



Pupil premium strategy statement: Hartsfield JMI

1. Summary information					
School					
Academic Year	2020/21	Total PP budget	£44 695	Date of most recent PP Review	June 18 (local authority) Jan 20 (Ofsted) Sept 20 (school review)
Total number of pupils		Number of pupils eligible for PP	24 current plus 11 who will receive funding from April 2021	Date for next internal review of this strategy	End July 2021

2. Current attainment /progress

Due to Corona virus pandemic no end of year data was recorded for pupils July 2020.

Previously, % Y6 pupils having good progress, in all areas, was within 10% of non-PPG and % pupils getting age expected at end of KS2 in RWM was 22% above national data (51% National v. 73% Hartsfield)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school*)

A.	Poor aspirations, resilience and confidence seen in pupils eligible for PPG compared with peers. Still developing an understanding of the needs of our PPG pupils, who may not be stereotypical PPG pupils in terms of being poorly fed, culturally neglected etc. individuals.
B.	Some PPG pupils also have multiple needs such as mental health needs/ SEN/ medical needs/ poor attendance or lateness/ attachment/ family issues and this adds to complexity-
C.	Some higher ability pupils who are eligible for PPG are making less sustained progress than other higher ability pupils across key stages
D.	General Vocabulary and "knowledge of the world" not as well developed as peers sometimes. This has links to difficulty with reading /comprehension/lack cultural capital

E.	Teachers need to continue to be pro-active in provision and understanding of the unique barriers these pupils have. This especially including subject leaders (OFSTED target) who need to account for provision and achievement of PPG pupils in their subject. Bespoke approach is needed. Continued focused approach needed from leadership/governors.	
External barriers (issues which also require action outside school, such as low attendance rates)		
F.	Parental capacity: reduced parental engagement, aspirations for their children and resilience themselves. "Good enough" parenting often for this group- where parents are working hard to meet their family's needs and so have little time/ energy available to commit to anything more.	
G.	Some may have fallen behind peers during pandemic lockdown as not as well-resourced or motivated as peers. Parents may have had less education themselves to support their children with. Any future lockdowns/ periods of self-isolation could further disadvantage children.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Regain rates of progress across both Key Stages/EYFS for pupils eligible for PPG pupils so that progress gap with non-PPG pupils is diminished over the course of the year Autumn 2020-July 2021	There will continue to be a diminished difference between PPG and non-PPG pupils in terms of progress in R,W,M this school year starting from our data baseline in Autumn term 2020
B.	PPG pupils will feel safe and well at school (Any anxiety caused due to pandemic reduced) Where they don't, they will receive support for well-being or mental health from school and possibly outside agencies if indicated	Pupil voice. Staff observations- recorded rates of well-being concerns reduced. Where outside counselling used- progress seen More pro-social behaviour seen
C.	Better aspiration and motivation for pupils receiving PPG. Emotional needs met- attachment and security experienced by pupils.	Pupils voice. Staff who have targeted conversation with PPG pupils and encourage and support this group. Staff dedicate time to talk to these pupils about their interests and abilities, gently extending these.
D.	Better parental engagement with, and trust in, the school.	Evidence of enhanced engagement. Parent voice. Good communication maintained in any future lockdown period and resources made available. Remote learning supported.
E.	Improved provision for PPG pupils in foundation subjects.	Co-ordinators will show understanding of needs of this group and put in place strategies to support additional needs. Curriculum Policies will be updated to include this as whole school practice.

5. Planned expenditure					
Academic year	2020/21 Post Covid pick-up year.				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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>Get learning back on track Retain good rates of progress across both Key Stages for pupils eligible for PPG so that progress gaps with non-PPG pupils are diminished over the course of the year Sept 20- July 21.</p> <p>Special focus for Y2 and Y6 pupils who are at the end of key stages and so have less time to catch up.</p>	<p>Quality verbal feedback Meta-cognition and self-regulation Mastery learning 1-to-1 learning to tackle specific issues (pre-teaching or pick-up). Emotional support for pupils so they feel secure and engaged. Enhanced vocabulary to support reading and regular practice. Teacher as champion of reading – influence pupils' beliefs and experience. More TA/teacher time on 1-to-1 basis to enable catch-up.</p>	<p>Evidenced based- EEF Seen to add high or at least moderate impact for low cost (other than 1-to-1 which is higher cost but time limited)</p> <p>We want Y2 and Y6 to meet their age related expectations at the end of their key stage and so they need to maximise progress to make up for any lost education during the pandemic</p>	<p>Compared with baseline data from autumn term 2020 fewer PPG pupils will have a growing gap and more will diminish difference in progress compared with our non-PPG pupils.</p> <p>Continued high expectations/ bespoke support for the needs of this group.</p> <p>Involvement of subject co-coordinators to look at ways of meeting PPG pupil's needs in their areas. Additional funding put into staffing.</p>	<p>Inclusion lead, subject co-ordinators and class teachers, particularly where significant groups.</p>	<p>Termly and July 2021</p>
				Estimated spend	£ 25 700

ii. Targeted support					
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>Pupil Well-being PPG pupils will feel safe and well at school (Any anxiety caused due to the pandemic is reduced) Where they do not feel safe and well, they will receive support for well-being or mental health difficulties at school and possibly from outside agencies including NHS, Safe Space, Nessie and</p>	<p>Whole school well-being practice enhanced for these pupils since they are likely to be among the most vulnerable.</p>	<p>Meeting individual learning need seen as a “key block for success” (DEF Nov 15) Self- regulation top strategy to increase progress (EET) high impact /low cost. “Learn to be a learner”</p> <p>Maslow hierarchy of need- emotional needs must be met for a child to be able to learn. Staff deployed effectively (DEF Briefing- Nov 15) Metacognition and growthmindset</p>	<p>School practice in place to ensure well-being is paramount following the pandemic. Time for pupils to talk about their needs/worries to a trusted adult.</p> <p>High level of TA support and additional hours provided for key classes where need is greatest. Employ outside agencies/ counsellors for the most affected pupils.</p> <p>Training for staff</p>	<p>Inclusion Lead/phase leaders /class teachers/ TAs</p>	<p>Jan 2021- interim July 2021</p>
Estimated spend					£10 000
iii. Other approaches					
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>Better aspiration and motivation for pupils receiving PPG</p>	<p>Research shows wider family lives affects progress at school. Clear, responsive leadership/ regular meetings Inclusion lead and Headteacher. (DEF Nov 2015)</p>	<p>Whole school attitude to attainment for all (DEF briefing Nov 2015) Improved feedback and parental involvement typifies more successful schools</p>	<p>Staff meetings/ profile of PPG raised at all opportunities. Subject leaders to take ownership of progress and provision for PPG pupils in their area. cascaded to whole staff and acted on. Pupils voice Enhancing cultural capital</p>	<p>Inclusion Lead SLT/phase leads/ subject leads.</p>	<p>Regular meetings Inclusion Lead/ Headteacher</p> <p>Termly and July 2021</p>
<p>Better parental engagement with, and trust in, the school.</p>	<p>Provision of experiences and clubs (as they become available post-pandemic) to inspire and engage including residential trips. Work through Heads Network and PPG Cluster to share good practice.</p>	<p>Perceived as barrier to progress for these families by school. Less academic research at present on this.</p>	<p>Evidence of enhanced engagement</p>		

	<p>Senior staff allocated time to be available for discussion with parents. Employ Family Worker for school- priorities PPG families if support is required.</p>				
Estimated spend					£9 000