



Hyde Park Junior School: Pupil premium strategy statement

1. Summary information					
School	Hyde Park Junior School				
Academic Year	2019-20	Total PP budget	£55,640	Date of most recent PP Review	Spring 2018
Total number of pupils		Number of pupils eligible for PP	54	Date for next internal review of this strategy	July 2020

2. End of Key Stage 2 Attainment over time.																																	
<p><i>Reading, writing and Mathematics Combined Expected Standard +</i></p> <table border="1" style="width: 100%; margin-top: 10px;"> <caption>Expected Standard Data</caption> <thead> <tr> <th>Year</th> <th>School</th> <th>Local authority (Plymouth)</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>69.66%</td> <td>60.26%</td> <td>61.14%</td> </tr> <tr> <td>2018</td> <td>71.26%</td> <td>62.56%</td> <td>64.41%</td> </tr> <tr> <td>2019</td> <td>83.33%</td> <td>63.93%</td> <td>64.79%</td> </tr> </tbody> </table>	Year	School	Local authority (Plymouth)	National	2017	69.66%	60.26%	61.14%	2018	71.26%	62.56%	64.41%	2019	83.33%	63.93%	64.79%	<p><i>Reading, writing and Mathematics combined higher standard</i></p> <table border="1" style="width: 100%; margin-top: 10px;"> <caption>Higher Standard Data</caption> <thead> <tr> <th>Year</th> <th>School</th> <th>Local authority (Plymouth)</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>8.99%</td> <td>7.16%</td> <td>8.69%</td> </tr> <tr> <td>2018</td> <td>10.34%</td> <td>8.16%</td> <td>9.91%</td> </tr> <tr> <td>2019</td> <td>15.38%</td> <td>9.29%</td> <td>10.51%</td> </tr> </tbody> </table>	Year	School	Local authority (Plymouth)	National	2017	8.99%	7.16%	8.69%	2018	10.34%	8.16%	9.91%	2019	15.38%	9.29%	10.51%
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2019 SATs tests.				
	HPJS Pupils eligible for PP	<i>Pupils eligible for PP (national average)</i>	HPJS Pupils not eligible for PP	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	70%	51%	85%	70%

1. 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, avoidance tactics, lack of resilience.	
C.	Poor spelling	
D.	Poor word reading or reading stamina	
E.	Lack of recall of number facts..	
F.	Poor organisation of thoughts in written work.	
External barriers (issues which also require action outside school, such as low attendance rates)		
G.	In 2018-19 38% of PP pupils had attendance below 95%. This results in them missing teaching and having gaps in their learning	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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.
C.	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
D.	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.
G.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to zero (In 2018-19 it was 2.5%) Improve attendance at 95%+ (In 2018.19mn 62.5% of PP pupil attendance was above 95%.

3. Planned expenditure					
Academic year	2019/20				
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>Barriers A and B Improve the emotional health and wellbeing of pupils through the classroom environment.</p> <p>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 and are able to remember and access prior learning.</p>	<p>Continuing the work we started last year on Emotional Health at School 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 constructive criticism, work with pupils using <i>You are Awesome</i> by Matthew Syed.</p>	<p>Last year we invest some of the PP support from the charity Family Links to make longer term cultural change which will help all pupils. Mrs Garland will lead year 2 of this development.</p> <p>13% 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>Rosenshine's Principles of Instruction</p>	<p>The course was selected using evidence of effectiveness from schools that have embedded the ethos Mrs Garland supports all staff and regularly monitors provision.</p> <p>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. Lesson observations, book scrutinies and conversations with pupils.</p>	<p>Family Links: L Garland</p> <p>Attachment Difficulties M Dellow SENDCo</p> <p>Rosenshine's Principles M Dellow</p>	<p>Termly.</p> <p>½ termly</p>

<p>Barrier C. Improve the teaching of spelling for pupils, including the teaching of phonics</p>	<p>Training for staff and the purchase of a spelling scheme last year, Additional training for staff in the teaching of phonics by HT</p>	<p>Peer reviewed scheme- Babcocks No nonsense Spelling Adviser from Babcocks to review practice Using Letters and Sounds a Government publication.</p>	<p>All staff will timetable the teaching of spelling daily. Follow up with expectations in all writing and supported by working wall.</p>	<p>Spelling M Lockett.</p>	<p>Babcock consultant to review in Autumn Term..</p>
<p>Barrier D Improve the teaching of reading, to build stamina.</p>	<p>Q of T improved for all staff through training on text choice and questioning.</p>	<p>Range of published material.</p>	<p>HT to lead training and monitor impact through lesson observation and pupil voice.</p>	<p>T Jackson</p>	<p>On going.</p>
<p>Barrier E Lack of recall of number facts..</p>	<p>All staff improve their teaching of mathematics to include regular retrieval of number facts. Ensure al</p>			<p>A Caldwell</p>	<p>On going.</p>
<p>Barrier F Poor organisation of thoughts in written work.</p>	<p>All staff follow our sequence of teaching in writing</p>		<p>Supported by M Lockett</p>	<p>M Lockett</p>	<p>On going.</p>

<p>Barrier F Improve the teachers use of visual tools to help pupils organise their thinking. Review use of focus groups during the planning stage.</p>	<p>Train staff in the use of visual tools to help pupils organise their thinking.</p>	<p>Research of Olivier Caviglioli and Ian Harris.</p>	<p>Working with DHT of Mayflower School who has already implemented use of visual tools. 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</p>	<p>M Dellow DHT and A Caldwell Y3 Team Leader and Maths Lead.</p>	<p>½ termly</p>
Total budgeted cost					<p>£15,000</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Barrier A Pupils with social and emotional difficulties associated with attachment difficulties are better able to regulate,</p>	<p>ELSA</p>	<p>Programme of support run by MAST</p>	<p>Designated ELSA lead</p>	<p>K Buckley.</p>	<p>On going</p>
<p>Barrier C Improve pupils phonic knowledge and strategies for improving spelling including the teaching of phonics</p>	<p>1:1 or small group support using the Apples and Pears phonics intervention</p>	<p>Reviewed by Education Endowment Fund</p>	<p>SENDCo to monitor teaching of intervention and exit data 6 weekly</p>	<p>SENDCo. M Dellow.</p>	<p>Termly</p>

Barrier D 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. M Dellow.	Termly
Barrier E 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	
Cost of Teaching Assistants to run interventions. Each academic intervention is daily for each pupil for approximately 20mins. ELSA 1 or 2 times a week for ½ hr.					£15 per hour
Total budgeted cost Dependent on pupils identified throughout the year.					
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?
Pupil Premium funding is used efficiently to impact on outcomes for pupils.	HT to attend three day 'Maximising the impact of pupil premium' course.	Run by research schools and Education Endowment Foundation		HT	
Improve the quality of teaching so that interventions are never a replacement for quality first teaching	Engage with the latest research into teaching and Learning. DHT to attend conferences led by John Hattie and Tom	Published authors based on research.			
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	Attainment cannot improve if children not in school	Regular meetings with EWO to monitor improvements.	Pupil Premium Coordinator	Each meeting with EWO

	identify support needed including home visits.				
				Total budgeted cost. EWO service	£1050

