

Pupil Premium Strategy Statement: Holtsmere End Junior School

1. Summary Information											
Academic Year Autumn 2023	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 2024	
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 2022										
	No. in cohort	57	Reading			Writing			Mathematics		
	No. of disadvantaged	13	School All	Disadvantaged		School All	Disadvantaged		School All	Disadvantaged	
				School	Nat Other		School	Nat Other		School	Nat Other
	Progress Score (please indicate if well above or well below national)		-0.92	+0.21	+0.32	+0.93	-0.07	+0.37	-1.62	-3.86	+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	Poor language skills – language deprivation. Internal assessment shows weak vocabulary knowledge impacts on comprehension of texts and written skills. EEF Teaching and Learning Toolkit Oral language interventions +5 Reading comprehension strategies +6 Phonics +4 Feedback +8 Teaching assistants +1										
B. In- school barriers	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.										

	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.	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.
B	To further reduce the attainment difference between the school's disadvantaged pupils and non-disadvantaged pupils with particular focus on maths.	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.
C	To reduce social, emotional and mental health needs impacting on learning.	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.
D	To improve attendance rates for disadvantaged pupils and increase parental engagement with pupil's learning and well-being.	Attendance of disadvantaged pupils will be at least in line with other pupils and above 94%.

		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>	Autumn term 2023

	<ul style="list-style-type: none"> - Improve reading comprehension strategies through interventions -Previously identified key vocabulary for all subjects that are included on plans are taught are repeated within lessons. -Homework club to give pupils opportunities, within the school day or after school, to complete reading homework with support. -Phonics intervention for targeted pupils. This will also include the replenishing of new phonics books as needed. -Continue to maintain the library as an attractive place to be. Constant review of books and replacement of damaged books. This will also include ensuring the breadth and diversity of the books in line with the requirements for the Equality Award. -Monitor the frequency of pupils reading and the number of books read 	<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 EEF 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>			
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	<ul style="list-style-type: none"> -Intervention in place for reluctant readers to encourage and motivate. -The use and development of the school kindles to motivate pupils to read more through the use of technology 				
					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.	<ul style="list-style-type: none"> -Pre teaching opportunities to sure pupils are familiar with mathematical vocabulary prior to the lesson. -Recruitment and retention of experienced staff- TLRs awarded for developed expertise, including maths subject leader. -Headteacher and SENCO allocated Pupil premium time supporting teachers and subject leaders with monitoring and evaluating provision and impact. 	<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>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	Autumn term 2023

	-HFL Math training including fluency for year -Maths Booster delivered by Year 6 teachers -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.	EEF research shows that the mastery approach that includes daily responsive maths interventions for pupils is likely to have a +5 months impact on progress. 1:2:1 tuition EEF research suggests can have a +5 month impact on progress.			
					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.	-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.	EEF toolkit research suggests + 5 months progress. Social and emotional learning EEF research indicates a possible + 4 months progress. School evidence suggests that pupils that have challenging playtimes and	Measure impact through pre and post intervention notes. Data analysis Audit levels of staff confidence when supporting pupils SEMH	Head DHT Class teachers	Autumn term 2023

	<ul style="list-style-type: none"> -Peer mediation training and weekly catch up by learning Mentor -1:1 Counselling and Play therapy -Membership of attachment aware schools audit (ARC) -The further development of 'Focused Learning Areas' in every classroom with resources to manage emotions in order to regulate and refocus on learning. 	<p>lunchtimes due to SEMH issues have disrupted learning following playtimes and lunchtimes.</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>New learning mentor to receive Drawing and Talking training to support pupils.</p> <p>Gaps in staff understanding and using strategies to effectively support pupils with SEMH can be identified using the ARC audit tool.</p>	Pupil voice		
					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?
D. To improve attendance rates for disadvantaged pupils and	-Update, review and monitor the attendance of PP pupils closely	Attendance gap between PP and non PP exists and below national average of 94%	Identified pupils on action plan that will be reviewed regularly and records kept of efforts	Head, Learning mentor and	Autumn term 2023

increase parental engagement with pupil's learning and well-being.	<ul style="list-style-type: none"> - Learning mentor timetable allocation building relationships with parents improving attendance. - Learning mentor meet and greet sessions with identified pupils. - SENCo time allocated to supporting the parents of PPG and SEN pupils with referrals for EHCPs and other forms of diagnosis. 	<p>Levels of parental engagement are consistently associated with improved attendance, well being and academic outcomes.</p> <p>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.</p>	<p>made and contact with parents</p> <p>Attendance officer notes</p> <p>Notes of communication with the traveller support team.</p> <p>Parent voice questionnaire</p>	<p>office staff</p> <p>SENCo</p>	
					<p>TOTAL EXPENDITURE:</p> <p>£ 9600</p>
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	<ul style="list-style-type: none"> - Providing daily fruit. - Providing uniform and PE kits for pupils. 	<p>Pupils arriving at school without having breakfast and hungry. Ensuring a positive start to the day and promoting the importance of healthy eating.</p> <p>Regularly pupils not with correct or appropriate PE</p>	<p>Pupil voice</p> <p>Records of number of pupils with PE kits</p>	SLT	Autumn term 2023

	-Subsidising cycling proficiency training	kits due to additional cost. Providing PE kits and uniform supports the sense of belonging to the school and its ethos.	regularly in school to improve		
	-Subsidising residential trip	The number of pupils that are independently playing 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.	Track numbers of PP pupils taking part		
	-Subsidising educational trips	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.	Pupil voice		
	-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				
					TOTAL EXPENDITURE:
					£ 14,000
Total School Premium for 2023/24 £89,380					
Total Spend for 2023/24 Predicted £89,300					

