

Pupil Premium Strategy Statement: Holtsmere End Junior School

1. Summary Information												
Academic Year Summer 2021	Total Number of pupils: 233	Total PP Budget: £89,340			Number of pupils eligible for PP 67 30 Boys 37 Girls			Date of Most recent PP Review May 2021	Date for next review Sept 2021			
2. Current Attainment	Due to Covid 19, there is no end of Key Stage 2 data to publish in the academic year 2020-2021											
Historical data used to identify trends to inform strategy	KS2 Progress Scores Summary 2018 and 2019											
	No. in cohort	51 57	Reading			Writing			Mathematics			
	No. of disadvantaged	13	School	Disadvantaged		School	Disadvantaged		School	Disadvantaged		
			All	School	Nat Other	All	School	Nat Other	All	School	Nat Other	
Progress Score (please indicate if well above or well below national)		-1.92 -0.92	-3.3 +0.21	0.31 +0.32	0.8 +0.93	0.44 -0.07	0.24 +0.37	-2.75 -1.62	-4.82 -3.86	0.31 +0.37		
3. Barriers to future attainment (for pupils eligible for PP)			In- school barriers (issues to be addressed in school)								External barriers (issues which also require action outside school, such as low attendance rates)	
A. In- school barriers	<p>Poor language skills – language deprivation. Internal assessment shows weak vocabulary knowledge impacts on comprehension of texts and written skills.</p> <p>EEF Teaching and Learning Toolkit Oral language interventions +5 Reading comprehension strategies +6 Phonics +4 Feedback +8 Teaching assistants +1</p>											
B. In- school barriers	<p>Identifying and filling gaps in learning with particular focus on maths Internal assessment shows gaps in learning that once filled could accelerate learning. Strategies to include one to one tutoring both virtual and in person. Maths booster sessions and rapid afternoon interventions to address misunderstandings.</p>											

	EEF Teaching and Learning Toolkit One to one Tuition +5 Feedback +8 Individualised instruction +3 Mastery learning +5 Teaching assistants +1
C. In- school barriers	<u>Social, emotional and behaviour issues.</u> SEMH needs and poor engagement have a detrimental effect on academic progress. EEF Teaching and Learning Toolkit Metacognition and self-regulation +7 Social and emotional learning +2 Behaviour interventions +3
D. External barriers	<u>Attendance and parental engagement</u> Attendance data shows attendance of PP pupils is lower than the school average and the national average for all pupils 96% in 2019. Monitoring shows the % of PP pupil's parents attending school events such as consultations is lower than non PP pupils. EEF Teaching and Learning Toolkit Parental engagement +3
E Wider Strategies	<u>Wider strategies and enrichment opportunities for holistic support for disadvantaged.</u> Staff Retention, Allocated time staff time, Transportation, Fruit for break time EEF Teaching and Learning Toolkit Performance Pay +1 Digital technology +4 Arts Participation
4. Desired outcomes (Desired outcomes and how they will be measured)	Success Criteria
A	To improve oral language skills and vocabulary knowledge to raise the attainment and accelerate progress of disadvantaged in pupils reading and writing.
B	To further reduce the attainment difference between the school's disadvantaged pupils and non-disadvantaged pupils with particular focus on maths.
C	To reduce social, emotional and mental health needs impacting on learning.
D	To improve attendance rates for disadvantaged pupils and increase parental engagement with pupil's learning and well-being.
	There will be an increase in the number of PP pupils at age related expectations in reading and writing. Afternoon subject lessons will be used as an opportunity to enrich children's vocabulary knowledge and allow children to use vocabulary in conversations and apply in afternoon learning.
	There will be a diminishing of the difference between pupils eligible for PP and other pupils' attainment and progress. There will be an increase in the number of PP Pupils at age related expectations in maths.
	There will be fewer exclusions/ behaviour stages for disadvantaged pupils. There will be a reduction in learning time lost through social, emotional barriers to learning. Stage records will show a diminishing of behaviour issues in class.
	Attendance of disadvantaged pupils will be at least in line with other pupils and above 96%.

		An increased number of parents of Disadvantaged pupils will engage in the children learning through initiatives run through school.
E	Wider strategies	There will be a range of other initiatives and strategies used to holistically enrich and improve the well-being and outcomes of disadvantaged pupils.

Planned expenditure academic year 2021-2022

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To improve oral language skills and vocabulary knowledge to raise the attainment and accelerate progress of disadvantaged in pupils reading and writing.	<ul style="list-style-type: none"> - Pre teaching opportunities to improve vocabulary and become familiar with the text improving engagement -Recruitment and retention of experienced staff- TLRs awarded for developed expertise, including English subject leader - Headteacher and SENCO allocated Pupil premium time. Supporting teachers and subject leaders with the monitoring and evaluating of impact. 	<p>Pre teaching and collaborative learning opportunities according to EEF research can have a +5 months impact.</p> <p>Approximately 1/3 of PP pupils are also on the school SEN register.</p>	<p>Observations/monitoring.</p> <p>Embed peer observations approach</p> <p>Pupil voice</p> <p>Environment checks eg Vocabulary walls in each classroom updated and interactive.</p>	<p>Head English SL</p> <p>Class teachers</p> <p>SENCo</p>	<p>Autumn term 2021</p> <p><i>Pre teaching opportunities are taking place.</i></p> <p><i>Subject specific vocabulary has now been included on all of the wider curriculum subject plans doe both the Autumn term and the Spring term 2022. (Summer to be completed by the beginning of the summer term 2022) CPD has taken place to ensure the new vocabulary is being taught in a variety of ways within the lessons. Plans have been monitored by subject leaders termly.</i></p> <p><i>Phonics interventions are taking place in years 3,4 and 5 for 18 PPG children in small groups as well as whole class phonics for both year 3 classes following gaps analysis assessments.</i></p> <p><i>Hertfordshire Improvement</i></p>

	<ul style="list-style-type: none"> - Improve reading comprehension strategies through interventions -Identify key vocabulary for all subjects and include on plans. -Homework club to give pupils opportunities, within the school day or after school, to complete reading homework with support. -Phonics intervention for targeted pupils. -Continue to maintain the library as an attractive place to be. Constant review of books and replacement of damaged books -Monitor the frequency of pupils reading and the number of books read -Intervention in place for reluctant readers to encourage and motivate. -Lexia as a reading programme to be continued to be used, new licenses bought Sept 2021 for new Year 3 pupils, and training 	<p>EEF Tool kit shows that oral language intervention benefits comprehension and reading skills – particularly for disadvantaged pupils. Focus on explicitly extending pupils’ spoken vocabulary in context of current learning.</p> <p>Phonics intervention for targeted pupils EFF research suggests can have a + 4 month impact on progress.</p> <p>Focus attainment groups for spelling according to EEF research can have a +3 months impact on progress.</p>		<p><i>Partner report Spring term 2022 very positive.</i></p> <p><i>Homework club takes place weekly for PP children not completing it at home.</i></p> <p><i>Library has been maintained and more books have been added including a neurodiversity range to include child characters with autism, ADHD etc as well as deaf and blind children</i></p> <p><i>Continuing to monitor the frequency of children reading and the number of books read. Teacher/child interviews have taken place in the Spring term to encourage and set targets linked to reading books.</i></p> <p><i>Intervention delivered by learning mentor to encourage and support reluctant readers</i></p> <p><i>Audit has been completed on the diversity of books that the children read and plans made to order more books increasing the level of diversity.</i></p>
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	for staff updated termly or as necessary.				
					TOTAL EXPENDITURE: £ 19,200
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. To further reduce the attainment difference between the school's disadvantaged pupils and non-disadvantaged pupils with particular focus on maths.	<p>-Pre teaching opportunities to sure pupils are familiar with mathematical vocabulary prior to the lesson.</p> <p>-Recruitment and retention of experienced staff- TLRs awarded for developed expertise, including maths subject leader.</p> <p>-Headteacher and SENCO allocated Pupil premium time supporting teachers and subject leaders with monitoring and evaluating provision and impact.</p> <p>-Mastery learning Math training including fluency for year</p> <p>-Maths Booster delivered by Year 6 teachers</p>	<p>Pre teaching and collaborative learning opportunities according to EEF research can have a +5 months impact.</p> <p>EEF research shows that 1:1 input by qualified teachers, which is additional to but linked to normal lessons, is highly effective. Evidence of accelerated progress in all year groups to be identified.</p> <p>Approximately 1/3 of PP pupils are also on the school SEN register.</p> <p>EEF research shows that the mastery approach that includes daily responsive maths interventions for pupils is likely to have a</p>	<p>Training for staff as identified through monitoring.</p> <p>SLT monitoring and lesson observations</p> <p>Progress data analysis.</p> <p>Parent voice/feedback</p> <p>Pupil voice</p> <p>Evidence in books</p>	Head Maths SL	<p>Autumn term 2021</p> <p><i>Pre teaching opportunities taking place.</i></p> <p><i>All PPG children in year 6 (16 children) all having access to support for maths. Maths booster sessions taking place weekly delivered by class teachers in year 6.</i></p> <p><i>Maths 1:1 tutor working with 9 children currently in year 6</i></p> <p><i>Third space maths tutoring on line for Year 6 PPG children.</i></p> <p><i>All PPG children in year 6 given DFE laptops to sue at home to ensure homework completed on Google classroom in preparation for secondary school.</i></p> <p><i>The overall progress data is indicating that the gap between the progress made by PP children and non PP children is narrowing and in some areas has closed.</i></p> <p><i>This will ensure that the gap for attainment at the end of KS2 will also narrow over the next few years.</i></p>

	<ul style="list-style-type: none"> -Maths online tutoring 'Third Space Tutoring' -Maths 1:1 tutor for narrowing the gaps and identifying interventions -Homework club to give pupils opportunities, within the school day or after school, to complete maths homework with support. 	<p>+5 months impact on progress.</p> <p>1:2:1 tuition EFF research suggests can have a +5 month impact on progress.</p>			<i>See updated SEF for progress data</i>
					TOTAL EXPENDITURE: £ 22,100
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. To reduce social, emotional and mental health needs impacting on learning.	<ul style="list-style-type: none"> -Peer to Peer Learning to Learn Ambassadors. -Peer to Peer Digital Leaders -Learning mentor sessions weekly for wishes and feelings work, circle of friend's sessions and protective behaviour work. -Peer mediation training and weekly catch up by learning Mentor -1:1 Counselling and Play therapy 	<p>EFF toolkit research suggests + 5 months progress.</p> <p>Social and emotional learning EEF research indicates a possible + 4 months progress. School evidence suggests that pupils that have challenging playtimes and lunchtimes due to SEMH issues have disrupted learning following playtimes and lunchtimes.</p>	<p>Measure impact through pre and post intervention notes.</p> <p>Data analysis</p> <p>Audit levels of staff confidence when supporting pupils SEMH</p> <p>Pupil voice</p>	<p>Head</p> <p>DHT</p> <p>Class teachers</p>	<p><i>Autumn term 2021</i></p> <p><i>Digital leaders started again January 2022.</i></p> <p><i>Learning mentor sessions weekly for wishes and feelings work, circle of friends sessions and protective behaviour work.</i></p> <p><i>Digital leaders have delivered an assembly on keeping safe on line.</i></p> <p><i>1:1 Counselling and Play therapy 4/5 are PP children currently-</i></p> <p><i>The research and development of 'Focused Learning Areas' in every classroom with resources to manage emotions in order to regulate and refocus on learning.</i></p>

	<p>-Membership of attachment aware schools audit (ARC)</p> <p>-The research and development of ‘Focused Learning Areas’ in every classroom with resources to manage emotions in order to regulate and refocus on learning.</p>	<p>SEMH needing professional support that school staff are unable to deliver. Successful intervention leads to improved communication with parents, improved attendance and improved attainment.</p> <p>Gaps in staff understanding and using strategies to effectively support pupils with SEMH can be identified using the ARC audit tool.</p>			
TOTAL EXPENDITURE:					
£ 24,400					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D. To improve attendance rates for disadvantaged pupils and increase parental engagement with pupil’s learning and well-being.</p>	<p>-Update, review and monitor the attendance of PP pupils closely</p> <p>-</p> <p>-Learning mentor timetable allocation building relationships with parents improving attendance.</p> <p>-Learning mentor meet and greet sessions with identified pupils.</p>	<p>Attendance gap between PP and non PP exists and below national average of 96%</p> <p>Levels of parental engagement are consistently associated with improved attendance, well being and academic outcomes.</p>	<p>Identified pupils on action plan that will be reviewed regularly and records kept of efforts made and contact with parents</p> <p>Attendance officer notes</p> <p>Notes of communication with the traveller support team.</p>	<p>Head, Learning mentor and office staff</p> <p>SENCo</p>	<p>Autumn term 2021</p> <p><i>Attendance up to 7th March 2022:</i></p> <p><i>ALL pupils 94.0</i></p> <p><i>PP 90.2</i></p> <p><i>Take out Traveller children (3) and 1 child in Year 5 (Non PP)who has mental health issues currently working with CAMHS following school referral;</i></p> <p><i>ALL 95.4</i></p> <p><i>PPG children 91.3</i></p> <p><i>Learning mentor is timetabled allocation building relationships with parents improving attendance.</i></p>

	-SENCo time allocated to supporting the parents of PPG and SEN pupils with referrals for EHCPs and other forms of diagnosis.	The EEF Toolkit evidence shows effective parental engagement can lead to +3 months progress over the course of a year. Approximately 1/3 of PP pupils are also on the school SEN register.	Parent voice questionnaire		-Learning mentor meet and greet sessions with identified pupils taking place as well as SLT See separate extensive notes for the child working with CAMHS on CPOMS Development of the use of the parental engagement APP Marvellous Me as a way of engaging parents and carers.
					TOTAL EXPENDITURE: £ 9600
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Wider strategies	-Providing daily fruit. -Providing uniform and PE kits for pupils. -Subsidising cycling proficiency training	Pupils arriving at school without having breakfast and hungry. Ensuring a positive start to the day and promoting the importance of healthy eating. Regularly pupils not with correct or appropriate PE kits due to additional cost. Providing PE kits and uniform supports the sense of belonging to the school and its ethos. The number of pupils that are independently playing	Pupil voice Records of number of pupils with PE kits regularly in school to improve Track numbers of PP pupils taking part	SLT	Autumn term 2021 -Providing daily fruit. -Providing uniform and PE kits for pupil- all PPG children -Subsidising cycling proficiency training taking place WB 14 th March -Subsidising residential trip- 11 PPG pupils in year 6 -Subsidising educational trips- all PPG children school trips funded by school. -Young Voices opportunity at the O2 and musical theatre teacher

	<ul style="list-style-type: none"> -Subsidising residential trip -Subsidising educational trips -Young Voices opportunity at the O2 and musical theatre teacher -Pupils have opportunities to take part in visits more regularly via the school minibus rental 	<p>in local community including on their bikes that are PP are disproportionate to those that are not and rationale is to encourage safe riding of bikes in the community. Evidence suggests that many of the PP pupils do not have the same opportunities as non PP pupils to visit places away from their immediate local community. As a school we would like to widen their horizons to promote confidence and future aspirations.</p>	Pupil voice		<p><i>cancelled Jan 22 due to COVID rebooked end of May 2022</i></p> <p><i>-Pupils have opportunities to take part in visits more regularly via the school minibus rental</i></p> <p><i>Young voices event to take place in May 2022 as cancelled in January due to COVID.</i></p>
					<p>TOTAL EXPENDITURE:</p> <p>£ 14,000</p>
<p>Total School Premium for 2021/22 £89,380</p>					
<p>Total Spend for 2021/22 Predicted £89,300</p>					