



**Higham Ferrers Junior School - Pupil Premium Review
Report 2018/19**

Pupil Premium Grant received 2018/19

Total number of pupils/students on roll at point of census	360
Total number of pupils/students eligible for PPG	44
Total amount received per pupil/student	£1320 x 40 £2300 x 4
Total funding	£62,000
PP as a percentage of total budget	4.68%

*calculated on a proportion of Ever 6 FSM

Executive Summary

Overall aim:

To develop disadvantaged pupils' skills and attitudes to school so that they achieve at least as highly as non-disadvantaged pupils' nationally.

- To accelerate the progress of PP children to ensure a high percentage of them reach the expected level at the end of each year.
- To accelerate the progress of PP children in order to continue to close the attainment gap.



- To accelerate progress of the More Able to ensure that a higher percentage reach the higher standard.
- To continue to improve attendance of PP children so that it is in line with or above non-PP children.
- To improve lateness of PP children
- To continue to support and develop the emotional and social needs of children through the provision of the learning mentor and interventions.
- Family Support Worker to support children and families, to help raise attainment, reduce lateness and provide positive links with families.

'Leaders have identified key barriers to learning as lower attendance and poor punctuality, and less positive attitudes to learning. Gaps in pupil's outcomes are most noticeable in reading and in boys' writing. Current strategies include a targeted focus on specific children, particularly those who have fallen behind the school's expected trajectory. Although slower progress is no more prevalent amongst the disadvantaged than it is amongst the non-disadvantaged, leaders recognise the need to use their funding well for this group. Progress across the school in 2016-17 was similar across cohorts and subjects for both groups of pupils with the exception of writing for the current year 5, where 3/9 pupils did not make expected progress' (External review 1/11/17).

2018/19 Contextual Data for pupils who generate PPG:

Year Group	Total Number of pupils	Non-Pupil Premium	Pupil Premium	% Pupil Premium
3	88	79	9	10%
4	90	80	10	11%
5	90	77	13	14%
6	92	80	12	13%



Focus of expenditure in 2018/2019

Focus Group /Area	Evidence from previous year
Improve attainment in reading, writing and maths	<p><u>Internal school data:</u></p> <p><u>YEAR 3</u></p> <p><u>Reading:</u> 62% of PP children reached expected compared to 83% of Non-PP children. 24% of PP children reached the higher standard compared to 16% of Non- PP children.</p> <p><u>Writing:</u> 50% of PP children reached expected compared to 75% of Non-PP children. 18% of PP children reached the higher standard compared to 11% of Non- PP children.</p> <p><u>Maths:</u> 75% of PP children reached expected compared to 84% of Non-PP children. 0% of PP children reached the higher standard compared to 12% of Non- PP children.</p> <p><u>YEAR 4</u></p> <p><u>Reading:</u> 77% of PP children reached expected compared to 85% of Non-PP children. 0% of PP children reached the higher standard compared to 19% of Non- PP children.</p> <p><u>Writing:</u> 53% of PP children reached expected compared to 76% of Non-PP children. 0% of PP children reached the higher standard compared to 21% of Non- PP children.</p> <p><u>Maths:</u> 61% of PP children reached expected compared to 70% of Non-PP children. 0% of PP children reached the higher standard compared to 11% of Non- PP children.</p>



YEAR 5

Reading:

63% of PP children reached expected compared to 79% of Non-PP children.

8% of PP children reached the higher standard compared to 20% of Non- PP children.

Writing:

63% of PP children reached expected compared to 78% of Non-PP children.

8% of PP children reached the higher standard compared to 10% of Non- PP children.

Maths:

54% of PP children reached expected compared to 74% of Non-PP children.

8% of PP children reached the higher standard compared to 19% of Non- PP children.

YEAR 6 SATs

Reading:

82% of PP children reached expected compared to 82% of Non-PP children.

24% of PP children reached the higher standard compared to 38% of Non- PP children.

Writing:

76% of PP children reached expected compared to 90% of Non-PP children.

12% of PP children reached the higher standard compared to 20% of Non- PP children.

Maths:

82% of PP children reached expected compared to 87% of Non-PP children.

0% of PP children reached the higher standard compared to 23% of Non- PP children.

Combined:

76% of PP children reached combined expected compared to 76% of Non-PP children.

0% of PP children reached the combined higher standard compared to 12% of Non- PP children.



Pupil Premium Combined % Age Expected +

	EOY 2016	EOY 2017	EOY 2018	Difference
3	57% (Y1)	43% (Y2)	50%	+7%
4	50% (Y2)	60% (Y3)	54%	-6%
5	0% (Y3)	29% (Y4)	54%	+25%
6	33% (Y4)	50% (Y5)	76%	+26%

2017/2018 Year 6 SATs compared to National Non-PP

HFJS PP	National Non PP	Difference
Reading: 82% EXS (24% higher)		
Writing: 76% EXS (12% higher)		
Maths: 82% EXS (0% higher)		
Combined: 76% EXS (0% higher)		

Pupil Premium Attainment 3 Year Trend

% at the Expected standard +	2016	2017	2018
Reading	50%	50%	82%
Writing	56%	59%	76%
Maths	56%	59%	82%

% at the Higher standard	2016	2017	2018
Reading	13%	9%	24%
Writing	6%	14%	12%
Maths	6%	9%	0%



<p>Improve progress made by Pupil Premium children.</p>	<table border="1" data-bbox="488 296 1720 445"> <thead> <tr> <th></th> <th>HFJS PP</th> <th>National Non-PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-1.8</td> <td></td> </tr> <tr> <td>Writing</td> <td>-0.4</td> <td></td> </tr> <tr> <td>Maths</td> <td>-3.3</td> <td></td> </tr> </tbody> </table> <p><u>Pupil Premium Progress 3 Year Trend</u></p> <table border="1" data-bbox="488 571 2157 719"> <thead> <tr> <th>Progress HFJS</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-1.7</td> <td>-4.0</td> <td>-1.8</td> </tr> <tr> <td>Writing</td> <td>-2.8</td> <td>-0.3</td> <td>-0.4</td> </tr> <tr> <td>Maths</td> <td>-0.9</td> <td>-1.0</td> <td>-3.3</td> </tr> </tbody> </table>		HFJS PP	National Non-PP	Reading	-1.8		Writing	-0.4		Maths	-3.3		Progress HFJS	2016	2017	2018	Reading	-1.7	-4.0	-1.8	Writing	-2.8	-0.3	-0.4	Maths	-0.9	-1.0	-3.3
	HFJS PP	National Non-PP																											
Reading	-1.8																												
Writing	-0.4																												
Maths	-3.3																												
Progress HFJS	2016	2017	2018																										
Reading	-1.7	-4.0	-1.8																										
Writing	-2.8	-0.3	-0.4																										
Maths	-0.9	-1.0	-3.3																										
<p>Close the attendance gap. Improve lateness of PP pupils. Improve family support.</p>	<p>Attendance of PP children for the school year 2017/2018 is 95.5%. This is a 1% increase on the 2016/2017 year. The attendance of Non-PP children during the 2017/2018 year was 97.02% Attendance of National PP (Aut 2017 & Spring 2018) : National average: Lateness of PP children during the 2017/2018 year was 1.83%. The lateness of Non-PP children during the 2017/2018 year was 0.54%. 39% of Safeguarding concerns raised are related to PP pupils.</p>																												
<p>Improve the attitudes, and emotional health and wellbeing of PP pupils</p>	<p>PASS survey data shows that feelings about school, self-regard as a learner, preparedness for learning, confidence in learning, attitudes to attendance and responses to curriculum demands are all areas for development in PP children.</p>																												



Curriculum enrichment	Children have had access to a wide variety of trips and visitors to enhance curriculum learning this year. Year 4 and 6 children have demonstrated taught skills of perseverance and collaboration, during residential trips to Dorset and France.
------------------------------	---

Focus area/Group(s) Objective	Focus/Resource/Project/Actions	Outcomes / Success Criteria	Timescale	Cost	Outcome/review
<p>Pupil Premium Champion</p> <p>To contribute to the development of disadvantaged pupils' skills and attitudes to school so that they achieve at least as highly as non-disadvantaged pupil's nationally.</p>	<p>To take responsibility for raising the achievement and aspirations of disadvantaged children.</p> <p>To engage families to work collaboratively with school.</p> <p>To assess and evaluate the quality of provision for disadvantaged pupils.</p> <p>To provide a clear and concise action plan for Pupil Premium.</p> <p>To monitor the quality and effectiveness of interventions.</p>	<p>PP Champion will have an overview of all aspects of PP across the school.</p> <p>See all success criteria below.</p>	2018/2019	£21,120	
<p>Progress and attainment - Maths</p> <p>To accelerate the progress of PP pupils in order to continue to close the attainment gap.</p> <p>To increase the number of PP pupils working at greater depth.</p>	<p>Data is to be analysed for each class to identify underachieving PP children in each class.</p> <p>Teachers are to focus on identified PP pupils in maths lessons.</p> <p>Intervention group during maths lessons to provide more focussed support.</p> <p>PiXL maths groups – taught by class teachers during ICT/PE lessons. PE/ICT</p>	<p>By Christmas 1/14 target children will be at At or above age related expectation.</p> <p>By Easter 5/14</p> <p>By Summer 14/14</p> <p><u>Targets for combined</u></p> <p>By Christmas: Y3: 22%, Y4:40% , Y5:54% , Y6:55%</p> <p>By Easter:</p>	Progress and attainment to be analysed and reviewed at each Assessment point throughout the year.	£12,472	



	are taught by specialist staff to allow these interventions to take place.	Y3: 22%, Y4: 40%, Y5:54%, Y6:55% By Summer: Y3: 22%, Y4: 60%, Y5:54%, Y6:82%			
<p>Progress and attainment - Reading</p> <p>To accelerate the progress of PP pupils in order to continue to close the attainment gap.</p> <p>To increase the number of PP pupils working at greater depth.</p>	<p>Data is to be analysed for each class to identify underachieving PP children in each class.</p> <p>Teachers are to focus on identified PP pupils in Book Talk lessons.</p> <p>Pixl reading groups</p> <p>Reading interventions such as RWI, PAT, Rapid Reading to be delivered to PP pupils where/when relevant</p>	<p>By Christmas 1/10 target children will be at At or above age related expectation.</p> <p>By Easter 4/10</p> <p>By Summer 10/10</p> <p><u>Targets for combined</u></p> <p>By Christmas: Y3: 22%, Y4:40% , Y5:54% , Y6:55%</p> <p>By Easter: Y3: 22%, Y4: 40%, Y5:54%, Y6:55%</p> <p>By Summer: Y3: 22%, Y4: 60%, Y5:54%, Y6:82%</p>	<p>Progress and attainment to be analysed and reviewed at each Assessment point throughout the year.</p>		
<p>Progress and attainment - Writing</p> <p>To accelerate the progress of PP pupils in order to continue to close the attainment gap.</p> <p>To increase the number of PP pupils</p>	<p>Data is to be analysed for each class to identify underachieving PP children in each class.</p> <p>Teachers are to focus on identified PP pupils in English lessons.</p> <p>All teachers to use assembly time for focus groups</p>	<p>By Christmas 1/17 target children will be at At or above age related expectation.</p> <p>By Easter 1/17</p> <p>By Summer 16/17 (One child has his own target that is below ARE)</p>	<p>Progress and attainment to be analysed and reviewed at each Assessment point throughout the year.</p>	£1500	



<p>working at greater depth.</p>	<p>Writing to leader to lead intervention to raise attainment of PP boys.</p>	<p><u>Targets for combined</u> By Christmas: Y3: 22%, Y4:40% , Y5:54% , Y6:55% By Easter: Y3: 22%, Y4: 40%, Y5:54%, Y6:55% By Summer: Y3: 22%, Y4: 60%, Y5:54%, Y6:82%</p>			
<p>Progress and attainment To identify barriers to learning for any individuals who are struggling to make progress.</p>	<p>Identify any PP pupils who are struggling to make progress and appear to have barriers to learning. Commission investigation/ assessment of the pupil’s needs. Act on the recommendations to ensure attainment and progress improve.</p>	<p>At each assessment point analyse the data and question why certain pupils have not made the expected amount of progress. Barriers to learning are identified and addressed within the shortest period possible (delays likely to be caused by the commissioning of services).</p>	<p>Progress and attainment to be analysed and reviewed at each Assessment point throughout the year.</p>		
<p>Safeguarding and family support To improve attendance and lateness of PP pupils.</p>	<p>Pupils with persistent absence will be identified and targeted Send letters to the identified families. Parents will have to produce valid evidence to support reason for absence. Follow up meeting with families where attendance does not improve. Identify pupils with high percentage of lateness</p>	<p>By the end of 18/19 the number of children with persistent absence will be less than or equal to 2 (taking into account 2 long term medical reasons). By the end of 18/19 lateness recorded by PP children will</p>	<p>Ongoing cycle. Each term throughout the school year.</p>	<p>£8028</p>	



	<p>Send letters to the identified families, detailing the amount of educational minutes lost over the last academic year due to lateness.</p> <p>Parents will need to bring their child into the office to explain the reason for lateness.</p> <p>PP pupils with persistent lateness to be invited to breakfast clubs.</p> <p>Follow meeting up meetings with families where late marks do not improve.</p>	<p>reduce from 2490 minutes to <1250 minutes.</p> <p>Whole school attendance will be above 97%</p> <p>PP attendance will be in line with Non-PP pupils</p>			
<p>Social, emotional health and wellbeing.</p> <p>To improve the attitudes, and emotional health and wellbeing of PP pupils as measured by the PASS (Pupil Attitudes to School and Self) survey.</p>	<p>CTs to identify children to monitor and intervene with. (PP children who have a large majority of red/orange coloured PASS sections.)</p> <p>CT intervene with and monitor pupils who are RED/ORANGE on summer 2018 PASS survey</p> <p>PP Children who had a significant number of Red/orange PASS scores (8 ch) to be monitored by class teachers.</p> <p>All PP pupils with high percentage red/orange to have weekly targeted learning mentor sessions.</p> <p>These children to have regular sessions with the Learning Mentor to discuss feelings about school etc. Any issues raised to be addressed by CTs.</p> <p>PASS to be repeated in Jan 2019 to see progress of year 4,5 and 6 and establish a baseline for year 3.</p> <p>Mindfulness sessions.</p>	<p>Jan 2019 PASS survey scores will improve.</p> <p>By Easter 2019 (using Jan 2019 PASS data) the number of children with red/orange scores will halve.</p> <p>Pupils to monitor and intervene with will be identified from summer PASS and following each data point.</p> <p>Boxall scores will improve after an intervention period.</p>	<p>January and July 2019 PASS surveys.</p> <p>At each assessment point throughout the year.</p> <p>End of term intervention reviews with the learning mentor.</p> <p>Boxall questionnaires</p>	£8900	



	Teach JIGSAW and /or PIXL EDGE PSHE/SMSC approach across the whole school, which promotes excellent conduct and attitudes to learning. Building learning powers work – Perseverance, Collaboration and Questioning. Pupil interviews to establish feelings about school.		used to assess progress of SEMH interventions.		
Curriculum enrichment To provide PP pupils with opportunities to develop and use a range of important life/learning skills.	Clubs (HFJS) Visits Residentials Music lessons Lunch/milk	Pupils will be able to identify in themselves the key skills they develop during residentials, trips, clubs and learning to play an instrument – such as perseverance, determination, courage, bravery, resilience etc.	2018/2019	£12,000	
Aspirations To provide PP pupils with the necessary knowledge and skills to progress towards their goals.	Careers week Visits to/ from universities etc.	PP pupils will have high aspirations. They will be able to talk about their goals/ aims/ dreams and begin to understand what they need to achieve to be able to reach those goals. Links to improved attainment and progress. PASS survey will show improved attitudes to learning scores over time.	Summer 2018/2019 Jan and July 2019 PASS survey scores.		



CPD To increase staff knowledge to ensure that PP pupils are given the best support possible.	Teaching assistant CPD	Teaching assistants will become more skilled at questioning and providing the correct level of challenge for pupils.	Autumn 2018/ Spring 2019		
				Total: £64,020	