

Purbrook Junior School Pupil Premium Strategy Statement 2017- 2018

1. Summary information					
School	Purbrook Junior School				
Academic Year	2017 2018	Total PP budget	104,120	Date of most recent PP Review	Sept. 2016
Total number of pupils	377	Number of pupils eligible for PP	71	Date for next internal review of this strategy	March 2018

2. Historic and Current Attainment										
i. 2017 Outcomes: Working at the expected standard										
	National Average ALL	PJS PP	PJS NON PP	Gap	Hants PP	Hants NON PP	Hants Gap	NA Disadv.	NA(Other)	NA Gap
Reading 2017	71%	64%	67%	3%	62%	80%	18%	59%	77%	18%
2016 v 2017	+5%	+28%	-1%						+6%	
Writing 2017	76%	72%	85%	13%	66%	84%	18%	65%	81%	16%
2016 v 2017	+2%	+8%	-5%						+2%	
Maths 2017	75%	57%	76%	19%	60%	82%	22%	63%	80%	17%
2016 v 2017	+5%	+2%	+4%						+5%	
Spag 2017	77%	75%	77%	2%	63%	83%	20%	66%	82%	16%
2016 v 2017	+5%	+11%	+5%						+4%	
R, W(TA), Ma Combined 2017	61%	43%	56%	13%	46%	70%	24%	47%	67%	20%
2016 v 2017	+8%	+26%	+3%						+7%	

ii. 2017 Outcomes: Working above the expected standard										
	National Average ALL	PJS PP	PJS NON	Gap	Hants PP	Hants Non PP	Gap	NA Disadv.	NA Other	Gap
Reading 2017	25%	11%	17%	6%	14%	33%	19%	14%	29%	15%
2016 v 2017		+2%	+6%							
Writing 2017	18%	7%	20%	13%	11%	26%	15%	9%	21%	12%
2016 v 2017		-2%	-4%							
Maths 2017	23%	0%	14%	14%	11%	18%	7%	12%	27%	15%
2016 v 2017		-5%	+6%							
Spag 2017	31%	4%	20%	16%	16%	34%	18%	20%	35%	15%
2016 v 2017		-5%	-1%							
R, W(TA), Ma Combined 2017	9%	0%	6%	6%	4%	13%	9%	4%	11%	7%
2016 v 2017		-5%	+5%							

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A	Maths – Purbrook Junior School End of Key Stage 2 2016 and 2017 results in maths are below the Disadvantaged National Average and Hampshire Disadvantaged Average at ARE and Greater Depth. The scaled scores have remained static for the last two years too, despite a very slight increase for PJS non Pupil Premium pupils. End of Key Stage 1 data suggests that the gap in attainment between pupil premium pupils and non-pupil premium on entry is wide, particularly for our current Year 3, 4 and Year 6 pupils. Internal data suggests that some of our pupils are not making accelerated progress to improve these outcomes rapidly enough.
B	Reading – End of Key Stage 1 data suggests that the attainment gaps are wide, most noticeable in our current Year 3 and Year 6. Despite significant improvements in the percentages of pupil premium pupils attaining ARE in End of Key Stage 2 tests in 2017 compared to National Averages and Hampshire averages, internal data suggests that a continued focus to improve the percentages of pupils on track for ARE and Greater Depth in reading across the school is needed so that we at least match National 'Other' Averages.
C	Writing – End of Key Stage 1 data suggests that the attainment gaps are wide, most noticeable in our current Year 3, 4 and 6. Significant improvements in the percentages of pupil premium pupils attaining ARE in End of Key Stage 2 tests and teacher assessments were demonstrated in 2017. Internal data suggests that a continued focus to improve the percentages of pupils on track for ARE and Greater Depth in writing across the school is needed so that we at least match National 'Other' Averages.
D	SEND pupils and Pupil Premium pupils –25% of the whole school Pupil Premium Cohort also have SEND. In our current Year 3 60% of pupil premium pupils are also SEND, in Year 4 28% of PP pupils are also on the SEND register, in Year 5 – 10% of PP pupils are also on the SEND register and in Year 6 – 21% of PP pupils are also on the SEND register. Some of our Pupil Premium pupils who also have SEND find accelerating their progress to be on track for Age Related Expectation challenging. Some pupils find transferring the skills and learning from specific interventions in order to demonstrate their ability a challenge too. Therefore we will focus on accelerating the progress of some of our PP pupils who also have SEND, particularly in Year 3, 4 and 6.
E	Greater Depth – According to the End of Key Stage 2 outcomes in 2017, the percentage of Pupil Premium pupils working at greater depth in writing and maths did not meet or exceed the Hampshire or National Averages for disadvantaged pupils. End of Key Stage 1 data for our current Year 6 indicates percentages were particularly low at the end of KS1. Internal data suggests that there have been improvements for our Year 6 pupil premium pupils on track for attaining Greater Depth and we need to focus on this across the school so that outcomes match and exceed particularly in writing and maths.

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F	Attendance - Attendance rates for some of our pupils have not improved rapidly enough. Some of our pupils are persistently absent and come to school not ready to learn.
G	Ready to learn - Some of our pupils come to school not ready to learn due to issues beyond their control.

4. Outcomes		
Desired Outcomes and how they will be measured		Success Criteria
A	<p>To improve the percentages of pupil premium pupils working at Age Related Expectation and Greater Depth in maths Review July 2018</p> <p>Year 3: Reading 58% of PP pupils are currently on track for ARE or above. 5% are on track for GD. 11% more Pupil Premium pupils are now working at ARE or above in reading by July 2018 compared to EKS1 outcomes. Outcomes for this cohort in reading now exceed their EKS1 outcomes. Progress rates have been accelerated at 7.3 steps of progress. Progress rates were stronger than both non disadvantaged and non PP pupils. Groups who had particularly strong progress rates: Males, FSM, LAC and Disadvantaged SEND pupils.</p> <p>The attainment gap between PP and non PP pupils has narrowed from 39% at the end of Key Stage 1 to 15% by the end of Year 3.</p> <p>Year 3: Writing 32% of PP pupils are currently on track for ARE or above. 16 % are on track for GD. Progress rates are stronger than minimum expectations, Progress rates were stronger than both non disadvantaged and non PP pupils. Groups who had particularly strong progress rates: Males, FSM, LAC and Disadvantaged SEND pupils.</p> <p>The attainment gap between PP and non PP pupils has narrowed from 39% at the end of Key Stage 1 to 33% by the end of Year 3. However, we are very mindful that the outcomes for this cohort were very low at the EKS1(27%). They continue to be very low in writing at 32% on track for ARE.</p> <p>Year 3: Maths 53% of PP pupils are working at ARE or above, with 5% at Greater Depth. Outcomes for this cohort in maths now exceed their EKS1 outcomes. Progress rates accelerated at 8.7 steps of progress. Progress rates were stronger than both non disadvantaged and non PP pupils. Groups who had particularly strong progress rates: Males, FSM and Disadvantaged SEND pupils.</p>	<p>Early identification of individual needs of pupil premium pupils Pupil Premium Learning Passports will be in place for pupils or SEND passports will be in place which clearly identify individual needs, interventions and targets Pupil progress meetings will take place half termly and appropriate intervention/action will be identified and begin swiftly Each pupil premium pupil will be tracked closely as to progress made and intervention experienced Impact statements will identify impact of interventions and allow for review Teachers will be highly attuned and be able to provide detailed case studies if requested Maths outcomes will have improved as demonstrated by the EKS2 2018 percentage of pupils achieving ARE and Greater Depth There will be an improvement in the scaled scores in EKS2 2018 data There will be a significant reduction in the gap between National 'Other' Pupils and Purbrook Junior School Pupil Premium pupils at the end of the academic year End of Year Targets will be achieved by each year group across the school</p>

Attainment gaps compared to EKS1

The attainment gaps have narrowed between PP and non PP from EKS1 to end of Year 3.

Reading 39% to 15%

Writing: 39% to 33%

Maths: 57% to 23%

Combined: 49% to 29%

Greater Depth outcomes:

The attainment gap between PP and non PP have remained the same in maths and overall combined. In reading and writing they have widened.

Focus for 2018 – 2019 – Year 4

- **Increasing attainment outcomes in writing as they are very low, although have improved to 32%. This directly impacts on the overall combined figures for PP pupils.**
- **Increasing the percentage of PP pupils on track for GD in reading and writing so that the gaps start to narrow.**
- **Raising the attainment of this cohort in reading and maths.**
- **Transition from Year 3 to Year 4.**

Year 4: Reading

50% of pupils are currently on track for ARE or above. 0% are on track for GD. There are fewer pupils on track for ARE or above compared to EKS1 and compared to End of Year 3 outcomes (11% fewer)

Data analysis indicates that in the last half of the summer term, some of our PP pupils did not reach the expected standard despite being on track up to that point. Interestingly, non PP pupils' attainment has also dipped compared to their EKS1 and EoY3 outcomes; therefore, this would indicate that it is not just a PP issue.

Progress rates for all PP pupils were in line with minimum expectations in reading. **For 2018 2019, key progress foci will be on accelerating the progress of disadvantaged girls, current FSM pupils and PP without SEND needs so that the gap that has developed is eradicated.**

Year 4: Writing

50% of pupils are currently on track for ARE or above. 19% are on track for GD. There are 7% more pupils on track for ARE or above compared to EKS1 and compared to End of Year 3. **For 2018 2019, key progress focus will be on non FSM PP writers.**

Year 4: Maths

63% of PP pupils are working at ARE and above, with 25% working at greater Depth in maths

20% more pupils are working at ARE or above in maths by July 2018 compared to EoY3 outcomes. Outcomes for this cohort now exceed EKS1 outcomes in maths for this cohort by 27%.

Progress rates for PP pupils were accelerated. Progress rates were accelerated for all PP pupils at 7.2 steps and were stronger than non PP pupils by 0.7.

Groups who had particularly strong progress rates are : Males, FSM and Disadvantaged SEND pupils. The attainment gap between PP and non PP pupils has narrowed.

Attainment gaps compared to EKS1

Reading: widened from 4% to 11%

Writing: 24% to 13%

Maths: 41% to 23%

Combined: 29% to 10%

Greater Depth Outcomes

The attainment gaps have narrowed in all areas. However, we are mindful that there are fewer PP and non PP working at GD in reading and combined. In writing, there have been significant shifts – there are now 12% of PP pupils working at GD compared to 0% at the EKS1.

In maths there are now 18% more PP pupils working at GD compared to EKS1. The gap in attainment has narrowed from 24% to 11% in maths.

Focus for 2018 – 2019 – Year 5

- **Reading foci will be on accelerating the progress of disadvantaged girls, current FSM pupils and PP without SEND needs so that the gap that has developed is eradicated.**
- **Non FSM writers – progress and attainment**
- **Transition from Year 4 to Year 5.**

Year 5: Reading

55% of PP pupils are currently at ARE or above, 5% of pupils are working at Greater Depth. Rates of progress for PP pupils in reading were below minimum expectations.

In July, there is a 35% difference between the outcomes at the EKS 1 and outcomes at the End of Year 5. For non PP the difference is 25%.

The progress rates of males, SEND and non FSM pupils will need to be a key foci so that outcomes improve in time for the EKS 2 tests.

Year 5: Writing

32% of PP pupils are currently at ARE or above, 5% of pupils are working at Greater Depth. Rates of progress for PP pupils in writing were below minimum expectations, but the strongest out of all of the three key areas.

In July, there was a 53% gap difference between outcomes at the EKS 1 and outcomes at the End of Year 5. The difference for non PP exists too, but is significantly smaller at 25%.

The progress rates of males, SEND and non FSM pupils will need to be a key foci so that outcomes improve in time for the EKS 2 tests.

Year 5: Maths

55% of PP pupils are working at ARE and above, with 5% working at GD, Progress rates were broadly in line with minimum expectations. Female PP pupils' progress rates were stronger than males progress rates. FSM and non FSM were broadly the same and broadly in line with expected 6 steps of progress. In July, there is a 30% difference in attainment for PP compared to EKS1 outcomes. The difference for non PP exists too, but is smaller at 17%.

Progress rates were broadly the same for PP pupils and non PP pupils.

Attainment gaps compared to EKS1

In Year 5 the gaps have widened in all areas. Current attainment for this cohort of PP pupils is low especially considering their extremely string starting points at the EKS1. However, it is worth noting that this is the last cohort to be judged under the 'old levels'.

Reading: + 8% to -7%

Writing: +3% to -25%

Maths: +5% to -18%

Combined: 1% to -22%.

Greater Depth outcomes

The gap have narrowed in reading and writing between PP and non PP pupils. However, improving the rates of GD for both PP and non PP pupils is a key point on the SIP. The gap has widened in maths.

Focus for 2018 – 2019 – Year 6

- Improving attainment outcomes for PP pupils in reading, writing and maths so that the gaps are diminished.
- Improve attainment outcomes in writing as they are currently at 32% and directly impact on the overall combined for PP pupils.
- We are aware that there are key target children who need to continue to be a focus in order to be more in line with their EKS1 outcomes.
- **There continues to be a need to improve outcomes for PP pupils so that they are more in line with their extremely strong EKS1 outcomes and National Averages.**

Year 6: Reading

59% of disadvantaged pupils achieved the expected standard or above in the EKS2 tests. This represents a decrease of 2% compared to 2016/2017. 9% attained GD. This represent a 5% decrease compared to 2016/2017 outcomes. The scales score has dipped from 102.9 in 2016/2017 to 101.2 in 2017/2018. However, if we compare EKS1 outcomes for this cohort of pupils' outcomes are in fact improving for the vast majority of prior attainment groups and the attainment gaps have been the smallest over the last three years. (With the exception of 2c+ FSM pupils on entry – outcomes for pupils in reading at EKS1 was significantly below NA at all levels for FSM pupils).

In Year 6, 23% of PP pupils were also identified on the SEND register. Some pupils were unable to access the curriculum and did not sit the tests. Specific number are not published on this review in order to protect their anonymity however, if these pupils are omitted from progress data, progress rates would be -2.14 (not -3.4 with those pupils included).

Sound Training - January 2018

9 out of 20 Pupil Premium pupils received Sound Training – a six week intervention run by an external; provider.

PJS outcomes 2018:+18 months gain

80% of pupils attained ARE
5% attained ARE+

Year 6: Writing

73% of disadvantaged pupils achieved the expected standard or above in the EKS2 Writing (TA). This represents an increase of 1% compared to 2016/2017. 5% attained GD. This represent a 2% decrease compared to 2016/2017 outcomes. However, if we compare EKS1 outcomes for this

	<p>cohort of pupils' outcomes are in fact improving for the vast majority of prior attainment groups and the attainment gaps have been the smallest over the last three years, with the exceptions of 2c and level 3 FSM pupil premium pupils.</p> <p>68% of disadvantaged pupils achieved the expected standard or above in SPAG tests; 9% attained GD. There was a 5% increased of pupils attaining GD compared to 2016/2017 outcomes. Compared to EKS1 TA outcomes for this cohort, outcomes at the expected standard are broadly in line, however they are 11% below at Greater Depth.</p> <p>In Year 6, 23% of PP pupils were also identified on the SEND register. Some pupils were unable to access the curriculum and did not sit the tests. Specific number are not published on this review in order to protect their anonymity however, in terms of progress rates, if these pupils are omitted from progress data, progress rates would be +1.17(not 0.2 with those pupils included)</p> <p>Year 6: Maths We strive for our PP pupils to at least match National Averages.. 50% of disadvantaged pupils attained ARE or above in maths. This represents a 7% decline from the previous year. Further analysis however shows that the entry levels for this cohort in maths was 14% lower at the end EKS1 compared to the previous cohort. Therefore, the attainment gap compared to EKS1 has in fact narrowed compared to the previous year by 7% when compared to EKS 1 outcomes. This picture was also reflected for our FSM cohort of PP pupils. Interestingly, FSM pupils' attainment was significantly below at the EKS1 too. Improving the outcomes of PP pupils, in particular those who are FSM will be an area of consideration for the next academic year.</p> <p>Analysis has also highlighted is that the gap for PP pupils who entered at 2b+ has remained static for the last two years. (Detailed analysis of this can be provided if requested).</p> <p>In Year 6, 23% of PP pupils were also identified on the SEND register. Some pupils were unable to access the curriculum and did not sit the tests. Specific number are not published on this review in order to protect their anonymity however, if these pupils are omitted from progress data, progress rates would be -2.96 (not -3.8 with those pupils included in the data).</p>	
B	To improve the percentages of pupil premium pupils working at Age Related Expectation and Greater Depth in reading	Early identification of individual needs of pupil premium pupils Pupil Premium Learning Passports will be in place for pupils or SEND passports will be in place which clearly identify individual needs, interventions and targets

		<p>Pupil progress meetings will take place half termly and appropriate intervention/action will be identified and begin swiftly</p> <p>Each pupil premium pupil will be tracked closely as to progress made and intervention experienced</p> <p>Impact statements will identify impact of interventions and allow for review</p> <p>Teachers will be highly attuned and be able to provide detailed case studies if requested</p> <p>Reading outcomes will have improved as demonstrated by the EKS2 2018 percentage of pupils achieving expected progress and greater depth.</p> <p>There will be an improvement in the scaled scores in EKS2 2018 data</p> <p>There will be a significant reduction in the gap between National 'Other' Pupils and Purbrook Junior School Pupil Premium pupils at the end of the academic year</p> <p>End of Year Targets will be achieved by each year group across the school</p>
C	<p>To improve the percentages of pupil premium pupils working at Age Related Expectation and Greater Depth in writing</p>	<p>Early identification of individual needs of pupil premium pupils</p> <p>Pupil Premium Learning Passports will be in place for pupils or SEND passports will be in place which clearly identify individual needs, interventions and targets</p> <p>Pupil progress meetings will take place half termly and appropriate intervention/action will be identified and begin swiftly</p> <p>Each pupil premium pupil will be tracked closely as to progress made and intervention experienced</p> <p>Impact statements will identify impact of interventions and allow for review</p> <p>Teachers will be highly attuned and be able to provide detailed case studies if requested</p> <p>Writing outcomes will have improved as demonstrated by the EKS2 2018 percentage of pupils achieving expected progress and greater depth.</p> <p>There will be a significant reduction in the gap between National Other Pupils and school pupil premium pupils at the end of the academic year</p> <p>There will be an improvement in the scaled scores in EKS2 2018 data</p> <p>End of Year Targets will be achieved by each year group across the school</p>
D	<p>To improve the outcomes for PP children with SEND in reading, writing and maths</p> <p>Year 3 SEND PP Progress rates have been accelerated in reading, writing and maths. Their progress rates are stronger than non SEND PP Pupils</p> <p>Year 4 SEND PP Progress rates have been accelerated in reading and maths. Their progress rates match non SEND pupils in writing.</p> <p>Year 5 SEND PP Progress rates are in line with minimum expectations in maths. Their progress rates do not match non SEND PP rates of progress in</p>	<p>PP leader and SENCo reviews will evaluate the impact of interventions, review progress and adjust provision</p> <p>Pupil progress meetings will take place</p> <p>Appropriate and effective interventions will take place and progress tracked – reading ages, spelling ages and in terms of steps progress</p> <p>SENCo will provide written reports of impact of interventions</p>

	<p>reading and writing.</p> <p>Year 6 5 pupils were SEND and PP. 2 of these pupils had significant SEND needs and were unable to access any of the tests. Another child was unable to access the reading or maths tests. None of the PP SEND pupils attained ARE or above in reading, writing and maths. Outcomes at the EKS1 were not matched by the end of KS2.</p>																												
<p>E</p>	<p>To increase attendance of Pupil Premium Pupils so that it is consistently in line with or exceeds National averages across all year groups and reduce the number of pupils who are persistently absent.</p> <p>13 families have been invited to attend the structured conversations. 10 families have engaged with this process.</p> <table border="1" data-bbox="282 571 1167 1489"> <tr> <td data-bbox="282 571 456 687">Family 1</td> <td data-bbox="456 571 857 687">Prior attendance 82.79%</td> <td data-bbox="857 571 1167 687">Attendance in July 2018: 86%</td> </tr> <tr> <td data-bbox="282 687 456 724">Family 2</td> <td data-bbox="456 687 857 724">Invite – met Autumn Term</td> <td data-bbox="857 687 1167 724">Left school</td> </tr> <tr> <td data-bbox="282 724 456 761">Family 3</td> <td data-bbox="456 724 857 761">Invite – met Autumn Term</td> <td data-bbox="857 724 1167 761">Left school</td> </tr> <tr> <td data-bbox="282 761 456 836">Family 4</td> <td data-bbox="456 761 857 836">From Autumn Term – met with family on a termly basis.</td> <td data-bbox="857 761 1167 836">Attendance in July 2018: 98%</td> </tr> <tr> <td data-bbox="282 836 456 983">Family 5</td> <td data-bbox="456 836 857 983">Structured conversation took place in spring term - 84% attendance.</td> <td data-bbox="857 836 1167 983"><i>May 2018: Current attendance 86.4% this has improved by 2%. July 2018: 85%.</i></td> </tr> <tr> <td data-bbox="282 983 456 1163">Family 6</td> <td data-bbox="456 983 857 1163">From Autumn Term – met with family on a termly basis.(90%)</td> <td data-bbox="857 983 1167 1163"><i>July: 93% (Stronger than previous academic year)</i></td> </tr> <tr> <td data-bbox="282 1163 456 1273">Family 7</td> <td data-bbox="456 1163 857 1273">From Autumn Term – met with family.</td> <td data-bbox="857 1163 1167 1273"><i>Historic attendance 87.6%. July 2018: 97%</i></td> </tr> <tr> <td data-bbox="282 1273 456 1453">Family 8</td> <td data-bbox="456 1273 857 1453">From Autumn Term – met with family on a termly basis.(90%)</td> <td data-bbox="857 1273 1167 1453"><i>Improved attendance from 85.7% to 87.5% within initial meeting time. July 2018: 90%</i></td> </tr> <tr> <td data-bbox="282 1453 456 1489">Family 9</td> <td data-bbox="456 1453 857 1489">Historic: 93.6%</td> <td data-bbox="857 1453 1167 1489"><i>Improved to 97.3%</i></td> </tr> </table>	Family 1	Prior attendance 82.79%	Attendance in July 2018: 86%	Family 2	Invite – met Autumn Term	Left school	Family 3	Invite – met Autumn Term	Left school	Family 4	From Autumn Term – met with family on a termly basis.	Attendance in July 2018: 98%	Family 5	Structured conversation took place in spring term - 84% attendance.	<i>May 2018: Current attendance 86.4% this has improved by 2%. July 2018: 85%.</i>	Family 6	From Autumn Term – met with family on a termly basis.(90%)	<i>July: 93% (Stronger than previous academic year)</i>	Family 7	From Autumn Term – met with family.	<i>Historic attendance 87.6%. July 2018: 97%</i>	Family 8	From Autumn Term – met with family on a termly basis.(90%)	<i>Improved attendance from 85.7% to 87.5% within initial meeting time. July 2018: 90%</i>	Family 9	Historic: 93.6%	<i>Improved to 97.3%</i>	<p>Attendance will be consistently in line or above 97% in all year groups</p> <p>There will be a reduction in the number of pupil premium pupils who are persistently absent</p> <p>Structured conversations and reviews will take place at least once per term with the parents/carers of targeted pupils</p> <p>Numbers of children invited to attendance reward evening will increase on a termly basis</p> <p>HSLW will be able to provide evidence of impact with families of those pupils who are persistently absent</p>
Family 1	Prior attendance 82.79%	Attendance in July 2018: 86%																											
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Family 9	Historic: 93.6%	<i>Improved to 97.3%</i>																											

	Family 10	Autumn Term:93.6	<i>Improved to 96.6%</i>	
F	<p>To continue to support pupils and their families so that specific children are ready to learn emotionally, socially, physically, mentally and/or behaviourally.</p> <p><i>The Pastoral Team continue to provide invaluable support for our pupils and their families. The support is carefully tailored to the needs of the pupils and their families and to that end varies in the amount of the support and the durations of the support. Families are also signposted to other organisation who can provide specialist support.</i></p>			<p>A clear and effective referral process is known and used by all staff when an individual requires emotional support.</p> <p>Key members within the pastoral team e.g. SENCo, HSLW, ELSA, PSA will ensure intervention is appropriate following initial baseline assessment</p> <p>Parents will be fully aware and involved in the work of the HSLW/ELSA and work in partnership to support their children at home using consistent strategies</p> <p>Identified pupils will engage well in their learning and demonstrate increasing confidence and resilience</p> <p>Pupil progress will be closely tracked for targeted individuals and ELSA intervention reviewed regularly to identify impact or review strategy</p>

1. Planned expenditure					
Academic year					
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>Maths : To improve the percentages of pupil premium pupils working at Age Related Expectation and Greater Depth in maths – particularly in Year 3, 4 and 6 but not excluding Year 5.</p>	<p>Teaching and Learning Support:</p> <p>Coaching and mentoring from Pupil Premium Lead Teacher/Maths leader in order to support specific teachers identified as a result of observations/performance management targets</p> <p>Release time for Year Leaders and their teams to identify specific needs for pupils, create individual learning passports, plan provision/allocate resources, review impact</p> <p>£11,959</p>	<p>New and improved systems and structures introduced based on a Year 5 trial in the previous academic year indicated positive outcomes for this cohort. Now to be rolled out across the whole school</p> <p>Support on improving and developing teachers and their teaching will no doubt have an impact on improving outcomes for all pupils.</p> <p>Support for teachers has a positive impact on improving the school's overall percentage of good or outstanding teaching following coaching and mentoring.</p>	<p>July 2017: Targets set for pupils aiming to be on track for Age Related Expectation and Greater Depth</p> <p>Year group over view completed half termly based on latest data collection.</p> <p>Named children identified: Stuck/need further support/ need further challenge – progress and attainment</p> <p>Individual pupil passports completed by class teachers</p> <p>Provision and tracking grid completed each half term</p> <p>Impact statements completed termly to evaluate the effectiveness of any intervention</p> <p>Pupil progress meetings take place to review impact of interventions half termly and alter/change provision</p> <p>Half termly meetings take place with maths subject leader and pupil premium leader – lines of enquiry developed and acted upon. This will then be fed back to individual teaching teams/members of staff.</p> <p>Parental workshops for parents to support understanding of end of Year expectations in maths for pupils working at Age related Expectations and Greater Depth.</p>	<p>PP Leader</p> <p>Maths subject Leader</p>	<p>Half termly: Pupil Progress meetings</p> <p>Book look and lesson observations/ Informal drop ins with a focus on pupil premium pupils</p> <p>Performance management and interim Performance Reviews</p> <p>Meetings and action planning with Maths Subject Leader</p> <p>Termly: LLP visits/Maths Lead Inspector</p> <p>Pupil Premium Governor report visit - termly</p> <p>Written report for Governors- data outcomes</p> <p>PP Leader monitoring and evaluation of systems and structures each half term</p>
<p>Maths : To improve the percentages of pupil premium pupils working at Age Related Expectation and Greater Depth in maths – particularly in Year 3, 4 and 6 but not excluding Year 5.</p>	<p>Additional Teacher support in Year groups</p> <p>Additional teacher allocated to each year group in order to provide support/interventions/ opportunities for preaching and pupil conferencing as outlines in individual learning passports and year group provision overview. This includes groups to support children aiming for greater depth.</p>	<p>Additional support from a qualified and experienced teacher will provide targeted support of disadvantaged pupils both in the classroom and for intervention/booster sessions.</p> <p>One to one tuition, small group tuition can and will be carried out based on the needs of individuals. Education Endowment Fund Feedback effectiveness + 8 1:1 tuition +5 Small Group Tuition + 4 Extending school time + 2</p>	<p>July 2017: Targets set for pupils aiming to be on track for Age Related Expectation and Greater Depth</p> <p>Pupils identified as requiring a specific intervention are identified on year group timetables Intervention/support take place as planned on provision map e.g. x3 per week or weekly etc.</p> <p>Additional PP teachers working with a child will record their involvement and</p>	<p>All staff</p> <p>PP Teachers</p> <p>Year Leaders and teachers</p>	

	<p>Total Cost: £30,060</p>		<p>provides a brief overview of the focus. Additional adults will be aware of what the targets/aim of their involvement is. Where external opportunities arrive for the more able- teachers will consider PP children in the first instance.</p> <p>Appropriate training and planning relevant to interventions carried out</p> <p>Year groups held to account through use of additional teacher – in relation to improving outcomes for PP pupils. This will be through regular pupil progress meetings and progress towards EoY targets for PP pupils.</p>	<p>PP Leader and Year leaders</p> <p>All staff</p>	
<p>Reading: To improve the percentages of pupil premium pupils working at Age Related Expectation and Greater Depth in reading, particularly in Year 6 and 3, but not excluding Year 4 and 5.</p>	<p>Specific reading based intervention for Year 6: Sound training</p> <p>Cost: £3100</p>	<p>End of Key Stage 1 attainment gap of current Year 6 wide and continues to be.</p> <p>Year 6 teachers have identified that language, limited vocabulary, understanding of words meaning and words building skills are particularly weak for PP pupils. Sound Training (an intervention delivered to small groups) has a proven track record in other schools of improving reading ages – a minimum of a 12 month gain. This is likely to have a direct impact on SPaG outcomes too – particularly spelling and word understanding.</p> <p>On line support for the whole school provided for this intervention.</p>	<p>Complete reading assessments at the start of the intervention</p> <p>Identify children who are suitable for the intervention as outlined through sound training advice and with the support of the class teacher</p> <p>Complete reading assessments at the end of the intervention to identify ratio gains</p>	<p>PP leader</p> <p>Sound Training Tutor</p> <p>Year 6 Team</p>	

<p>Reading: To improve the percentages of pupil premium pupils working at Age Related Expectation and Greater Depth in reading, particularly in Year 6 and 3, but not excluding Year 4 and 5.</p>	<p>Teaching and Learning Support:</p> <p>Coaching and mentoring from Pupil Premium Lead Teacher/English leader in order to support specific teachers identified as a result of observations/performance management targets</p> <p>Release time for Year Leaders and their teams to identify specific needs for pupils, create individual learning passports, plan provision/allocate resources, review impact</p>	<p>Effective in improving End of Key Stage Two outcomes in 2017 compared to previous academic year</p> <p>New and improved systems and structures introduced based on a Year 5 trial in the previous academic year indicated positive outcomes for this cohort. Now to be rolled out across the whole school</p> <p>Support on improving and developing teachers and their teaching will no doubt have an impact on improving outcomes for all pupils.</p> <p>Support for teachers has a positive impact on improving the school's overall percentage of good or outstanding teaching following coaching and mentoring.</p>	<p>July 2017: Targets set for pupils aiming to be on track for Age Related Expectation and Greater Depth</p> <p>Year group over view completed half termly based on latest data collection.</p> <p>Named children identified: Stuck/need further support/ need further challenge – progress and attainment</p> <p>Individual pupil passports completed by class teachers</p> <p>Provision and tracking grid completed each half term</p> <p>Impact statements completed termly to evaluate the effectiveness of any intervention</p> <p>Pupil progress meetings take place to review impact of interventions half termly and alter/change provision</p> <p>Half termly meetings take place with maths subject leader and pupil premium leader – lines of enquiry developed and acted upon. This will then be fed back to individual teaching teams/members of staff.</p> <p>Parental workshops for parents to support understanding of end of Year expectations in maths for pupils working at Age related Expectations and Greater Depth.</p>	<p>PP Leader</p> <p>English subject Leader</p>	<p>Half termly: Pupil Progress meetings</p> <p>Book look and lesson observations/ Informal drop ins with a focus on pupil premium pupils</p> <p>Performance management and interim Performance Reviews</p> <p>Meetings and action planning with Maths Subject Leader</p> <p>Termly: LLP visits/Maths Lead Inspector</p> <p>Pupil Premium Governor report visit - termly</p> <p>Written report for Governors- data outcomes</p> <p>PP Leader monitoring and evaluation of systems and structures each half term</p>
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<p>Reading: To improve the percentages of pupil premium pupils working at Age Related Expectation and Greater Depth in reading, particularly in Year 6 and 3, but not excluding Year 4 and 5.</p>	<p>Additional Teacher support in Year groups Additional teacher allocated to each year group in order to provide support/interventions/ opportunities for preaching and pupil conferencing as outlines in individual learning passports and year group provision overview. This includes groups to support children aiming for greater depth.</p>	<p>Additional support from a qualified and experienced teacher will provide targeted support of disadvantaged pupils both in the classroom and for intervention/booster sessions.</p> <p>One to one tuition, small group tuition can and will be carried out based on the needs of individuals. Education Endowment Fund Feedback effectiveness + 8 1:1 tuition +5 Small Group Tuition + 4 Extending school time + 2</p>	<p>July 2017: Targets set for pupils aiming to be on track for Age Related Expectation and Greater Depth</p> <p>Pupils identified as requiring a specific intervention are identified on year group timetables Intervention/support take place as planned on provision map e.g. x3 per week or weekly etc.</p> <p>Additional PP teachers working with a child will record their involvement and provides a brief overview of the focus. Additional adults will be aware of what the targets/aim of their involvement is. Where external opportunities arrive for the more able- teachers will consider PP children in the first instance.</p> <p>Appropriate training and planning relevant to interventions carried out</p> <p>Year groups held to account through use of additional teacher – in relation to improving outcomes for PP pupils. This will be through regular pupil progress meetings and progress towards EoY targets for PP pupils.</p>	<p>All staff</p> <p>PP Teachers</p> <p>Year Leaders and teachers PP Leader and Year leaders</p> <p>All staff</p>	
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<p>Writing: To improve the percentages of pupil premium pupils working at Age Related Expectation and Greater Depth in writing, particularly Year 3, 4 and 6 but not excluding Year 5.</p>	<p>Teaching and Learning Support:</p> <p>Coaching and mentoring from Pupil Premium Lead Teacher/English leader in order to support specific teachers identified as a result of observations/performance management targets</p> <p>Release time for Year Leaders and their teams to identify specific needs for pupils, create individual learning passports, plan provision/allocate resources, review impact</p>	<p>Effective in improving End of Key Stage Two outcomes in 2017 compared to previous academic year</p> <p>New and improved systems and structures introduced based on a Year 5 trial in the previous academic year indicated positive outcomes for this cohort. Now to be rolled out across the whole school</p> <p>Support on improving and developing teachers and their teaching will no doubt have an impact on improving outcomes for all pupils.</p> <p>Support for teachers has a positive impact on improving the school's overall percentage of good or outstanding teaching following coaching and mentoring.</p>	<p>July 2017: Targets set for pupils aiming to be on track for Age Related Expectation and Greater Depth</p> <p>Year group over view completed half termly based on latest data collection.</p> <p>Named children identified: Stuck/need further support/ need further challenge – progress and attainment</p> <p>Individual pupil passports completed by class teachers</p> <p>Provision and tracking grid completed each half term</p> <p>Impact statements completed termly to evaluate the effectiveness of any intervention</p> <p>Pupil progress meetings take place to review impact of interventions half termly and alter/change provision</p> <p>Half termly meetings take place with maths subject leader and pupil premium leader – lines of enquiry developed and acted upon. This will then be fed back to individual teaching teams/members of staff.</p>	<p>PP Leader</p> <p>English subject Leader</p>	<p>Half termly: Pupil Progress meetings</p> <p>Book look and lesson observations/ Informal drop ins with a focus on pupil premium pupils</p> <p>Performance management and interim Performance Reviews</p> <p>Meetings and action planning with Maths Subject Leader</p> <p>Termly: LLP visits/Maths Lead Inspector</p> <p>Pupil Premium Governor report visit - termly</p> <p>Written report for Governors- data outcomes</p> <p>PP Leader monitoring and evaluation of systems and structures each half term</p>
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<p>Writing: To improve the percentages of pupil premium pupils working at Age Related Expectation and Greater Depth in writing, particularly Year 3, 4 and 6 but not excluding Year 5.</p>	<p>Additional Teacher support in Year groups Additional teacher allocated to each year group in order to provide support/interventions/ opportunities for preaching and pupil conferencing as outlines in individual learning passports and year group provision overview. This includes groups to support children aiming for greater depth.</p>	<p>Additional support from a qualified and experienced teacher will provide targeted support of disadvantaged pupils both in the classroom and for intervention/booster sessions.</p> <p>One to one tuition, small group tuition can and will be carried out based on the needs of individuals. Education Endowment Fund Feedback effectiveness + 8 1:1 tuition +5 Small Group Tuition + 4 Extending school time + 2</p>	<p>July 2017: Targets set for pupils aiming to be on track for Age Related Expectation and Greater Depth</p> <p>Pupils identified as requiring a specific intervention are identified on year group timetables Intervention/support take place as planned on provision map e.g. x3 per week or weekly etc.</p> <p>Additional PP teachers working with a child will record their involvement and provides a brief overview of the focus. Additional adults will be aware of what the targets/aim of their involvement is. Where external opportunities arrive for the more able- teachers will consider PP children in the first instance.</p> <p>Appropriate training and planning relevant to interventions carried out</p> <p>Year groups held to account through use of additional teacher – in relation to improving outcomes for PP pupils. This will be through regular pupil progress meetings and progress towards EoY targets for PP pupils.</p>	<p>All staff</p> <p>PP Teachers</p> <p>Year Leaders and teachers PP Leader and Year leaders</p> <p>All staff</p>	
<p>To improve the outcomes for PP children with SEND in reading, writing and maths</p>	<p>SENCo to provide small group tuition to groups of PP with SEND pupils.</p> <p>Learning Support Assistant time specifically allocated for PP with SEND pupils to deliver specific interventions such as First class n number, cued spelling, additional reading, and precision teaching.</p> <p>Top up support/additional support for pupils without an EHCP who have significant needs – cognitive/behaviourally</p> <p>£28,366</p>	<p>Additional support from a qualified and experienced teacher will provide targeted support of disadvantaged pupils both in the classroom and for intervention/booster sessions.</p> <p>One to one tuition, small group tuition can and will be carried out based on the needs of individuals. Education Endowment Fund Feedback effectiveness + 8 1:1 tuition +5 Small Group Tuition + 4 Extending school time + 2</p> <p>Specialist support from Educational Psychologist</p>	<p>Regular formal meetings with SENCo and PP leader but also on going informal conversations week by week regarding PP pupils with SEND. Half termly review progress and impact of interventions.</p> <p>Reading and spelling ages</p> <p>Review provision for pupils and adjust as and when appropriate</p> <p>Provision map in place and all aware of their involvement and the plan of action</p> <p>Interventions take place true to their intent</p> <p>Appropriate training and planning relevant to interventions carried out</p> <p>Weekly timetables in place which demonstrates provision for pupils with significant cognitive/behavioural needs</p>	<p>SENCo and pupil premium leader</p>	

<p>To increase attendance of Pupil Premium Pupils so that it is consistently in line with or exceeds National averages across all year groups and reduce the number of pupils who are persistently absent</p>	<p>Reward evening scheme for pupils whose attendance is 97% or above and/or shown significant improvement £421</p> <p>Structured conversations - families targeted with attendance below 97%</p> <p>Part of HSLW time allocated to supporting pupils who are persistently absent in order to improve attendance percentages for these pupils</p>	<p>Review of previous year demonstrates that the gap in % attendance for PP and non PP reduced in 3 out of 4 year groups.</p> <p>Case studies identify significant improvements for targeted families – feedback back from families was very positive too. Impact on improving overall PP attendance in Year 4,5 and 6.</p> <p>HSLW has been effective in role in liaising with families to ensure that pupils arrive to school/and/or brought to school who would otherwise remain absent.</p>	<p>Regular formal meetings but on going informal conversations week by week.</p> <p>Attendance spreadsheets and provision map highlights pupils who are persistently absent.</p> <p>Structured conversation minutes recorded and distributed to relevant parties – includes review dates.</p> <p>Regular and on going monitoring of pupil premium attendance ensures that structured conversations occur in a timely manner</p> <p>Clear systems and structures in place between Office and HSLW highlighting persistent absentees</p> <p>HSLW to conduct welfare checks on persistent absent pupils who fail to attend school</p> <p>HSLW and Pupil Premium Leader to review pupil's attendance regularly and take appropriate actions.</p>	<p>PP Leader</p>	
<p>To continue to support pupils and their families so that specific children are ready to learn emotionally, socially, physically, mentally and/or behaviourally.</p>	<p>Part funding of pastoral team – this includes : HSLW Parent Support Adviser ELSA £18,719</p>	<p>Increasing need amongst pupil premium pupils for emotional support. ELSA and HSLW to have allocated time to work on a 1:1 basis or in small groups to enable pupils to develop strategies to cope with anxiety/build self-esteem. Build friendships/manage anger.</p> <p>Education Endowment Fund Social and Emotional Learning + 4</p>	<p>At least weekly intervention</p> <p>ELSA and HSLW reviews and regular conversations</p> <p>Clear referral process and timetable in place</p> <p>Progress/case studies from ELSA/HSLW</p> <p>SENCo evaluation of impact of ELSA/HSLW small group support.</p>	<p>SENCo</p> <p>HSLW</p> <p>ELSA</p>	<p>Pupil Progress meetings</p> <p>Case studies</p> <p>ELSA reviews completed</p> <p>Parental reviews/TAF</p> <p>Performance management reviews for support staff</p>

<p>To continue to support pupils and their families so that specific children are ready to learn emotionally, socially, physically, mentally and/or behaviourally.</p>	<p>Trip/club subsidy (residential, Breakfast, music tuition, Hampshire Specialist music teacher, Author visits, holiday clubs, travelling theatres etc. Provision of school uniforms/lunches etc.</p> <p>£13,258</p>	<p>Broadening opportunities in the wider curriculum will raise aspiration and motivation to experience new challenged. Families will be spared the cost thereby reducing the pressure on low income/struggling households/</p>	<p>Comprehensive knowledge of pupil premium families and their needs through liaison of PP leader, HSLW and other staff Wider factors such as transport considered in such participation Invitation where parents/carers can join activities where appropriate</p>		
Total budgeted cost					£105,883