



## Pupil Premium Strategy Statement 2020/21

### School Vision

At Hiltingbury Junior School our vision is to be “Daring, Believing, Achieving Together”. We aspire to equip our children as life-long learners, ready to take on the challenges of their journey each year. Our WE CARE learning skills, coupled with Growth Mindset, are embedded in all our practice. Equally important is recognising that each child is an individual, with their own personalities, interests and worries. We always aim to provide an environment where everyone feels safe, valued and respected.

### Pupil Premium Funding

#### Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

#### Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a ‘service child’ in the school census at any point since 2011



- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

## **Pupil Premium Strategic Principles**

### **Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the strategy group**

#### **Whole-school ethos of attainment for all**

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard. We communicate effectively with parents and involve them in discussions about their child's support

Leaders, teachers and other adults understand their role within the school's strategy

#### **Addressing behaviour and attendance**

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

#### **High quality teaching for all**

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

There is recognition that the interventions funded by the Pupil Premium Grant are just on part of the strategy to tackle disadvantage – it is the many thousands of interactions over a child's school career that shape outcomes.

#### **Meeting individual learning needs**

We know our disadvantaged pupils as individuals. There is a strong understanding of their barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.



Transition processes for disadvantaged pupils are carefully planned and implemented

**Data-driven**

The progress of disadvantaged pupils is closely tracked and discussed at pupil progress meetings and Pupil Premium review meetings so that children at risk of underperformance (be they low or high previous attainers) can be identified and effective actions implemented and regularly reviewed.

**Clear, responsive leadership**

A Strategy Group, which includes senior leadership and a governor, reviews the overall effectiveness of strategies at the end of each academic year.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

**Deploying staff effectively**

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

<b>Pupil Premium Strategy Group</b>	
<b>Team member</b>	<b>Role</b>
Zoe Loosemore	Headteacher/ DSL
Charlotte Hartley	Deputy Head
Juliet Preston	Pupil Premium Coordinator
Helen Holt	SENCO
Rachel Martin	SEND/PP Governor
Review Dates for academic year:	termly



Current Profile			
Academic Year	2020/2021	Number of Pupils eligible for PP	21
NOR	384	Total PP budget	£20,830

Summary allocation of funding		
Development of Teaching		
Funded item / initiative	Rationale	Expenditure
<p><b>Development of the maths mastery curriculum</b></p> <ul style="list-style-type: none"><li>Continuing to develop math mastery approach in school through external staff training</li><li>Concrete resources to support the concrete – abstract - pictorial approach and aid children’s conceptual understanding</li></ul>	<ul style="list-style-type: none"><li>The Education Endowment Foundation (EEF) states Mastery approaches can result in progress gains of up to 5 months on average, with particular benefits for lower attaining pupils. To make effective use of concrete resources they need to be sufficient in</li></ul>	£3,900



	number for a whole class to use at a time.	
<ul style="list-style-type: none"><li>• Development of English curriculum to further embed grammar concepts and widen children's written vocabulary. Staff training will be provided by a Hampshire English Lead.</li></ul>	<ul style="list-style-type: none"><li>• The EEF's report 'Improving Literacy in Key Stage 2' cites improving pupil's language capabilities as a key measure to raise attainment. Among its recommendations:<ul style="list-style-type: none"><li>• exposure to new vocabulary is necessary across spoken language, reading and writing;</li><li>• pre-teaching and discussing new words can support reading comprehension;</li><li>• pupils should learn both new words and how to use familiar words in new contexts;</li><li>• vocabulary learning should entail active engagement in learning tasks</li></ul></li></ul>	£450 cost of staff training



<ul style="list-style-type: none"> <li>Develop expertise on the staff to support children with EAL as a barrier to learning by arranging EAL clinics with EMTAS and staff training in the needs of advanced learners of EAL.</li> </ul>	<ul style="list-style-type: none"> <li>A third of the cohort of Pupil Premium have EAL. This particularly impacts on the writing levels of this group of learners.</li> </ul>	<p>£ 350</p>	
<ul style="list-style-type: none"> <li>Development of assessment and feedback policies to further drive school improvement and pupil progress.</li> </ul>	<p>The EEF cites feedback as having a significant impact on pupil progress for a low cost. As a school, we have identified a need to ensure our feedback to pupils is both manageable and results in pupil progress. Changes to the assessment policy will ensure that our Pupil Premium strategy remains data driven and responsive to the needs of the pupils.</p>		
<b>Targeted academic support</b>			
<b>Barriers to overcome</b>	<b>Funded item / initiative</b>	<b>Rationale</b>	<b>Expenditure</b>
<p>Ensuring there is whole school overview of the needs and provision for Pupil Premium children</p>	<ul style="list-style-type: none"> <li>Termly strategy group meetings to bring together members of the Senior leadership team, SENCo, Pupil Premium leader and a governor to discuss needs and provision for this group and to review the direction of the strategy.</li> </ul>	<ul style="list-style-type: none"> <li>We want to put our Pupil Premium strategy at the heart of the school by ensuring key leadership personnel are involved in the design, delivery and review of the strategy.</li> </ul>	<p>£1,350</p>



	<ul style="list-style-type: none"><li>• Meetings between class teachers and Pupil Premium Coordinator to discuss progress and needs of individual pupils</li></ul>	However, class teachers retain overall responsibility and accountability for the progress of all pupils in their class.	
A period of prolonged school closure due to the COVID 19 pandemic has resulted in the need for a catch up curriculum. Our disadvantaged pupils are likely to have been particularly affected by the school closure and to have gaps in their learning.	<ul style="list-style-type: none"><li>• Pupil conferences with class teachers early in the autumn term and a follow up staff meeting to share pupil needs and identify support that can be put in place.</li></ul>	<ul style="list-style-type: none"><li>• To enable early identification of children's gaps and potential barriers to learning and to make sure all staff are aware of this group of pupils.</li></ul>	£500
	<ul style="list-style-type: none"><li>• 1:1 tuition for selected pupils who have the greatest gaps in learning. This will be outside of the normal school day so as not to impact on the normal curriculum and delivered by teachers from within the school.</li></ul>	<ul style="list-style-type: none"><li>• EEF reports a strong positive impact of 1:1 tuition, especially when delivered by an experienced teacher, and in addition to, but explicitly linked to, the normal curriculum.</li></ul>	£6516



Some children are low prior attainers	<ul style="list-style-type: none"> <li>● Extra HLTA support in class to aid teachers in addressing children's gaps (1.5 hours weekly in Year 4)</li> </ul>	<ul style="list-style-type: none"> <li>● There is positive evidence for small group interventions, led by or directed by experienced teachers.</li> </ul>	£878
	<ul style="list-style-type: none"> <li>● Extra HLTA support in Year 3 (an additional 1.5 mornings per week)</li> </ul>	<ul style="list-style-type: none"> <li>● To help our most vulnerable pupils settle into their new school after a period out of school and to support the work of class teachers in beginning to address gaps and barriers to learning of these pupils.</li> </ul>	£2633
<b>Wider support</b>			
<b>Barriers to overcome</b>	<b>Funded item / initiative</b>	<b>Rationale</b>	<b>Expenditure</b>
Some children have challenging circumstances in their personal home life to overcome, or need support to further develop effective learning behaviours	ELSA support  This will also include other vulnerable pupils who are not eligible for Pupil Premium	Evidence from the EEF suggests children learn best when <ul style="list-style-type: none"> <li>● Relationships are strong.</li> <li>● Self regulation is developed.</li> </ul>	£2420





		<ul style="list-style-type: none"><li>● Pupil identity of self and within a group is positive.</li></ul>	
Access to rich experiences out of school can be limited due to family finances	Support for <ul style="list-style-type: none"><li>● Music tuition</li><li>● Extra curricular clubs</li><li>● School trips and residential</li></ul>	These activities can help develop pupils' confidence and resilience and support their wellbeing. We want all pupils to be able to access these opportunities regardless of family income.	£2000
Some pupils are eligible for the Service Pupil Premium as they have a parent who is a serving member of the armed forces	<ul style="list-style-type: none"><li>● Close monitoring of emotional wellbeing with ELSA support provided as required.</li></ul>		
<b>Total Expenditure</b>			<b>£20,996</b>

### Recovery curriculum planning – September 2020

A comprehensive catch up plan is being developed in consultation with HIAS, starting from an analysis of the areas not covered and the expected gaps in knowledge. The catch up coverage is being aligned with the new year's curriculum so that it is sequential and progressive with the aim that pupils catch up fully during the 2020/2021 academic year. Where extra support is required, this will be available through targeted interventions.



<b>School Improvement Plan 2020/21 priorities for disadvantaged pupils</b> (Extracts from SIP that directly impact on PP outcomes – use school headings; leadership / quality of education / outcomes)			
<b>Objectives</b>	<b>Success criteria</b>	<b>Actions / professional development</b>	<b>Monitoring</b>
To develop effective whole school feedback and assessment practices to inform planning and drive pupil progress	<ul style="list-style-type: none"> <li>Teachers and Leaders use formative and summative assessment purposefully</li> <li>Formative assessment, feedback and marking identifies misconceptions and is used responsively to move learning on</li> <li>Data is collected timely and is analysed to inform appropriate interventions/priorities</li> <li>Planning is informed by live assessment to ensure quality first teaching is differentiated effectively and enables all pupils to make progress</li> </ul>	<ul style="list-style-type: none"> <li>Implement new summative assessment recording and analysis system INSIGHT for core subjects; Writing and Maths using new Medium term plan objectives</li> <li>Provide staff training in using new assessment model as a tool to inform next steps in teaching and planning</li> <li>Year teams to carry out termly moderation in English and Maths to support staff development in consistency and accuracy in summative assessments</li> <li>Analyse summative data at each milestone with all teachers to assess impact of teaching and learning in closing gaps in progress and attainment. Use this to inform interventions, targets groups, planning and performance management reviews</li> <li>Pupil premium Leader and SENCO to attend Pupil Progress Reviews to discuss progress of PP and SEND children and effectively target support</li> <li>With staff review Feedback policy to explore consistency in approach towards feedback across each class</li> <li>Review impact of current feedback practices with staff including marking, questioning, verbal feedback, peer feedback, next step targets identified to ensure accuracy, explicitness and specificity of feedback</li> <li>Lead staff training in effective forms of feedback and responsive teaching which is used to check children’s understanding, identify misconceptions accurately, inform planning and close gaps in children’s understanding</li> <li>Develop new Feedback policy with all teaching and support staff</li> <li>Continue to monitor and review the impact of the new feedback policy across the school year</li> </ul>	<p>Termly:</p> <ul style="list-style-type: none"> <li>Pupil conferencing</li> <li>Learning walks</li> <li>Staff feedback</li> <li>Staff surveys</li> <li>Lesson observations</li> <li>Book scrutiny</li> </ul> <p>Headteacher termly reports to Governors</p>



		<ul style="list-style-type: none"> <li>- SENCO and Pupil Premium Leader to evaluate and monitor effectiveness of feedback for children on SEND register and PP register and feedback to staff</li> <li>- Review and refine learning objectives so that they ensure coverage and progression of skills within and across learning journeys</li> </ul>	
For each year group to develop coherent, sequential writing learning journeys which provide opportunities for writing skills to be taught, embedded and applied independently	<ul style="list-style-type: none"> <li>● A new text led unit in writing is planned and taught, with all staff reviewing the impact and outcomes used to inform next priorities in English</li> <li>● The learning journeys in writing are coherent, sequential which provide opportunities for writing skills to be taught, embedded and applied independently</li> </ul>	<ul style="list-style-type: none"> <li>- Review whole school Learning Ladder objectives being taught in each unit of work across the school to ensure National Curriculum coverage, effective progression of skills and coherence in learning journeys</li> <li>- Writing Leader to lead training and support staff on effectively mapping out new HAMS objectives to relevant writing outcomes and also identify and plan for objectives not being taught in the previous year due to COVID</li> <li>- Regularly feedback to year teams on strengths and areas for development as outcomes of learning reviews</li> <li>- Work with year teams to support English planning in PPA sessions</li> <li>- Plan and lead staff training to reflect the outcomes of monitoring and identified staff CPD.</li> <li>- HIAS English advisor to lead January INSET day, after consultation with English Leaders – planning of text led unit to be taught by the end of Summer 1 to develop Staff CPD in planning effective units of work as part of the 'Catch up' strategy</li> <li>- Monitor and evaluate the effectiveness of the new text led units with Reading leader to develop links between reading and writing lessons (e.g. parallel texts).</li> </ul>	<p>Termly: Pupil conferencing Learning walks Staff feedback Staff surveys Lesson observations Book scrutiny</p> <p>Headteacher termly reports to Governors</p>
To provide an effective catch up premium for targeted children	<ul style="list-style-type: none"> <li>● Targeted support through the 'Catch up Premium' strategies enable children to close gaps and make effective progress</li> </ul>	<ul style="list-style-type: none"> <li>- Carry out targeted interventions for children in each year group led by Teachers and Teaching Assistants</li> <li>- Increase number of Teaching Assistants in each year group to support the role of the Teacher in quality first teaching during English and Maths</li> <li>- Staff to lead 1:1 and small group tutoring for targeted children across the school, including Pupil Premium and non Pupil Premium children</li> </ul>	<p>Termly: Pupil conferencing Learning walks Staff feedback Staff surveys Lesson observations Book scrutiny</p>



		<ul style="list-style-type: none"><li>- Deputy Headteacher and Headteacher to lead Maths fluency interventions for year 6 children to close gaps from previous year</li><li>- Deputy Headteacher to teach daily English lessons to provide smaller class groups and more focused teaching sessions</li></ul>	Termly Governors meeting; Standards and Curriculum Governors termly meeting with Year Leaders
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<b>Strategic developments 2021 -2023</b> (This can outline developments to strengthen the quality of education for disadvantaged pupils)			
<ul style="list-style-type: none"><li>- Development of whole school curriculum to ensure clear sequencing and progression of key skills and concepts</li><li>- Develop the opportunities for reading and writing across the curriculum</li><li>- Continue to develop and embed Maths Mastery principles across the whole school</li></ul>			

**Attainment KS2 (2020) Disadvantaged Pupils**  
There were no statutory assessments in summer 2020 due to the Covid19 pandemic. Teacher assessment levels were reported to secondary schools for transition purposes at the end of Key Stage 2. Assessment of Years 3, 4, and 5 was based on mastery of the curriculum covered up until the point of the school closure in March and these levels were reported to parents.  
Note due to low number of pupils eligible for Pupil Premium in Year 6 (3 in 2020) any interpretation of these statistics must be made with extreme caution.

Percentage reaching expected standard	3 YEAR ROLLING AVERAGE	Non-PP Outcomes in 2020 (90 children)	Gap	National Disadvantaged	National Non-PP Outcomes
Reading	80%	90%	10%	N/A	N/A
Writing	70%	92%	22%	N/A	N/A
Mathematics	80%	91%	11%	N/A	N/A



### Progress (2020) Disadvantaged Pupils

This is a measure of progress of all children in the school, with 2 being the expected progress across an academic year. Results this year are likely to have been affected by the school closure due to Covid 19. Low numbers of Pupil Premium children mean the figures must be interpreted with caution.

	School PP Progress measure	School Non-PP Progress
Reading	1.13	1.4
Writing	1.6	1.6
Mathematics	1.2	1.6

## The impact of 2019/2020 pupil premium funding

### a) Teaching and Learning:

#### Funded item/initiative:

Ensuring all children make at least expected progress from their starting point through:

- 1:1 tuition sessions to address individual children's needs and gaps in learning
- Pupil Premium review meetings to monitor progress and plan next steps forward
- Support with differentiation and meeting individual needs of children with complex SEND through meetings with classteacher and SENCO or SLCN unit manager.

#### Expenditure:

- 1:1 tuition £4000
- Review meetings £1,500
- Meetings with SENCO/SLCN manager & additional support for SEND pupils £1000
- Support during Covid 19 as detailed below

Total expenditure = £ 11,850



- Improving forward planning to enable the needs of the Year 3 cohort to be identified more swiftly and to ensure we have accurate data as soon as possible for monitoring purposes

### Impact

This aim was interrupted by the Covid 19 pandemic which meant there was not the expected 3 terms of teaching after which to measure progress.

- The high profile of Pupil Premium was maintained through regular Pupil Premium Review sessions and Pupil Progress meetings ensuring all teachers were aware of the eligible children in their class and their needs were prioritised.
- Additional 1:1 support was available to help children close gaps in their learning, based on discussions with class teachers of priority areas.
- Extra support was provided to a child with SEND where there was an EHCP pending to help the child access the curriculum and to support their wellbeing.
- Year 3 children had an accurate benchmark by October half term. This is particularly relevant for those children who come to us assessed as Working Towards in KS1 and allows better monitoring of progress. It was not possible to hold the liaison meetings with the infant school quite as planned due to the covid 19 pandemic, however, Year 3 staff were able to gather relevant information about the year 2 cohort through discussion, which was recorded for their Pupil Premium tracking documents. Information has been gathered about the number of Pupil Premium children in our feeder infant school to allow improved forward planning.
- Teachers were able to meet with the SENCO to discuss the specific needs of Pupil Premium with SEND
- By March, when the school was closed, the vast majority of Pupil Premium children had made measurable jumps of progress in reading, writing and maths with a significant number having already made expected progress and potentially on track for accelerated progress (20% in reading, 47% in writing , and 40% in maths)
- In March, only 2/15(13%) children were in 'Shark Infested Water' (ie they were at risk of not making expected progress) in each of Reading , Writing and Maths. Although there is a very small sample size here it is broadly in line with the data for the rest of the school



population – 13.6% reading, 10.3% writing, 11.1% maths. These percentages would have been expected to decrease had there been data available for July.

- All of our Year 6 PP children without significant special needs achieved RWM combined (teacher assessment)

### b) Emotional, Social and Behavioural support

#### Funded item/initiative

- Bringing the attendance of Pupil Premium children into line with that of non Pupil Premium children, focusing on those few children with poor attendance

#### Expenditure

Covered by Headteacher’s management time

#### Impact:

Pupil Premium attendance to 20<sup>th</sup> March 2020 96.0% Non Pupil Premium attendance to 20<sup>th</sup> March 2020 97.3%

- Most Pupil Premium children have high attendance. Where necessary, there has been parental engagement and further actions in an effort to improve attendance. In some cases these actions were successful, however, there are still a few families where attendance is an ongoing concern.
- ELSA was available to those PP children where it was considered it would be beneficial. 4 out of 15 children accessed this support and classteachers reported it positively impacted on the children involved.
- See also actions during Covid 19 closure above

### c) Enrichment

#### Funded item/initiative:

- Removing financial barriers to full participation in all aspects of school life through funding of

#### Expenditure:

- Trips - £352.80
- Residential - £294



<p>educational visits and residentials after school clubs music lessons</p> <ul style="list-style-type: none"><li>● Children are given opportunities to develop leadership, organisational and public speaking skills through prioritising for opportunities such as Pupil Voice groups and enrichment activities, according to their interests and talents</li><li>● Encouraging Year 6 pupils to take part in Junior Citizen award</li></ul>	<ul style="list-style-type: none"><li>● Clubs -£0</li><li>● Miscellaneous - £84</li><li>● Music lessons - £220</li></ul> <p><b>Total expenditure = £950.80</b></p> <p>Due to school closure expenditure in this area was less than expected.</p>
<p><b>Impact:</b></p> <ul style="list-style-type: none"><li>● 1 child took up the offer of music lessons</li><li>● Children in receipt of Free School Meals were offered funding of educational trips and visits and this support was welcomed</li><li>● No children took up the offer of funded after school clubs. Next year we will ensure this offer is made clearer to parents.</li><li>● A number of children were involved in Pupil Voice groups e.g. Charity Group, Pupil Council.</li><li>● Some Pupil Premium children were involved in choir activities and Tsing at Thornden.</li></ul>	

<p><b>Response to COVID 19 school closure</b></p>
<p>This school year has been severely impacted by the Covid 19 pandemic, which resulted in the school closure from March with provision initially for keyworker and vulnerable children only.</p> <ul style="list-style-type: none"><li>● Home learning has been in place throughout for those children unable to be in school, focusing on reading, maintaining fluency in arithmetic and consolidation of maths concepts already taught.</li></ul>





- For our children with EHCP's there has been personalised provision in place.
- Where necessary, children have been provided with Chromebooks to allow them to access the home learning, with Pupil Premium children a priority for this resource.
- Pupil Premium children were invited to take part in a reading project whereby a book was sent to their home and there were regular phone discussions about it with the class teacher.
- There have been regular phone calls from class teachers and in some cases the SENCo and members of the Senior Leadership team, both to check on welfare and also to address any concerns with home learning. CPOMS has been used to log contact.
- The safeguarding policy was updated to reflect the changed situation.
- Teachers have also sent weekly emails to their classes and Google Meet sessions have been held to keep children in touch. Where our vulnerable pupils have not attended, this was followed up on to ensure parents are aware of what is on offer.
- Pupil Premium children were a priority for the return to school with ultimately 10 out of 15 children returning (Some parents chose not to accept a place for their child)
- All Year 6 Pupil Premium children returned and were able to revisit their prior learning and secure the levels of fluency and accuracy they had previously attained in maths and English in preparation for the transition to secondary school. ELSA support was also available where required.
- We have also been able to offer some of our Pupil premium children who could not return to school tuition sessions via Google meet. In some cases these have been 1:1 sessions delivered by a teaching assistant, in other cases a teacher has delivered live teaching to the whole year group.
- Families entitled to Free School meals or otherwise vulnerable have been supported with a choice of vouchers or hampers.