

# Pupil Premium Strategy 2020-21

(Updated July 2021)



## *Believe and Achieve*

*"Behind every young child who believes in themselves is an adult who believed first."*

**At Hindley Junior and Infant school, we strive to create a safe, inclusive and inspiring environment which enables everyone to believe in themselves and achieve their aspirations.**

**We believe that our children need to possess key characteristics if they are to flourish in school and wider society. Opportunities to build upon, teach and celebrate these characteristics are interwoven into all aspects of school life. We endeavour for every child to be respectful, resilient, honest, determined, confident, cooperative and ambitious.**

### Overview

**School Name:** Hindley Junior and Infant School

**Academic Year:** 2020-21

**Number of pupils on roll:** 205

**Senior leader responsible:** Mr Stephen Wallace (Head teacher)

**Named governor responsible:** Mrs Caroline Thompson

**Number of PP children: 77 (38%)** *N.B: 58 according to last census but 19 more on current FMS (therefore disadvantaged)*

**Amount of allocation:** £89 735

### Current performance

(based on 2019-20 Data – not validated due to COVID 19 closures)

#### PP Vs Non PP

<b>% meeting the expected standard + at the end of KS2:</b>	R: 11/13 V 16/18 85% V 89%	W: 9/13 V 16/18 69% V 89%	M: 10/13 V 15/18 77% V 83%	C: 9/13 V 14/18 69% V 77%
<b>% meeting the greater depth standard at the end of KS2</b>	R: 1/13 V 7/18 7% V 39%	W: 1/13 V 5/18 7% V 28%	M: 2/13 V 4/18 15% V 22%	C: 0/13 V 3/18 0% V 17%
<b>% meeting the expected standard + at the end of KS1:</b>	R: 6/13 V 14/16 46% V 88%	W: 5/13 V 12/16 38% V 75%	M: 6/13 V 13/16 46% V 81%	C: 5/13 V 12/16 38% V 75%
<b>% meeting the greater depth standard at the end of KS1:</b>	R: 0/13 V 3/16 0% V 19%	W: 0/13 V 2/16 0% V 13%	M: 0/13 V 3/16 0% V 19%	C: 0/13 V 2/16 0% V 13%
<b>% passing the Year 1 Phonics screening check:</b>	9/13 (69%) V 14/17 (82%)			
<b>% achieving GLD at end of Reception:</b>	0/7 (0%) V 15/22 (68%)			

### Barriers to attainment

#### Academic barriers

- a) Low baseline pupils on entry to Reception class
- b) Lack of school readiness: Lack of focus and poor language and communication skills
- c) Consistency of high quality teaching at all
- d) Lack of contextual understanding and knowledge of the world (cultural capital): impeding ability to
- e) contextualise learning

### **Non-academic barriers**

- f) Potential low attendance and poor punctuality that impacts negatively on learning
- g) Vulnerable families with emotional and social needs resulting in children demonstrating challenging behaviours: children arriving at school not ready to learn.
- h) Vulnerable families lacking engagement with education
- i) Lack of aspirations and low levels of academic achievement

### **Strategy aims**

1. To narrow the attainment gap in Reading, Writing and Maths in all year groups.
2. Progress in Reading: achieve at least national average progress scores in KS2 Reading.
3. Progress in Writing: vast majority of all children achieve national average progress scores in KS2 Writing.
4. Progress in Mathematics: Vast majority of children achieve at least average progress scores in KS2 Mathematics.
5. Phonics: The vast majority of children achieve national average expected standard in PSC
6. Attendance: attendance of PP children to be above national average, and not significantly different to Non-PP children

### **Pupil Premium Strategic Principles**

Our building blocks for tackling educational disadvantage:

#### **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
- 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.

#### **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, and self-regulation.
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

**Meeting individual learning needs**

- There is a strong understanding of the 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 discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.

**Clear, responsive leadership**

- Leaders and a governor, review the effectiveness of strategies based on internal analysis, research and best practice.
- Self-evaluation is rigorous and honest.
- Leaders apply robust quality assurance processes and clear success criteria.
- Deploying staff effectively
- 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

**Spending priorities**

**Category: Quality of teaching**

**Allocation:£45000**

Aims	Actions	Indented outcomes/success criteria	Review
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<p>Maximise adult/pupil ratios.</p>	<ul style="list-style-type: none"> <li>• Employ extra teacher in Year 6 for every morning: allowing children to be streamed.</li> <li>• Maximise number of teaching assistants to support class teachers.</li> <li>• Extra teacher employed (spring – summer) to team teach in specific identified year groups to narrow attainment gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are streamed for Maths and English lessons every morning.</li> <li>• Vast majority of children by the end of KS2 achieved their individual academic targets, and some will have surpassed.</li> </ul> <p>Experienced teacher working in specific classrooms, with specific groups/individuals, alongside class teachers to narrow attainment gaps.</p>	<ul style="list-style-type: none"> <li>• 100% of Pupil Premium children at least maintained their end of Ks1 standard. For example if a child was WTS at the end of SK1, they were at least WTS at the end of SK2, and if they were expected at the end of SK1, they were at least expected at the end of KS2. This was the case in Reading, writing and maths.</li> <li>• In reading and writing, 38% (3/8) of PP children made accelerated progress.</li> <li>• In maths, 63% (5/8) made accelerated progress.</li> <li>• Feedback from teachers was positive: they felt that the smaller streamed groups allowed teachers more time to focus on individual needs with specific children.</li> </ul>
<p>Staff training: utilise vast majority of staff meeting times for CPD sessions</p>	<ul style="list-style-type: none"> <li>• Vast majority of 'staff meeting' times are used as CPD to improve the standard of quality first teaching.</li> <li>• Personalised in-school coaching &amp; mentoring programmes implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching is at least good and some is outstanding.</li> <li>• Monitoring systems show improvements in the quality of teaching &amp; learning, or high standards being maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of COVID restrictions impacted on this area:</li> <li>• A considerable amount of staff meeting/CPD time was allocated towards perfected 'remote learning techniques (very</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff receiving external, personalised CPD.</li> <li>• Outward thinking: staff working with other good/outstanding schools to improve practice</li> <li>• Regular CPD for LSAs.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff will have attended several CPD sessions based on improving subject knowledge and/or pedagogy</li> <li>• Staff working with other good/outstanding practitioners from other settings.</li> <li>• LSA have up to date CPD (weekly CPD meeting and regular phonics training updates) that directly improved the quality of teaching and learning.</li> </ul>	<p>positive feedback from Remote learning offer).</p> <ul style="list-style-type: none"> <li>• Lesson monitoring, despite being disrupted by COVID restrictions (social distancing), did demonstrate improvements in the quality of teaching.</li> <li>• Due to COVID restrictions, it was not possible for staff to work with other good/outstanding practitioners in a classroom setting as often as we had intended. However, several staff still did have the chance to observe outstanding practice in other settings. Resulting on positive impact in their own pedagogy.</li> <li>• Due to not being able to offer face-face weekly training as previously done. We invested in online CPD via Read Write Inc for all phonics teachers.</li> </ul>
<b>Category: Targeted academic support</b>			<b>Allocation: £30000</b>
Actions	Actions	Indented outcomes/success criteria	Review
<p><b>Teaching assistants to deliver interventions</b></p>	<ul style="list-style-type: none"> <li>• Teaching assistants work with specific groups of children in lesson times to accelerate learning (as directed by the class teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• LSAs are effective within lessons to accelerate the learning of specific groups of</li> </ul>	<ul style="list-style-type: none"> <li>• High proportion of teaching assistants across school.</li> <li>• Overall, Teaching Assistants used very effectively by teachers to</li> </ul>

	<ul style="list-style-type: none"> <li>Teaching assistants deliver carefully thought out interventions/ precision monitoring with identified children. Such interventions are regularly reviewed and amended.</li> <li>Some interventions/booster clubs delivered outside of normal school, hours for identified children.</li> </ul>	<p>children. Teachers direct LSAs effectively.</p> <ul style="list-style-type: none"> <li>Identified children (below age-related and or not on track to achieve individual targets) are accessing appropriate interventions, both in school day or outside of normal school hours.</li> <li>Interventions are reviewed regularly for effectiveness and next steps (every half term approx.)</li> </ul>	<p>accelerate learning within the classroom. Several examples, through monitoring, of LSAs being deployed effectively within the classroom, and during remote learning.</p> <ul style="list-style-type: none"> <li>A rigorous intervention programme devised, implemented and regularly reviewed in each class (overseen by SENDco). Several examples of LSAs working with individual children to address specific gaps in learning/knowledge.</li> </ul>
<b>Category: Wider strategies</b>			<b>Allocation: £14000</b>
<b>Actions</b>	<b>Actions</b>	<b>Indented outcomes/success criteria</b>	<b>Review</b>
<b>Employ Learning Mentor</b>	<ul style="list-style-type: none"> <li>Learning mentor work with vulnerable/ hard to reach families to support them.</li> <li>Learning mentor liaises closely with external support/professionals i.e. Early help/Start well workers to ensure vulnerable families are receiving support.</li> <li>Learning Mentor works with individual pupils whom have attendance/punctuality issues to address individual barriers.</li> </ul>	<ul style="list-style-type: none"> <li>Learning mentor working with 'vulnerable families/children and other external professional to break down individual 'social/emotional barriers to learning.</li> <li>Work with individual families to devise, implement and review personal attendance plans.</li> <li>Individualise support packages/procedures implemented and reviewed to</li> </ul>	<ul style="list-style-type: none"> <li>The learning mentor has worked with several children and families in order to break down specific barriers through more intense support. Led several school-led early helps, including attendance focused early helps. This has resulted in children attending school more regularly. Additionally, the learning mentor has offered more intense pastoral support to specific</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning Mentor supports class teachers with individual children who may be demonstrating challenging behaviour due to 'home life'.</li> </ul>	<p>support the emotional well-being of individual pupils.</p>	<p>individuals (level of need below official early help)</p>
<p><b>Utilise meaningful rewards to motivate children</b></p>	<ul style="list-style-type: none"> <li>• Set up meaningful/appropriate school awards to promote good attendance, effort and academic achievement.</li> <li>• Liaise with different stakeholders (children, parents and staff) to ensure that 'rewards systems' in place are effective in motivating the children. Amend systems/ rewards appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be motivated by awards and incentives on offer.</li> <li>• Attendance will be good. Attendance of PP compared to Non PP will be insignificant.</li> <li>• Children will be motivated to try their best to achieve academically: attainment will improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from children suggests that the vast majority of children respond extremely well to reward systems in place (i.e. range of attendance rewards and awards associated with class dojo points).</li> <li>• Monitoring and pupil voice demonstrates that the vast, vast majority of children are motivated to try their best in all aspects of school.</li> <li>• Attendance figures for PP children significantly improved compared to the previous two years and is above 96%. Furthermore, the attendance gap between PP and Non PP has been significantly reduced ( now a 1% difference compared to a 2.6 and 5% difference for the past two academic years) .</li> </ul>



<p><b>Broaden children's horizons and cultural capital</b></p>	<ul style="list-style-type: none"> <li>• Organise and run trips that children would not normally experience to broaden their life experiences.</li> <li>• Organise for visitor to visit school (virtually if needed) to inspire the children, and expose the children to a variety of cultures: celebrating diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate trips/experiences that children would not normally experience e.g. watching live sporting events, visiting theatres, watch orchestral performances, visit the beach, visit a national park/place of natural beauty.</li> <li>• Organise for a variety of visitors to work with the children to inspire them (link to ongoing assemblies, PSHE days, curriculum in general, World Book day etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Due to COVID restrictions and lockdowns etc., school trips were not allowed/ recommended for the vast majority of the year. A 'HJI experiences promise' was formulated and agreed with stakeholders and some of the experiences on there were made possible during the summer term i.e. residential, restaurant visit, interaction with live animals etc.</li> <li>• Organised PSHE days and events were disrupted by lockdowns and bubble closures. A throughout careers weeks was organised for Y6 and school took part in PSHE days i.e. Steven Lawrence Day (It's good to be different). A two year rolling cycle of PSHE days has been formulated, ready to implement from September 2021 based on the identified needs of our children.</li> </ul>
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**Key:**

- R - Reading
- W - Writing
- M - Maths
- C - Combined reading, writing and maths