

Pupil Premium Strategy Statement: Holtsmere End Junior School

Pupil Premium Action plan for Academic Year 2020-2021

Monitoring and Evaluating children have access to quality first teaching

EEF: ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is key ingredient of a successful school.

Summer term 2020 TOTAL :£19707 SPENT

64 Pupils TOTAL FOR PPG £84,000

Approach	Approximate Budget Annual	Monitoring and Evaluation	Responsibility	Evidence	Progress	Impact Termly
Recruitment and retention	TLR given to staff to ensure induction, expertise and consistency within the quality of teaching £2000 Review of Expenditure: £2000	Annual Performance Management.	Governor Finance Committee termly. HT	Standards Tracker software.	Summer term Maths and English subject Leaders retained.	All staff Sept 2020 remain constant. Relationships between adults and children remain constant.
Headteacher and SENCO allocated Pupil premium time. Afternoon per week.	Specific Headteacher Senco time Review of Expenditure: £9000	Annual Performance Management	Governor Finance and teaching and learning committee termly. HT Appraisal		Children's participation in remote learning rigorously monitored and evidenced in Spring term.	Barriers to learning addressed and appropriate challenge maintained for Pupil premium children.

<p>Feedback opportunities (+8 months as EFF research)</p>	<p>£1000 Training and subject leader time</p> <p>Review of Expenditure: £1000</p>	<p>Marking and feedback monitored in each subject and individual feedback given</p>	<p>Subject Leader and class teachers</p>	<p>Pupils books Subject Leader monitoring notes Staff meeting notes.</p>	<p>Evidenced in Maths, Writing books scrutiny Autumn 2020 Book Scrutiny Summer term 2021</p>	<p>Maths and Writing books consistently include next steps challenging children further in their learning. Feedback and marking consistent in all subjects during remote learning which helped to lessen the interruption to learning.</p>
<p>Reading comprehension strategies (+6 months as EFF research)</p>	<p>£3000 Training, monitoring and evaluation</p> <p>Review of Expenditure: £3000</p>	<p>Marking and feedback monitored in each subject and individual feedback given</p>	<p>Subject Leader and class teachers</p>	<p>Pupils books Subject Leader monitoring notes Staff meeting notes. Teaching and Learning advisor report.</p>	<p>Evidenced in Reading comprehension book scrutiny Autumn 2020 evidenced a range of reading strategies modelled including decoding, fluency, retrieval, vocabulary and influence skills</p>	<p>Children across the school are more aware of the different types of reading strategies they can apply in their learning.</p>
<p>Mastery learning (+5 months as EFF research)</p>	<p>£3000 Math training including fluency for year</p> <p>Review of Expenditure: £3000</p>	<p>Marking and feedback monitored in each subject and individual feedback given</p>	<p>Subject Leader and class teachers</p>	<p>Pupils books Subject Leader monitoring notes Staff meeting notes. Teaching and Learning advisor report.</p>	<p>Fluency books monitored in Autumn term 2020 Maths subject lead worked with Year 5 and Year 4 Maths planner to ensure maths reasoning and fluency skills were planned</p>	<p>Challenges, marking and feedback evidenced consistently during lockdown learning.</p>

					for appropriately. Year 3 planner given feedback and has applied feedback in planning.	
<p>Pre teaching opportunities</p> <p>Collaborative learning opportunities (+5 months as EFF research)</p>	<p>4 TA hours per week £1500</p> <p>Review of Expenditure: £1500</p> <p>Additional cost due to remote provision requirements</p> <p>IXL Maths</p> <p>£250</p>	Sessions monitored	Subject Leader and class teachers	Progress data Provision maps	<p>Summer Term Collaborative learning opportunities completed as TA timetables reflect skill sessions being completed daily.</p> <p>Happening on individual basis as difficult because of assembly time taken up mostly in class in the Autumn term.</p> <p>Not completed during remote learning.</p>	

<p>Attainment groups eg Spelling (+3 months as EFF research)</p>	<p>Purchase of Herts for Learning Essential spelling materials and training £560</p> <p>Monitoring and Evaluation £900 annually</p> <p>Review of Expenditure: £1000</p>	<p>Progress monitored and evaluated for impact.</p>	<p>Subject Leader and class teachers</p>	<p>Pupils books Subject Leader monitoring notes Staff meeting notes.</p>	<p>School agreed consistent planning and deliver of Spelling strategies. Teaching and Learning advisor to work with Subject leader to develop teaching of spelling across the school in Autumn/Spring term.</p> <p>Spring 2021 Essential spellings being taught and assessed across each year group and in remote learning Sessions.</p>	<p>Children working at significantly below age related expectations given individual or small group support. Skill builder activities for writing include phonic catch-up activities.</p> <p>Spring term assessments evidenced progress of children working below age related expectations.</p> <p>Next step: link all spellings taught on Monday and Wednesday to writing activity success criteria on Fridays.</p>
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Targeted Academic Support

EEF: Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link one-to-one or small group intervention to classroom teaching, is an effective component of an effective Pupil Premium strategy.

Approach	Approximate Budget	Monitoring and Evaluation	Responsibility	Evidence	Progress	Impact
Teacher and other adults support in the classroom	Maths Booster Teachers booster cost yearly £900 Additional adult support for learning £9,250 yearly Review of Expenditure: £9986 Year 6 rapid response catch up £1261	Analysis of progress data termly. Half termly pupil progress meetings	SLT	Notes from pupil progress meetings Completed provision maps updated half termly for each year group. TA timetables.	Maths boosters taking place in Autumn term as well as responsive Maths sessions monitored. Responsive maths sessions taking place daily as evidenced in Autumn term learning walk. Maths booster sessions for Year 6 carrying on after remote learning in Spring and Summer term.	Misconceptions evidenced to have been addressed in children's maths and English books in Spring term.

<p>Oral language intervention (+5 months as EFF research)</p>	<p>Learning Mentor and DHT time £11,350 Improving vocabulary across the school. £1000 yearly</p> <p>Review of Expenditure: £12,350</p>	<p>Lesson observations and learning walks. Environment monitoring. Analysis of progress data termly. Half termly pupil progress meetings</p>	<p>Subject Leader SLT</p>	<p>Teachers plans for every subject. Working walls in classrooms. Staff meeting notes. Pupil voice.</p>	<p>Subject leader to complete environment walk in Autumn term.</p> <p>Reading fluency, EAL, Skills builder and Phonics groups continuing across the school in Year 3,4 and 6. Year 5 completing the same but trialling afternoon book club and Resilient Reader groups in the afternoon instead.</p>	<p>Evidence of positive progress in reading across all three terms.</p>
<p>Vocabulary and Reading comprehension</p>	<p>Maintenance of Library and ensuring every child with class teacher has a reading book appropriate to their learning journey in reading.</p>	<p>Learning walks.</p>	<p>Learning Mentor Teaching Assistants Class Teachers</p>	<p>Reading Passports Library records in class and library software. Progress data</p>	<p>Every child given new reading book after remote learning. Two reading competition introduced to promote the need to read regularly</p>	<p>Each class has appropriate other subject vocabulary walls in class. opportunities. Subject leaders feedback to Year groups and improvements to plans made.</p>

					<p>outside of school.</p> <p>Children having their reading monitored weekly and discussed at learning review.</p> <p>School min-bus used during remote learning to deliver new reading books to children. Reading clubs introduced in Year 5 to engage reluctant readers.</p> <p>Reading clubs introduced in Year 5 to engage reluctant readers.</p> <p>Reading resilience twice weekly intervention for Year 5 children working just below age</p>	<p>Reading resilience twice weekly intervention for Year 5 children working just below age expectations ran by Deputy head and Learning Mentor.</p>
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<p>Phonics intervention (+4 months as EFF research) 1:1 support Teaching assistants.</p>	<p>4 hours per week £1560.</p>		<p>HT and subject Leader Class teachers Teaching Assistants.</p>	<p>Progress data Intervention records Progress data</p>	<p>expectations run by Deputy head and Learning Mentor.</p> <p>Phonics observations completed in Autumn term</p>	<p>Children evidenced to make progress in phonics knowledge during observations and spelling assessment data.</p>
<p>Attainment groups eg Spelling (+3 months as EFF research)</p>	<p>Lexia accounts home/ school £1729 Annually</p> <p>Review of Expenditure +£1152 Lexia accounts for Spring and Summer term to support remote learning.</p> <p>iPads distributed through school to support the use of Lexia spelling program.</p>	<p>Progress monitored and evaluated for impact.</p> <p>Lesson observations and learning walks. Environment monitoring.</p>	<p>HT Subject leaders</p>	<p>Online data available on each child.</p>	<p>All children in Year 3 and 4 given Lexia accounts. Allocated children given Lexia accounts in Year 5 and 6 to use during reading comprehension sessions. New essential spellings lessons evidenced Autumn Term</p>	<p>Due to forced school closure it was decided in order for continued progress in reading that all of Year 3 and 4 children would have access to Lexia so an additional 100 licenses were bought £576 per term.</p> <p>Disadvantaged children evidenced to have made spelling progress in Autumn term.</p>

1:2:1 Tuition (+5 months as EFF research)	Individual Maths Tutor £3,540 Per year Review of Expenditure: £1319	Year 6 class teachers to monitor the impact and to direct the tutor each week as to the needs of the individual pupil.	HT and class teachers	Progress data for Maths. Pupil voice.	Children identified for 1:2:1 tuition which will start in first week after Autumn half term.	
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Wider Strategies

EEF: Wider strategies relate to the most significant non-academic barriers to success in school, including attendances, behaviour and social and emotional support – specific features of the community each school serves will affect spending in this category.

Approach	Approximate Budget	Monitoring and Evaluation	Responsibility	Evidence	Progress	Impact
8 new kindles	Donation from Amazon. Cost to school for books. £500 Yearly	Pupils monitored number of books completed and the pitch of the books being read.	Class teachers HT Subject Leader. Learning mentor	Reading progress data Pupil voice	New books being bought for children and Kindles allocated to children.	£166 per term Reluctant readers used during Autumn term to support their reading. Reluctant readers making better progress in reading now. Spring Term used for Year 3 intervention.
1:1 Counselling and Play therapy	£14220 Annually Review of Expenditure: £14,220	Pupils progress monitored in order to establish length of support.	HT and all other staff	Invoices Parent Voice Pupil voice.	Continuing with new cohort.	Behaviour stages show decrease in records for children receiving counselling.

<p>SEMH attendance and behaviour for learning: Social and emotional learning (+4 months as EFF research) Behaviour intervention (+3 months as EFF research) Increased attendance Parental engagement (+3 months as EFF research) Homework (+2 months as EFF research)</p> <p>Peer mediation training and weekly catch up by learning Mentor initially 1 hour training and 15 mins per week thereafter.</p> <p>Peer tutoring (+5 months as EFF research) Peer to peer librarians Peer to Peer Marathon Ambassadors Peer to Peer Learning to Learn Ambassadors. Peer to Peer Digital Leaders</p> <p>Support Teaching Assistants with children struggling with Lexia. Creating Lexia catchup folders for struggling pupils.</p>	<p>Learning Mentor time £11250 and DHT time (See below) Review of Expenditure: £7200 Learning mentor</p> <p>Reviewed Deputy head allocated extra time in September to help create Skill builder resources to support learners in class and during interventions. +£1472</p> <p>CPOMs £680</p> <p>Childnet £180</p> <p>Learning to Learn intervention</p> <p>Homework club learning mentor time 2 hours per week plus TA after school provision</p>	<p>Pupil voice Staff feedback</p> <p>Increased attendance</p>	<p>HT, DHT and Learning mentor</p>	<p>Lesson observations and learning walks. Environment monitoring.</p>	<p>Learning mentor tracks behaviour records and creates actions plans with children to improve children's learning behaviour.</p> <p>Learning mentor liaises with parents and carers to increase attendance.</p> <p>Peer to peer opportunities severely limited because of Covid restrictions. Learning mentor working with individual children to support their learning needs.</p>	<p>Improving behaviour across the school as evidenced in behaviour records.</p> <p>Increased attendance for some focus children.</p> <p>Behaviour intervention limited to 1:2:1 sessions with learning mentor.</p> <p>Supporting Reading at home Parent's and carer's evening completed before first wave of Remote learning.</p>
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Membership of attachment aware schools audit (ARC)	£125 Creation of Trauma and Attachment Audit and implementation of Strategies including training. Review of Expenditure: £125	Pupil voice Staff feedback	HT, DHT and Learning mentor	All staff to attend Trauma and Attachment training.	Audit created during Autumn term and to be completed during academic year. Trauma attachment refresher training given to staff.	Teaching staff completed Trauma and Attachment Aware training. All staff to complete once all covid restrictions lifted. (MSA's and office staff)
Arts Participation (+2 months as EFF research)	Young Voices opportunity at the O2 and musical theatre teacher £1000 Review of Expenditure: £0	Pupil voice and parent voice	HT and Year 6 teacher	Pupil voice and parent voice	Summer Term	This event was unable to take place due to COVID19 restrictions
Uniform (+PE)bank	£75 for uniform Weekly 15 mins learning mentor time to chase up children with no PE kit. All PPG pupils given PE T shirt and shorts £320 Review of Expenditure: £395	Monitor the pupils progress in PE and that the PPG pupils now take part in PE lessons more regularly. Increase in sense of belonging when pupils wear the correct school uniform.	HT and Learning Mentor Sports Coach Class Teachers	PE lesson observations	PPG Pupils given new PE kits	Increase in participation in PE lessons when the school was open.
Daily fruit- Pupils arriving at school without having breakfast and hungry	£3,492 Annually Review of Expenditure:	Regularly monitor wastage as well as numbers of pupils eating the fruit daily.	HT	Pupil voice	Continuing in Autumn term and being brought to each	Children have access to food especially important when they

	£1548				classroom daily.	arrive at school and have not had breakfast.
Cycle Proficiency training	£294 Review of Expenditure: £300	Monitor the quality of the provision and evaluate the progress made.	HT	Pupil voice	Completed during Year for Year 6	Year 6 Children trained to cycle on the road.
Subsidising residential trip	£2951 Review of Expenditure: £2727 (paid for PGL 2020 so transferred over to 2021)	Monitor the quality of the provision and the ensure the required impact is gained eg. Raise in self-esteem, organisation, resilience, overcoming a fear of failure	HT	Pupil voice Written report following trip Parent voice Staff voice Photos	Summer Term	Did not take place due to COVID19 restrictions
Subsidising educational trips	£4,800 Review of Expenditure: £0 Additional cost on lunchtime equipment instead of trips £356	Monitor the quality of the provision and the ensure the required impact is gained eg. Raise in self-esteem, organisation, resilience, overcoming a fear of failure. Ensuring the pupils gain knowledge and skills linked to the wider curriculum	HT	Pupil voice Written report following trip Parent voice Staff voice Photos	No trips in Autumn term because of Covid pandemic.	
School Minibus rental	£3600 Review of Expenditure: £4190	Children gain more life experiences that create a rise in ambition for the future.	HT	Pupil voice Written report following trip Parent voice Staff voice Photos	No trips in Autumn term because of Covid pandemic. Potential Year	The mini bus was used during the school closure as a visiting library to support children with reading at home.

					4 trip to St Albans Roman site.	
Total School Premium for 2020/21 £84,000						
Total Spend for 2020/21 Predicted £83,916						
TOTAL ACTUAL SPEND 2020/2021: £84,000						
UNDER SPEND TO CARRY FORWARD TO 2021-2022						