

Purbrook Junior School Pupil Premium Strategy Statement 2018 - 2019

1. Summary information					
School	Purbrook Junior School				
Academic Year	2018 - 2019	Total PP budget	£97,480 (April 2018 – March 2019) Ever 6/FSM Pupils: 64 Post LAC Pupils:5 Service pupils: 5	Date of most recent PP Review	June 2018 (Pupil Premium Governor Review) September 2018 – Review of 2017/2018 Strategy.
Total number of pupils	382	Number of pupils eligible for PP	74 (85 currently on PP register – this includes Year 3 cohort)	Date for next internal review of this strategy	July 2019

2. Current Attainment

	Pupils eligible for PP	2017/2018 National Average 'Other'
2017/2018 achieving the expected standard and above in reading	Disadvantaged: 59% Services: 100%	National Data not yet published
2017/2018 achieving the expected standard and above in writing	Disadvantaged: 73% Services: 100%	National Data not yet published
2017/2018 achieving the expected standard and above in maths	Disadvantaged: 50% Services: 100%	National Data not yet published
2017/2018 achieving the expected standard and above in GPAS	Disadvantaged:68% Services: 100%	National Data not yet published
2017/2018 achieving the expected standard and above in KS2, Reading, writing and maths	Disadvantaged: 46% Services (PP not disadv.):100%	National Data not yet published
2017/2018 KS2 Progress Measure in Reading	-3.4 (Disadvantaged)	National Data not yet published
2017/2018 KS2 Progress Measure in Writing	-0.2 (Disadvantaged)	National Data not yet published
2017/2018 KS2 Progress Measure in Maths	-3.8 (Disadvantaged)	National Data not yet published

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 – At the End of Key Stage 1, significant attainment gaps exist between those who are PP and those who are not. This is most noticeably in our current Year 4. Attainment gaps exist in all other year groups, less so in our current Year 3. Internal data in July 2018 suggests that progress rates for PP pupils in current Year 4 and Year 5 were accelerated. This was not matched for our current Year 6. EKS2 2018 outcomes suggest that progress rates are not as strong as the previous year.
B	Reading – At the End of Key Stage 1, significant attainment gaps exist between those who are PP and those who are not. This most noticeably for those in our current Year 4, less noticeably in Year 5 and 6. In Year 3 there appears to be no attainment gap. EKS 2 outcomes in 2018 showed a decline of 5% (equivalent of 1 child) compared to 2017 outcomes. Pupils who are disadvantaged do not make enough progress in the EKS2 tests compared to their EKS1 outcomes and progress rates are not as strong compared to 2017 data. Internal data analysis in July 2018 suggests that non SEND Pupil Premium Pupils in current Year 4 and Year 5 need to be a key focus.
C	Writing – End of Key Stage 1 data suggests that the attainment gaps are wide, most noticeable, but not limited to, our current Year 4. The gaps exist in Year 5 and Year 6. Significant improvements in the percentages of pupil premium pupils attaining expected standard and above in End of Key Stage 2 writing teacher assessments were demonstrated in 2017 and maintained in 2018. Internal data in July 2018 suggests that progress rates for non FSM writers needs to be a focus in current Year 4, 5 and 6.
D	SEND pupils and Pupil Premium pupils –27% of the whole school Pupil Premium Cohort also have SEND. Year 3: 22% of pupil premium pupils are also on the SEND register. Year 4: 48% of pupil premium pupils are also on the SEND register. Year 5: 30% of PP pupils are also on the SEND register. Year 6: 9% 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. Internal data analysis in July 2018, identified Year 6 PP and SEND reading and writing progress to be an area of focus.
E	Greater Depth – According to the End of Key Stage 2 outcomes in 2018, the percentage of Pupil Premium pupils working at greater depth in SpaG improved, and broadly matched last year's outcomes in writing and maths. Therefore there will be a continued focus on improving the percentage of pupils to attain GD in all year groups so that outcomes for PP pupils match National Averages.
F	Access to resources and/or wider opportunities – Some of our families are unable to afford experiences or physical resources that enhance their child's education. Some of our families are unable to afford wrap around care which enables parents and carers to seek and/or maintain paid employment.

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
G	Attendance – Some of our families do not always understand the value of education and therefore a small number of our PP (mainly disadvantaged pupils) pupils are persistently absent and/or late. They come to school not ready to learn.
H	Ready to learn - Some of our pupils come to school not ready to learn due to issues beyond their control.
I	Lack of parental engagement – Some of our families do not always engage with the school and/or their child's learning.

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</p> <p>Measure of Success:</p> <ul style="list-style-type: none"> For at least 90 % of disadvantaged pupils in Key Stage 2 tests to achieve expected+ in maths and 23% above the expected standard. (This is an aspirational target not a prediction) For progress of disadvantaged pupils in Key Stage 2 to have improved significantly so that it is much closer to progress of others nationally. 	<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>Maths outcomes will have improved as demonstrated by the EKS2 2019 percentage of pupils achieving ARE and Greater Depth</p> <p>There will be an improvement in the scaled scores in EKS2 2019 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 set by year teams alongside the PP leader will be achieved by each year group across the school</p>
B	<p>To improve the percentages of pupil premium pupils working at Age Related Expectation and Greater Depth in reading</p> <p>Measure of Success:</p> <ul style="list-style-type: none"> For at least 86 % of disadvantaged pupils in Key Stage 2 tests to achieve expected+ in reading and 23% above the expected standard. (This is an aspirational target not a prediction) <p>For progress of disadvantaged pupils in Key Stage 2 to have improved significantly so that it is much closer to progress rates of others nationally.</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>Reading outcomes will have improved as demonstrated by the EKS2 2019 percentage of pupils achieving expected progress and greater depth.</p> <p>There will be an improvement in the scaled scores in EKS2 2019 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 set by year teams alongside the PP leader 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>Measure of Success:</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</p>

	<ul style="list-style-type: none"> For at least 77 % of disadvantaged pupils in Key Stage 2 tests to achieve expected+ in writing and 15% above the expected standard. (This is an aspirational target not a prediction) For progress of disadvantaged pupils in Key Stage 2 to achieve at least in line with others nationally. 	<p>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 set by year teams alongside the PP leader 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>Measure of Success:</p> <ul style="list-style-type: none"> For at 50% of SEND disadvantaged pupils in Key Stage 2 to achieve expected in maths and reading. %0% close to in writing. 	<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>
E	<p>Greater Depth – According to the End of Key Stage 2 outcomes in 2018, the percentage of Pupil Premium pupils working at greater depth in SpaG improved, and broadly matched last year’s outcomes in writing and maths. Therefore a continued focus on improving the percentage of pupils to attain GD in all year groups.</p> <p>Measure of Success:</p> <ul style="list-style-type: none"> Percentage of pupils identified as working above the expected standard in the End of KS 2 tests/TA: Reading: 23% Writing: 14% Maths: 23% Combined : 14% 	<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>Maths outcomes will have improved as demonstrated by the EKS2 2019 percentage of pupils achieving ARE and Greater Depth</p> <p>There will be an improvement in the scaled scores in EKS2 2019 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 set by year teams alongside the PP leader will be achieved by each year group across the school</p>
F	<p>Access to resources and/or wider opportunities – some of our families are unable to afford experiences or physical resources that enhance their child’s education. Some of our families are unable to afford wrap around care which enables parents and carers to seek and/or maintain paid employment.</p> <p>Measure of Success:</p> <ul style="list-style-type: none"> All PP pupils targeted and invited to attend at least one funded 	<p>Early identification of individual needs of pupil premium pupils</p> <p>Pupil Premium Learning Passports will be in place which outline a pupils access to resources</p> <p>Referral process and records will be in place to trace funding which can be accessed by professionals involved with the pupils.</p>

	<p>after school club and/or provision of music lessons in order to broaden experiences.</p> <ul style="list-style-type: none"> The gap in uptake of PP v non PP club/music participation is reduced. Families access wrap around care services on offer at school. 	
G	<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>Measure of Success:</p> <ul style="list-style-type: none"> PP and non PP attendance will match national averages. Reduction in the number of persistently absent PP pupils Reduction in the number of persistently late PP pupils 	<p>Attendance will be consistently in line or above 97% in all year groups There will be a reduction in the number of pupil premium pupils who are persistently absent Structured conversations and reviews will take place at least once per term with the parents/carers of targeted pupils Numbers of children invited to attendance reward evening will increase on a termly basis HSLW will be able to provide evidence of impact with families of those pupils who are persistently absent</p>
H	<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>Measure of Success:</p> <p>Qualitative data provided by HSLW will show impact ELSA scaled scores will show an improvement in the key areas identified.</p>	<p>A clear and effective referral process is known and used by all staff when an individual requires emotional support. Key members within the pastoral team e.g. SENCo, HSLW, ELSA, PSA will ensure intervention is appropriate following initial baseline assessment 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 Identified pupils will engage well in their learning and demonstrate increasing confidence and resilience Pupil progress will be closely tracked for targeted individuals and ELSA intervention reviewed regularly to identify impact or review strategy</p>
I	<p>Lack of parental engagement – Some of our families do not always engage with the school and/or their child's learning.</p> <p>Measure of success:</p> <ul style="list-style-type: none"> Targeted families will attend and participate in family learning activities provided by the school Questionnaires will demonstrate involvement as a positive experiences Increased attendance of targeted parents at school learning events/parents evenings/meetings 	<p>Data analysis – outcomes, attendance and lateness figures, discussions with key stakeholders will guide the targeting of families. Invites will be sent out in a timely manner outlining the events Families will attend and engage with the planned activities Questionnaires will be completed by those involved Review of data – outcomes, attendance and lateness figures, discussions with key stakeholder will demonstrate impact.</p>
<p>Review of previous strategy and associated outcomes identified the following areas for development. Outlined is the initial provision for pupils from September – December – however, this will be reviewed after half termly data points.</p>		
Year 3	<ul style="list-style-type: none"> Maintain outcomes for PP and disadvantaged pupils so that there is no slippage from EKS1 to End of Year 3. This cohort has the highest number of services pupils (4) 	<p>Targets set with Year team in early September 2018 Transition information shared from Infant School and provision shared to aid continuity and planning for pupils. Contact to be made with Forces Families – especially regarding active deployment – respond rapidly through use of HSLW and PSA.</p>
Year 4	<ul style="list-style-type: none"> 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. 	<p>Target set with year team September 2018. Sharing of attainment and progress data. Named children identified at key point in the year to be on track.</p>

	<ul style="list-style-type: none"> • 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. 	<p>September 2018 – December 2018</p> <p>Pupil Premium Lead Teacher (PPLT) timetables in place September 2018 and will be used to:</p> <ul style="list-style-type: none"> -release class teachers for pupil conferencing in order to address the writing issue – impact to be evaluated in December 2018. -hear key readers who do not read regularly at home and/ or who have not made the expected progress/not on track for ARE and should be. -provide in class support in maths, pre teaching and additional support for PP in maths - - targeting for ARE and targeting for GD – named children. -provide pupil conferencing writing workshops to key targeted children who are not on track and who should be based on EKS1 outcomes. -additional guided reading sessions to target those who are not current on track for ARE who should be. -additional guided reading sessions to target those who are not on track for GD who should be based on EKS 1 outcomes.(this group also includes children who have the potential to be GD).
<p>Year 5</p>	<ul style="list-style-type: none"> • 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. 	<p>Target set with year team September 2018. Sharing of attainment and progress data. Named children identified at ley point in the year to be on track.</p> <p>September 2018 – December 2018</p> <p>Pupil Premium Lead Teacher (PPLT) timetables in place September 2018 and will be used to</p> <ul style="list-style-type: none"> -hear key readers who do not read regularly at home and/ or who have not made the expected progress/not on track for ARE and should be. -provide skills based writing workshops to key targeted children who are not on track and who should be based on EKS1 outcomes. -additional guided reading sessions to target those who are not current on track for ARE who should be. -additional guided reading sessions to target those who are not on track for GD who should be based on EKS 1 outcomes.(this group also includes children who have the potential to be GD). -provide in class support in maths, pre teaching and additional support for PP in maths - - targeting for ARE and targeting for GD – named children.
<p>Year 6</p>	<ul style="list-style-type: none"> • 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 	<p>Target set with year team September 2018. Sharing of attainment and progress data. Named children identified at ley point in the year to be on track. Pupils targeted through the use of Year 6 approach to fluid grouping – PP pupils to be in GD groups if target identified they should be aiming for GD.</p> <p>September 2018 – December 2018</p> <p>Pupil Premium Lead Teacher s(PPLT) timetables in place September 2018 and will be used to:</p>

	<p>pupils so that they are more in line with their extremely strong EKS1 outcomes and National Averages.</p>	<p>Provide x 3 45 mins per week reading and language session to PP pupils – not currently on track to attain ARE in reading. 1 x 45 mins additional reading session for specific children to improve % of pupils on track for ARE and GD. Release time for teachers to conference individual PP pupils in writing. Maths – pupil conferencing opportunities for teacher in maths to address key issues identified in planning and learning – ARE and GD,</p>
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Planned expenditure - Overview of key approach/actions:

- Teaching and Learning support in reading, writing and maths through Subject Leaders, Teaching and Learning Leader and Pupil Premium Leader.
- Pupil Premium Lead teachers allocation to year groups based on current need to provide small group support, one to one tuition, booster groups and release time for teachers to provide feedback/conferencing etc.
- Purchase and delivery of specific intervention programmes e.g. Sound Training for Reading and Rising Stars 'On Track' maths and 'On track' reading.
- LSA time to plan and deliver interventions and support behaviour
- Pastoral support and parental/carer: ELSA, HSLW, PSA to support families with issues such as attendance, lateness, social, emotional, physical, mental well being. Structured conversations. Financial assistance and support. Opportunities for hard to reach families to engage more readily with school and their child's education.

Academic year 2018/2019					
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</p>	<p>Teaching and Learning Support:</p> <p>Coaching and mentoring from Teaching and Learning Leader/Maths leader in order to support specific teachers identified as a result of observations/performance management targets. (All teachers have a vulnerable group with named PP pupils as target 2 of PM).</p> <p>Support from Teaching and Learning leader for Pupil Premium Lead Teachers in year groups.</p> <p>Support from Maths leader and the team to plan accurately and effectively for the needs of all pupils..</p> <p>Release time for Year Leaders, pupil premium lead teachers and their teams to identify specific needs for pupils, create individual learning passports, plan provision/allocate resources, review impact.</p>	<p>Support on improving and developing teachers and their teaching will no doubt have an impact on improving outcomes for all pupils. The role of the Teaching and learning Leader had a significant impact on improving outcomes in 2017.</p> <p>Support for teachers has a positive impact on when this improving the school's overall percentage of good or outstanding teaching following coaching and mentoring.</p>	<p>September 2018 : Targets set for pupils aiming to be on track for Age Related Expectation and Greater Depth. Named pupils identified to be on track for ARE and GD for each term.</p> <p>Year group over view completed on a termly basis 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 initially by pupil premium lead teacher - then alongside class teacher</p> <p>Provision and tracking grid completed each 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>Meetings with pupil premium lead teachers take place on a half termly basis to review interventions, pupils and data.</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>Attendance at Tackling Educational Disadvantaged Course run by LA and associated actions.</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</p>	<p>Additional Teacher support in Year groups Additional teacher allocated to each year group in order to provide support/interventions/ opportunities for pre- teaching and pupil conferencing as outlines in individual learning passports and year group provision overview.</p> <p>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>Identified and streamlined roles for pupil premium lead teachers in year group increases clarity and cohesiveness. This in turn promotes greater ownership regarding outcomes.</p> <p>One to one tuition, small group tuition can and will be carried out based on the needs of individuals.</p> <p>Education Endowment Fund Feedback effectiveness + 8 1:1 tuition +5 Small Group Tuition + 4 Extending school time + 2</p>	<p>September 2018 : Targets set for pupils aiming to be on track for Age Related Expectation and Greater Depth. Named pupils identified to be on track for ARE and GD for each term.</p> <p>Pupils identified as requiring a specific intervention are identified on year group timetables.</p> <p>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>Attendance at Tackling Educational Disadvantaged Course run by LA and associated actions.</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>Reading: To improve the percentages of pupil premium pupils working at Age Related Expectation and Greater Depth in reading.</p>	<p>Specific reading based intervention for Year 6: Sound training.</p> <p>£3100</p>	<p>Teachers have identified that language, limited vocabulary, understanding of word meaning and word 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 was an effective intervention in 2017/2018 for those pupils involved in the intervention.</p> <p>On line support for the whole school provided for this intervention.</p> <p>Improved language skills will support improvements in reading, writing and SPAG.</p> <p>Greater understanding of strategies and support in learning and using new or unfamiliar language..</p> <p>Improved self confidence therefore improving opportunities.</p> <p>Sound Training statistics suggest: +12 month gain</p> <p>PJS outcomes 2018:+18 months gain 20 pupils received Sound Training</p> <p>80% of pupils attained ARE 5% attained ARE+</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>Attendance at Tackling Educational Disadvantaged Course run by LA and associated actions.</p>	<p>PP leader</p> <p>Sound Training Tutor</p> <p>Year 6 Team</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,</p>	<p>Teaching and Learning Support:</p> <p>Coaching and mentoring from Teaching and Learning Leader/English leader in order to support specific teachers identified as a result of observations/performance management targets. (All teachers have a vulnerable group with named PP pupils as target 2 of PM).</p> <p>Support from Teaching and Learning leader for Pupil Premium Lead Teachers in year groups.</p> <p>Support from English leader and the team to plan accurately and effectively for the needs of all pupils.</p> <p>Release time for Year Leaders, pupil premium lead teachers and their teams to identify specific needs for pupils, create individual learning passports, plan provision/allocate resources, review impact.</p>	<p>Support on improving and developing teachers and their teaching will no doubt have an impact on improving outcomes for all pupils. The role of the Teaching and learning Leader had a significant impact on improving outcomes in 2017.</p> <p>Support for teachers has a positive impact on when this improving the school's overall percentage of good or outstanding teaching following coaching and mentoring.</p>	<p>September 2018 : Targets set for pupils aiming to be on track for Age Related Expectation and Greater Depth. Named pupils identified to be on track for ARE and GD for each term.</p> <p>Year group over view completed on a termly basis 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 initially by pupil premium lead teacher - then alongside class teacher</p> <p>Provision and tracking grid completed each 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>Meetings with pupil premium lead teachers take place on a half termly basis to review interventions, pupils and data.</p> <p>Half termly meetings take place with English 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>Attendance at Tackling Educational Disadvantaged Course run by LA and associated actions.</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 English Subject Leader</p> <p>Termly: LLP visits/English 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.</p>	<p>Additional Teacher support in Year groups Additional teacher allocated to each year group in order to provide support/interventions/ opportunities for pre teaching 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>DHT to run booster group for reading in Year 6 as from September for 10 targeted pupils.</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.</p> <p>Education Endowment Fund Feedback effectiveness + 8 1:1 tuition +5 Small Group Tuition + 4 Extending school time + 2</p>	<p>September 2018: Targets set for pupils aiming to be on track for Age Related Expectation and Greater Depth. Named pupils identified to be on track for ARE and GD for each term.</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>Attendance at Tackling Educational Disadvantaged Course run by LA and associated actions.</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.</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>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>September 2018: Targets set for pupils aiming to be on track for Age Related Expectation and Greater Depth. Named pupils identified to be on track for ARE and GD for each term.</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 English 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>Attendance at Tackling Educational Disadvantaged Course run by LA and associated actions.</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 English 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.</p>	<p>Additional Teacher support in Year groups Additional teacher allocated to each year group in order to provide support/interventions/opportunities for pre teaching and pupil conferencing as outlines in individual learning passports and year group provision overview. This includes groups to support children aiming for greater depth. This support is to be used flexibly – e.g. either as a skills based session or to release teachers to conference their own pupils.</p> <p>Cost:</p> <p>Teaching and learning staff for reading, writing and maths: £50,173</p> <p>Tackling Educational Disadvantage Course costs: £ 918</p> <p>Total:£51,091</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.</p> <p>Education Endowment Fund Feedback effectiveness + 8 1:1 tuition +5 Small Group Tuition + 4 Extending school time + 2</p>	<p>September 2018: Targets set for pupils aiming to be on track for Age Related Expectation and Greater Depth. Named pupils identified to be on track for ARE and GD for each term.</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>Attendance at Tackling Educational Disadvantaged Course run by LA and associated actions.</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>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 in number, cued spelling, additional reading, and precision teaching.</p> <p>Top up support/additional support for pupils without an EHCP who have significant needs – behaviourally, emotionally and socially.</p> <p>Purchase of Rising Stars Maths and reading intervention 'On Track' Programme specifically aimed at SEND pupils and those who are not securely working at ARE.</p> <p>Support Staff inc. Ed Psych: £17,504</p> <p>Rising Stars'On Track' Intervention: £1304</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.</p> <p>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>Half termly meetings to take place between SENCo and Pupil Premium Leader to review provision for pupils.</p> <p>Book and planning look to identify provision of PP/ SEND pupils with a focus on improving outcomes for these pupils.</p> <p>Feedback from SENCo to Pupil Premium Leader regarding the quality of provision as delivered by team of LSAs and the impact on improving outcomes for these pupils/.</p>
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<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</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>Letter sent home to parents to celebrate and further encourage improved attendance for pupils on a half termly basis.</p> <p>Cost: £553</p>	<p>Well responded to and valued by parents and children (not just PP pupils) in 2017/2018. Provides additional experiences for pupils beyond the school day.</p> <p>Case studies identify significant improvements for targeted families – feedback back from families was very positive too.</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 .</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 Fully qualified and trained counsellor (1 hr x 20 weeks of the year).</p> <p>Pastoral support: £14,570</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>Some of the pupils' emotional needs are beyond the experience and skill of our team and require professionally trained intervention.</p> <p>Education Endowment Fund Collaborative working opportunities: EEF +5 Parents Support: EEF +3 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>Pupil Premium Leader</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>Family Learning Events run by Pupil Premium Leader and HSLW each term.</p> <p>Provision of resources to support out of school learning.</p> <p>Cost: 13,729</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>Internal analysis suggests that were PP pupils attend after school clubs compared to non PP pupils.</p> <p>Education Endowment Fund Collaborative working opportunities: EEF +5 Parents Support: EEF +3 Social and Emotional Learning + 4</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</p> <p>parents/carers invited for Family Learning activities where appropriate</p>		
Total budgeted cost					£101, 851