

# Pupil premium strategy statement

## Field Junior School



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Field Junior School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	J Brooks
Pupil premium lead	N. Fogden
Governor / Trustee lead	E. Ayree

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,455
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£58,835</b>

# Part A: Pupil premium strategy plan

## Statement of intent 2021- 2024

- Pupil Premium Children will make progress in order to close the gap in attainment of our non-pupil premium children at the end of Key Stage 2
- Pupil Premium children will achieve above National Average progress scores compared to other Pupil Premium children nationally.
- Our current pupil premium strategy plan is working towards achieving the progress and attainment objectives, however COVID had an impact on progress and attainment which will need addressing through this academic year 2021-2022
- To enhance the cultural capital of Pupil Premium children
- Ensure Pupil Premium children reach 96% attendance
- To ensure parents of Pupil Premium children have access to relevant services resulting in an increased engagement in their children's learning
- Ensure all Pupil Premium children have a nutritional school dinner daily

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Effectiveness of parental engagement as co educators
2	A lack of experiences which contribute to the cultural capital of Pupil Premium children
3	Attendance and punctuality for some pupils
4	The need to close the gaps in Reading, Writing and Maths.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Encourage attendance to school through conversations with parents, regular reminders and use of Attendance Improvement Officer.	Pupil Premium Children will achieve 96% attendance
Keep up- catch up interventions in place for reading writing and maths to accelerate progress	Pupil Premium children achieve better than pupil premium children nationally.

To ensure all lower attaining pupil premium children at Key Stage 1 make accelerated progress in reading.	All lower attaining children at Key Stage 1 will achieve the standard of the Key stage 1 phonics screen.
Families will receive support to promote parental engagement and build up skills to become co-educators	All families in need of support will have access to services they need Families will attend workshops to promote learning at home.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and Team Teaching of all members of teaching staff to ensure quality first teaching across the Key Stage. Staff able to pick up best practice from colleagues. Release time provided. SLT support in coaching and monitoring.	EEF tiered approach – Quality First Teaching	4
TA training – strategies for best practice teaching of reading, writing and maths.	EEF tiered approach- quality teaching Staff who feel skilled and confident leading an intervention will see better progress in the children's learning.	4
Staff training for phonics interventions	EEF tiered approach- quality teaching	4
Staff access to training through Herts for Learning and National College Training	EEF tiered approach – Quality First Teaching	4

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Keep-up, catch-up interventions in place for reading, writing and maths. (afternoon sessions, before school and after school) Small – group sessions	EEF – small group tuition +4 Previous use of keep up- catch up interventions has shown, through data analysis that children make accelerated progress and the gap closes between our PP children and non PP children. (see data below)	4
Phonics screening on entry to Year 3 to identify children in need of phonics intervention- small group	EEF – small group tuition +4	4
Close monitoring of data and interventions to ensure maximum progress is made by Pupil Premium children		4
Workshops for parents to develop parental skills in English and Maths to support learning at home.	EEF +3 Parental Engagement.	1

### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £8,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Monitoring of attendance – daily phone calls admin assistant, Attendance Improvement Officer support.	DfE report- link between attendance and attainment at KS2 - the higher the overall absence rate across the KS the lower the likely level of attainment. Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	3
To enhance the cultural capital and enrichment activities of Pupil Premium children through first access violin lessons,	EEF physical Activity +1 EEF Arts Participation +3	2

enrichment activities such as lunch time clubs, access to theatre, museum and other cultural experiences.		
South West Herts Partnership family worker to support well-being of families. Non –teaching INCO/mental health lead to support parenting	Family worker- dedicated person in their role who builds a relationship of trust leading to improved relationships between home and school. EEF +3 Parental Engagement Social and emotional Learning +4	2
Social and emotional learning interventions. New assessment programme to measure Social, emotional, health and well-being for individuals identified as needing support.	EEF +4	2

**Total budgeted cost: £60,845**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021,*

Across the Key Stage 75% pupil premium children achieved Age Related Expectations or above in reading

87% achieved expected or better progress in reading across the key stage

Across the school 70% pupil premium children achieved Age Related Expectations or above in all 3 subjects combined.

91% PP children achieved expected /accelerated progress in maths

89% PP children achieved expected/accelerated progress in writing.

Attendance of PP children academic year 2020/2021 was good (in light of COVID)

Year 3 95% attendance

Year 4 97% attendance

Year 5 95% attendance

Year 6 97% attendance

During COVID we had an increased number of families working with the South West Herts Partnership to support families well- being.

Boxall profile at Spring 2 showed 100% of children involved in pastoral support made improvements in their emotional well- being

COVID Majority of PPG children attended school during lockdown, particularly if struggling with remote learning.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National College Training Programme	National college
Times Table Rock stars	Maths Circle

### Further information (optional)

#### Additional Activity

Our pupil premium strategy will be complemented by additional activity that is not being funded by pupil premium or recovery premium. This will include

- Utilising a DSPL9 grant to train two staff members in Level 1 protective behaviours which focusses on approaches to personal safety, resilience and well-being and encourage self-empowerment and bring with it the skills to avoid being victimised.
- Access to DSPL9 Mental Health networking system, this will access additional training and strategies for school staff to maximise children's well-being and resilience.
- Offering a wide range of high quality extra-curricular activities including trips, visits and lunchtime clubs in all year groups, Rainbow group (social skills), Sunshine club (playground pastoral support) 1:1 protective behaviours and 1:1 drawing and talking. These activities will boost well-being, behaviour, attendance and aspiration.

#### Planning, Implementation and Evaluation

- In planning our Pupil premium strategy we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also investigated the potential impact of Covid on all of the children's and families circumstances and the learning readiness of the new Year 3 cohort. We used previous success to identify activities that best supported our disadvantaged families and children.