology and to consider how we can support these families. In the event of a lockdown or where homework is set electronically these families need access to technology in order for pupils to have the best possible remote learning experience. <p>5 laptops 1 year of WiFi</p> <ul style="list-style-type: none"> Y6 English boosters Autumn Term 2 (7 weeks) – focus on Grammar Disadvantaged pupils’ parents to be contacted where necessary to encourage attendance Y5 English boosters over 9 weeks (Autumn – Spring Terms) Disadvantaged pupils’ parents to be contacted where necessary to encourage 	<ul style="list-style-type: none"> EEF toolkit – digital technology - £££ +4 months impact evidence strength 4. 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. 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. 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"> Disadvantaged pupils complete work set on Microsoft Teams. Teachers report that from marking this work, disadvantaged pupils understand the concepts covered and are making at least good progress. Evidence: data, pupil interviews, completion, work scrutiny, parental feedback Y6 disadvantaged pupils achieve their GAPS target. Improved SATS results for disadvantaged pupils at the expected standard in writing Disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence: data, pupil interviews, observations, work scrutiny Y5 disadvantaged pupils achieve their GAPS target. Improved SATS results for disadvantaged pupils at the expected standard in writing Disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence: data, pupil interviews, observations, work scrutiny 	<p>£1500 £175</p> <p>£1,176</p> <p>£531</p>
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<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 23% between the achievement of disadvantaged pupils and non disadvantaged pupils at the exceeding attainment stage.</p>	<ul style="list-style-type: none"> Parents workshop on problem solving. Parents are made aware of the types of problems that children will need to tackle in school in order that they can effectively support their children at home. SATs after school maths boosters Y6 and Y5 – disadvantaged pupils’ parents to be contacted where necessary to encourage attendance An additional 8hours 45minutes per class per week dedicated to disadvantaged pupils Homework club- to address misconceptions for disadvantaged pupils in each year group. 	<ul style="list-style-type: none"> 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. 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 – homework £ +2months. There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students’ attainment. 	<ul style="list-style-type: none"> 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 exceeding standard. Disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence: data, pupil interviews, observations, work scrutiny, completion of homework, parental feedback Y6 disadvantaged pupils achieve their Maths target. Improved SATS results for disadvantaged pupils at above the expected standard. Disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence: data, pupil interviews, observations, work scrutiny As above Disadvantaged pupils complete their homework tasks. Improved results for disadvantaged pupils at the exceeding standard. Pupil questionnaires indicate disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence: data, pupil interviews, observations, completion of homework. 	<p>No cost</p> <p>Y5 1 hour x 4 teachers for Spr Term £3,136</p> <p>Y6 1 hour x 3 teachers for Spr Term £2, 352</p> <p>Already costed</p> <p>Already costed</p>
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<p>C 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 Maths and meetings with pupils and parents to be held where appropriate. Interventions to be delivered in response to this. • Interventions to be planned to support both pre and post learning: Pre-learning interventions put in place to support pupils working below AR. Post-learning interventions provided to consolidate misconceptions during daily maths lesson or to extend learning of more able mathematicians • Targetted additional Maths support in Year 6. Charlotte Bown (Deputy Headteacher) to ensure that disadvantaged pupils get more opportunities to have their misconceptions addressed. X4 mornings each week. (October half term SATS) 	<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 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. • EEF toolkit small group tuition- effective if it is targeted at pupils’ specific needs. £££ +4 months impact evidence strength 2. 	<ul style="list-style-type: none"> • Disadvantaged pupils to meet their maths target. Improved SATS results for disadvantaged pupils at above the expected standard. Disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence: data, pupil interviews, observations, work scrutiny • As above • As above 	<p>No cost</p> <p>Already costed</p> <p>Already costed</p>
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<p>C continued.....</p>	<ul style="list-style-type: none"> • Use Times Tables Rock Star to promote learning of times tables. Intervene where pupils are not participating. • Additional ½ day of teaching time for interventions in Y3 for vulnerable pupils as identified as in need of ‘catching up’ until Oct half term • Additional 1 day of teaching time for interventions in Y5 for vulnerable pupils as identified as in need of ‘catching up’ until Oct half term • Conduct a survey to ascertain those families who do not have access to technology and to consider how we can support these families. In the event of a lockdown or where homework is set electronically these families need access to technology in order to have the best home learning provision. 	<ul style="list-style-type: none"> • EEF toolkit digital technology £££, evidence strength 4, +4 month. 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. • EEF toolkit small group tuition- effective if it is targeted at pupils’ specific needs. £££ +4 months impact evidence strength 2. • As above • EEF toolkit – digital technology - £££ +4 months impact evidence strength 4. 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. 	<ul style="list-style-type: none"> • Data for Y4 timestables national test is in line or above national averages. Disadvantaged pupils have increased enjoyment of learning multiplication tables. Pupils are able to apply their times tables knowledge to their learning. Evidence: Y4 multiplication test data, data across school, observations, work scrutiny and pupil interviews • Disadvantaged pupils to meet their Maths target in Y3. Improved results for disadvantaged pupils at above the expected standard. Disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence: data, pupil interviews, observations, work scrutiny • Disadvantaged pupils to meet their Maths target in Y5. Improved results for disadvantaged pupils at above the expected standard. Disadvantaged pupils have increased subject knowledge and understanding of the techniques they need to be successful. Evidence: data, pupil interviews, observations, work scrutiny • Disadvantaged pupils complete work set on Microsoft Teams. Teachers report that from marking this work, disadvantaged pupils understand the concepts covered and are making at least good progress. Evidence: data, pupil interviews, completion, work scrutiny, parental feedback 	<p>No cost</p> <p>Already costed</p> <p>Already costed</p> <p>Already costed</p>
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Desired outcome	Chosen action/approach	Research evidence to support funding	monitoring	cost
<p>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.</p> <p>The attendance for disadvantaged pupils was 95.04% for academic year 19-20. However, for non disadvantaged pupils it was 97.01%. (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 95.04% (19-20 figure) Disadvantaged pupils enjoy these opportunities and have increased feelings of self worth. Evidence: attendance data, parental feedback, pupil interviews. <p>As above</p>	<p>2 hours per week £1400</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>Already costed</p> <p>No cost</p>
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<p>D continued.....</p>	<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. To support young careers through pastoral support, funding for visits and days out To support the mental well-being of vulnerable pupils. ½ day per week dedicated mental health support. To support the health and well-being of families in order to improve attendance. 10 hours support from the Family Resource worker weekly 	<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. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community <p>As above</p> <p>As above</p>	<p>As above</p> <p>As above</p> <p>As above</p> <p>As above</p>	<p>£180</p> <p>£300</p> <p>£4,308</p> <p>£6,116</p>
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TOTAL SPEND	£127,001
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REVIEW OF 20/21 Desired outcome	Chosen action / approach	Research evidence to support funding	Outcome

