

Hunter's Bar Junior School

Pupil premium grant expenditure: 2018/19

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	355
Total number of pupils eligible for PPG	59 + 4 AFC
Amount of PPG received	£87,080**

** Based on estimated Ever6 numbers

Key expenditure – how the allocation will be spent		
Area of spending	Focus	Total allocation
Staffing costs toward: Learning mentor PE and sport specialist teacher	Cognition and learning Social, emotional and mental health Physical health and hygiene Family and environment	£84,980

Trips and visitors	Social, emotional and mental health Physical health and hygiene	£2,100

Identified barriers to educational achievement

Cognition and Learning

- Communication and Interaction
- Poor phonics knowledge
- Low non-verbal reasoning skills
- Access to rich language – especially from books
- Social communication
- Slow processing
- Dyslexia
- Autistic Spectrum Disorder

Social, Emotional and Mental Health

- Access to extra-curricular activities - educational experiences such as trips, residential trips
- Low motivation and self-esteem
- Focus and concentration
- Low levels of resilience
- Attention Deficit Hyperactivity Disorder
- Attachment issues
- Anger
- Anxiety
- Sensory perceptual issues

Physical Health and Hygiene

- Access to extra-curricular sporting activities - educational experiences and participation in competitions
- Focus and concentration
- Poor nutrition
- Poor general physical health

Family and Environment

- Attendance and punctuality
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework
- Significant events e.g. bereavement, family upheaval, domestic violence, alcohol and drug abuse
- Number of single parent families

Area of spend	Intended outcomes – why these approaches were taken	Actions
Cognition and learning	<p>Close gap for PP children from KS1 assessments and Y3 baselines.</p> <p>Improved progress in all core subject areas so it is at least in line with non-disadvantaged pupils.</p> <p>To understand strengths and interests of PP children to enable teachers and other staff to cater for this when planning and delivering learning</p> <p>Support children to set individual learning targets</p> <p>Develop trusting and supportive relationships with parents and encourage parental involvement</p> <p>Identify and track progress and attainment for PP children each term.</p> <p>Identify the most vulnerable 6 children in each class for progress from KS1 assessments.</p> <p>Improved learning outcomes in maths</p>	<p>Extra teacher in year 3 at the start of Autumn term 1</p> <p>Class teachers freed up during the day to have Structured conversations with all parents of PP children (x2 per year).</p> <p>Use internal assessments and teacher knowledge to identify 6 children most vulnerable for progress – mainly PP children. These children will be a main focus for scrutiny and tracking.</p> <p>Performance Management target for each class teacher for the six most vulnerable learners</p> <p>Pupil progress meetings for all children at each milestone. Specific focus on pupil premium children.</p> <p>Book scrutiny of PP children’s books at each milestone for English and maths. Conducted by all members of the SLT.</p> <p>All teachers to successfully deliver Maths No Problem scheme, with a focus on disadvantaged pupils</p> <p>Teacher to work in year 5 to conduct mentoring programme with selected vulnerable PP children in maths</p> <p>1:1 assessments for reading and gap identification in Y3 and for most vulnerable learners in Y4,5 and 6.</p>

	<p>Improved learning outcomes in reading</p> <p>Improved learning outcomes in writing</p> <p>Improved confidence for pupils in specified areas</p> <p>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</p> <p>TA Support within lessons to improve understanding of learning in reading, writing and maths</p>	<p>1:1 and small group reading intervention in classes and as part of intervention programme in school.</p> <p>Focus on vocabulary specifically targeted at disadvantaged learners. This will involve CPD for all staff with support from the Vocabulary Champions in school.</p> <p>Teacher and SENCO review – careful planning of interventions to be completed each term</p> <p>TAs complete impact statements to provide evidence of outcomes and plan for next steps, put on provision maps.</p> <p>TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning</p> <p>Teachers and TAs liaise closely and regularly update provision map for children with SEN needs and for those receiving additional support</p> <p>Duel reading group with parents and children who are EAL and PP</p>
<p>Social , emotional and mental health</p>	<p>To support vulnerable PP children to overcome barriers created by social, emotional or mental health issues.</p> <p>Boost self-esteem and confidence</p>	<p>One to one pastoral support with TAs and Learning Mentor for most vulnerable children, e.g. bereavement.</p> <p>Availability of a Learning Mentor to support families</p> <p>Social groups contain aspects of nurture and Theraplay supported by Learning Mentor/ HLTA and TAs</p> <p>Subsidy for residential trips (Y4 and Y6) and other trips and visitors in school</p> <p>Children are supported to set up their own lunchtime clubs including art club, knitting club and craft club</p> <p>Half-termly safeguarding meetings with Head teacher, Inclusion Manager and Learning Mentor. Focus on PP children.</p> <p>Specific targeted programme of creative arts</p>
<p>Physical Health and Hygiene</p>	<p>Sports related activities to boost engagement in learning, exercise, healthy lifestyle choices and enrichment.</p> <p>Boost self-esteem and confidence</p> <p>Provide opportunities for success</p>	<p>Pupil premium children are specifically targeted to participate in the network games at an international venue.</p> <p>Sports and short burst exercise activities</p> <p>Early start club</p> <p>Free lunchtime physical activity clubs run by PE specialist</p> <p>Subsidised places at after school physical activity clubs</p> <p>Employment of a sports apprentice to support engagement with sporting activities and opportunities</p> <p>Transport costs paid for to support children to attend activities and competitions during and after school</p>

<p>Family and Environment</p>	<p>To improve attendance of all PP children , with particular focus on those most vulnerable to low attendance.</p> <p>To improve the punctuality of all PP children, with particular focus on those most vulnerable to low attendance.</p> <p>Improve parental engagement with school</p> <p>Support families who may be struggling with challenging circumstances</p>	<p>Pastoral support from Learning Mentor and Inclusion Team when need arises</p> <p>Parent – school liaison, e.g. monitoring and supporting good attendance and developing links with other agencies.</p> <p>Learning mentor liaison with Multi Agency Support Team (MAST) and other external agencies to provide family support</p> <p>Learning mentor available for home visits and Family Common Assessment Framework (FCAF).</p> <p>Learning mentor and senior leaders to attend Children in Need (CIN), Team Around the Family (TAF) and other processes to support families and children</p> <p>School uniform provided for families who are struggling to provide for their children</p>
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Measuring the impact of PPG spending

At Hunter’s Bar Junior School, the usual cycle of data collection and the monitoring and tracking of the cohort’s attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention for all pupil premium children. Review meetings will take place at each milestone (approximately every 12 weeks) and will include members of Senior Management, teachers and TAs. This will also include qualitative and well as quantitative data.

Children’s attendance, punctuality and behaviour will be monitored on a half termly basis.

Children’s attendance at physical activity and sports clubs will be monitored.

A record of interventions and support is monitored throughout the year and ties in with the half-termly Safeguarding Meetings and termly SEN review meetings to ensure the identified needs of the children are met.

At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Review Frequency: Termly (in line with milestones).

Dates of reviews: December 2018, March 2019, June 2019