



## Hyde Park Junior School: Pupil premium strategy statement

1. Summary information					
School	Hyde Park Junior School				
Academic Year	2018/19	Total PP budget		Date of most recent PP Review	Spring 2018
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	July 2019

2. Current attainment 2017 SATs tests.				
	HPJS Pupils eligible for PP	Pupils eligible for PP (national average)	HPJS Pupils not eligible for PP	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	69.2%	47.5%	69.7%	67.3%
% making expected progress in reading	0.07	-0.26	-1.70	0.32
% making expected progress in writing	-2.27	-0.81	-3.29	0.17
% making expected progress in mathematics	-1.79	0.63	-2.01	0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers for some PP pupils.	
A.	Social and emotional difficulties associated with attachment difficulties
B.	Behaviour for learning, learned helplessness, lack of resilience and in some cases a fixed mindset approach
C.	Poor spelling
D.	Poor word reading and /or comprehension

<b>E.</b>	Lack of recall of number facts.	
<b>F.</b>	Poor organisation of thoughts in written work.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E</b>	Attendance rates for pupils eligible for PP are 82% (below the target for all children of 96%). of persistent absentees This results in them missing teaching and having gaps in their learning	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils with social and emotional difficulties associated with attachment difficulties are supported in order to access learning and progress.	Pupils receiving support for Pupils with social and emotional difficulties associated with attachment difficulties achieve at least ARE in reading, writing and maths.
<b>B.</b>	Improve resilience of pupils and develop a positive attitude to critique and feedback.	Pupils eligible for PP make at least sustained progress in reading, writing and mathematics and those assessed as below ARE in Key Stage 1 but without SEN make accelerated progress.
<b>C.</b>	Improve the spelling of PP pupils	The spelling of pupils eligible for PP improves and is no longer a barrier to them achieving ARE in writing
<b>D.</b>	Improve the reading of PP pupils	Pupils eligible for PP improve their reading age in order to access learning and ultimately achieve ARE in reading at the end of key stage 2. reading, writing and mathematics and those assessed as below ARE in Key Stage 1 but without SEN make accelerated progress.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2018/19				
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><b>Barriers A and B</b> Improve the emotional health and wellbeing of pupils through the classroom environment. All staff are aware of the challenges that pupils with attachment difficulties can face and have made adaptations to their teaching to support creating a classroom environment to support those pupils.</p> <p>Pupils have a positive attitude to challenge and feedback</p>	<p>Working with Emotional Health at School, part of Family Links on a years programme to Develop Emotional Resilience.</p> <p>Training from a specialist in Developmental Trauma and survival in the classroom</p> <p>Review feedback policy with all staff. Revisit work on Mindset and constructive criticism, work with pupils using <i>You are Awesome by Matthew Syed</i>.</p>	<p>We want to invest some of the PP in longer term cultural change which will help all pupils. We have chosen to work with a national charity with 20 years working with schools.</p> <p>x% of our PP pupils are adopted and other pupils have experienced loss, separation or living with adults suffering domestic violence we therefore believe it is essential that our staff understand the impact of developmental trauma. We have chosen to work with a senior practitioner from an adoption agency.</p> <p>Carol Dweck PhD., growth mindset researcher for over 30 years. Matthew Syed the author of Bounce : The Myth of Talent and the Power of Practice.</p>	<p>Course selected using evidence of effectiveness from schools that have embedded the ethos Use INSET days to deliver training from Family Links. CPD session to deliver termly training re developmental trauma. Minimum of once weekly circle time for all children. Peer observation/ model circle time, ad hoc support of classes after the course, to embed learning by lead LG. RC.</p> <p>Staff to develop a shared feedback culture in their classes, mindful of the risk of toxic shame. PP pupils to receive feedback privately, rather than shared with class. Lesson observations, book scrutinies and conversations with pupils.</p>	<p>Family Links: L Garland</p> <p>Attachment Difficulties R. Cheney SENDCo</p> <p>Growth Minset: T Jackson HT.</p>	<p>Termly.</p> <p>½ termly</p>

<b>Barrier C.</b> Improve the teaching of spelling for pupils, including the teaching of phonics	Training for staff and the purchase of a spelling scheme.  Additional training for staff in the teaching of phonics by HT	Peer reviewed scheme- Babcocks No nonsense Spelling Adviser from Babcocks to lead staff training Using Letters and Sounds a Government publication.	All staff will timetable the teaching of spelling daily. Pupils in need of additional support will have pre teaching and / additional practice in group max 1:6. Teachers will use conferencing time to work with identified pupils.	Spelling M Lockett.	Weekly initially week beginning 21 <sup>st</sup> January following training.
<b>Barrier F</b> Improve the teachers use of visual tools to help pupils organise their thinking. Review use of focus groups during the planning stage.	Train staff in the use of visual tools to help pupils organise their thinking.	Research of Olivier Caviglioli and Ian Harris.	All staff will plan the use of visual tools. Teachers will use either focus group or conferencing time to work with identified pupils Lesson observations, book scrutinies and conversations with pupils.	T Jackson HT	½ termly

**Total budgeted cost** £15,000

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Barrier B</b> Pupils have a positive attitude to challenge and feedback	Revisit work on Mindset and constructive criticism, work with PP pupils using <i>You are Awesome by Matthew Syed</i> .	Carol Dweck PhD., growth mindset researcher for over 30 years. Matthew Syed the author of <i>Bounce : The Myth of Talent and the Power of Practice</i> .	Teachers will use conferencing time to work with identified pupils to reinforce Growth Minset and positive attitude to critique and feedback	T Jackson	Termly
<b>Barrier C</b> Improve pupils phonic knowledge and strategies for improving spelling including the teaching of phonics	1:1 or small group support using the Apples and Pears phonics intervention	Reviewed by Education Endowment Fund	SENDCo to monitor teaching of intervention and exit data 6 weekly	SENDCo. R Cheney.	Termly

<b>Barrier D</b> Pupils have word reading skills matching their chronological age to allow them to access learning and read for pleasure.	1:1 or small group support with STA using the Dancing Bears phonics intervention or Phonic Books	Reviewed by Education Endowment Fund	SENDCo to monitor teaching of intervention and exit data 6 weekly	SENDCo. R Cheney.	Termly
<b>Barrier E</b> Pupils have recall of number facts that allow them to access ARE teaching of maths	Small group with STA support using games and computer programmes to build recall		CT to review progress ongoing	CT	
<b>Total budgeted cost</b>					£25,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Barrier E Increase attendance rates	Admin Assistant to monitor pupils and follow up quickly on absences. First day response provision. Buy into EWO support. Regular meetings to identify support needed including home visits. Buy into MAST support for family worker if need identified.	Attainment cannot improve if children not in school	Regular meetings with EWO to monitor improvements.	Pupil Premium Coordinator	March 2019
<b>Total budgeted cost</b>					£30,000



