

Pupil Premium Strategic Plan 2018-19

HPJS Pupil Premium Income: 163,680

HPJS Pupil Premium numbers September: 172



Year Group	Pupil Premium children	Service children	Looked After children	Overall total	Recent Review	Next PP Review
3	28	24	0	172	Oct 2018	Mar 2019
4	33	6	1			
5	30	3	1			
6	34	12	0			
Whole School	125	45	2			

Our federated approach to ensuring high quality Pupil Premium Provision:

Whole School Ethos: High aspiration for all pupils, despite their starting points or any barriers they may need to overcome.

We believe that all pupils should achieve their potential and are able to overcome barriers to make accelerated progress from their entry points. This is achieved through high quality provision, with personalised offers which identify specific actions, which will enable the individual to succeed. All members of staff have a growth mind-set approach which enables this.

Teaching & Learning: High quality teaching for all & personalised provision which meets individual needs.

We believe that quality first teaching which meets consistently high standards is critical to ensure the best progress for our pupils. This is achieved through consistency & teamwork; the highest expectations for quality first teaching; monitoring which impacts on standards of teaching & learning and specific feedback and support. We also believe that disadvantaged pupils need bespoke, personalised individual offers, which meet the pupils' needs, fill any gaps and are delivered in a timely, focused manner.

Provide Pastoral Support for Pupil Premium families to reduce barriers to academic success. Provide a range of high quality pastoral support which improves pupil well-being.

All staff contribute towards proving an environment which enables pupils to feel safe and happy. Specific pastoral care and Early Help support, for both children and families, will enable pupils to help overcome barriers to achieving higher wellbeing which then leads to improved attendance rates and academic success.

Raise aspiration through enrichment to inspire pupils to raise their academic success.

Provide a range of opportunities which enable pupils to develop their skills and widen their experiences which helps raise their aspirations.

We believe that children should experience a range of events, experiences and have the opportunities to develop a range of skills. These opportunities will help develop skills for life and widen pupil's aspirations.

Pupil Premium Strategy – Hamworthy Park Junior School - 2018.19

1. Summary information					
School	Hamworthy Park Junior School				
Academic Year	2018-19	Total PP budget	170,580	Date of most recent PP Review	Oct 2018
Total number of pupils	462	Number of pupils eligible for PP	125	Date for next internal review of this strategy	Apr 2019

2. Current attainment – Year 6 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>National not eligible for PP (national average)</i>
% achieving in reading, writing and maths	43% (all 57%)	70%
% making progress in reading	47% (all 64)	80%
% making progress in writing	60% (all 81%)	83%
% making progress in maths	53% (all 76%)	81%

Summer 2018 attainment – Years 3, 4 & 5						
	Reading ARE	Reading GD	Writing ARE	Writing GD	Maths ARE	Maths GD
Year 3 - Pupil Premium	74%	32%	62%	15%	79%	12%
Year 3 – Non PP	89%	48%	77%	26%	80%	41%
Year 4 - Pupil Premium	73%	21%	59%	21%	76%	28%
Year 4 – Non PP	72%	29%	56%	19%	77%	28%
Year 5 - Pupil Premium	72%	16%	53%	6%	66%	16%
Year 5 – Non PP	73%	18%	63%	10%	78%	37%

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.	Reading: language & vocabulary deficit and comprehension skills
B.	Writing: spelling acquisition & application, sentence structure & pitch of task for GD
C.	Maths: application of reasoning skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance: parental engagement

4. Desired Outcomes 2019 informed by 2018 data

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve pupils' progress by the end of KS2 in Reading to ensure PP children are well prepared for the next stage of their education	Y3: Improve Reading outcomes (2018 PP 50% Non PP 77%) Y4: Improve Reading outcomes (2018 PP 74% Non PP 89%) Y5: Improve GD Reading outcomes (2018 PP 21% Non PP 29%) Y6: Improve PP 2018 progress -3.9
B	To improve overall attainment in 2019, in particular Writing, to ensure improved combined outcomes for PP children	Y3: Improve Writing outcomes (2018 PP 46% Non PP 71%) Y4: Improve Writing outcomes (2018 PP 62% Non PP 77%) Y6: Improve PP 2018 attainment 63% to 70%
C.	To improve attainment in Maths to ensure PP children are well prepared for the next stage of their education	Y3: Improve Maths outcomes (2018 PP 65% Non PP 82%) Y4: Improve GD Maths outcomes (2018 PP 12% Non PP 41%) Y6: Improve PP 2018 attainment 66% to 78%
D.	To improve attendance so that PP children benefit from the good education the school provides	Improve on 2018 outcomes for PP 95.64% to 97% Improves on 2018 outcomes for PP PA 7.7% to 6% (national 17.2%)
E.	To improve Transition to ensure that PP are well prepared for KS2 education as they move from KS1	Y3: Improve Reading outcomes (2018 PP 50% Non PP 77%) Y3: Improve Writing outcomes (2018 PP 46% Non PP 71%) Y3: Improve Maths outcomes (2018 PP 65% Non PP 82%)

5. Planned expenditure

Academic year **2018.19**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A READING	Comprehension skills coded Text marking	To ensure skills are explicit to the children (retrieval, meaning and language, inference, prediction, summarise and choice) and that there is appropriate coverage. To explore language in depth to decrease vocabulary deficit.	Planning and book monitoring will show tasks matching starting points, and coverage prioritises language and inference. PPA reviews and learning walks will show teachers can model reading skills explicitly, as well as showing clarity when explaining unknown words and phrases within a text. Pupil Progress meetings ensure children are carefully tracked and monitored. Performance Management Reviews	SLT VH HW Year Leaders	Half termly Resources £2,000 Monthly £2,000 Half termly Biannual
B WRITING	Spelling cards Target cards Conferencing Learning Environment	Teachers will clearly model the application of spelling skills as set out in the NC. Alongside this, quality AfL will ensure spelling cards are individualised to ensure pupils correct and apply spellings appropriate to starting points. Pupils will be explicit in their next steps for learning and will be supported and/or extended to ensure identified gaps are closed. Learning Walls in classrooms will enable pupils to set appropriate expectations, as well as promoting independent learning strategies.	Spelling skills taught in skills' lessons will transfer into children's writing sessions. Therefore, this will show an increase in spelling application. Pupils will confidently use guidance from regular high quality feedback in order to achieve their next steps. Learning Walls explicitly share the children's learning journey with high quality examples. Pupil Progress meetings ensure children are carefully tracked and monitored.	SLT VH HW Year Leaders	Half termly £3,300 Monthly £700 Half Termly Half termly
C MATHS	Curriculum coverage	To ensure all year groups are on track to cover the curriculum to meet framework expectations and to ensure the correct weighting is given to key concepts.	Planning, book monitoring and learning walks will show children using and selecting appropriate problem solving strategies competently.	SLT LV DM	Half termly

	Modelling of reasoning strategies	To ensure children are taught a range of strategies to solve problems and can select these appropriately.	PPA reviews will show teachers can model problem solving strategies explicitly. Pupil Progress meetings ensure children are carefully tracked and monitored.	Year Leaders	Monthly £2,000 Half termly
D ATTENDANCE	Attendance Officer with key responsibilities Termly letter home Weekly assembly certificates	To ensure key families have the required level of support, information and strategies in order to challenge poor attendance. The attendance officer is engaged to look at individual reasons for absence. To ensure school correspondence explicitly highlights school expectations and procedural approaches. To positively engage pupils and families.	Weekly tracking of PA children 2017/18 and rapid intervention from Attendance Leader and SAW via PP leader Weekly attendance monitoring Half termly attendance reports Termly attendance audits with OW. Attendance surgery as soon as attendance drops below 95%. School rewards positive attendance and classes recognised for positive attendance.	EHT AM	Termly £7,000
E TRANSITION	Transition meetings Joint class room observations and moderation Sport activities will be organised for KS 1 to build confidence and ensure that pupils are prepared for increased expectation in activities in Year 3	To build consistency between school practice. To ensure pupils settle quickly through the adoption of similar classroom practice and classroom systems. Enable teaching teams share practice and ensure assessment is consistent and teacher expectation is high. To ensure children will feel comfortable whilst visiting the Junior school setting. To allow early engagement in swimming.	Book scrutiny illustrates that marking approaches from KS1 are being used to ensure pupils are clear about their objectives and next steps. Moderation demonstrates consistent practice and judgement consensus. Pupils demonstrate confidence in activities and are secure in their early engagement of swimming.	DHT LV LT	Transition Plan £4800
Total budgeted cost					£21,800
ii. Targeted support					
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?
A READING	Targeted intervention groups across year groups Pre-teaching Targeted 1:1 readers across school Additional teacher deployed to Y3	Teachers closing gaps in reading will enable children to feel more confident with the curriculum within the classroom setting. Identified children will have bespoke support to ensure successful curriculum access	Target meetings to track PP progress Children tracked through half termly accountability meeting. Planning evaluated to ensure use of a 'what and why' format to ensure. Learning stories and bubble up observations evidence higher level language use. Planning, book monitoring and learning walks will show children using and selecting appropriate problem solving strategies competently.	Year Leaders SLT	Half termly progress checks £1800 SLT NCT Resources £3000

	Pupil Premium Champions deployed to support Y5				
B WRITING	<p>Targeted and Robust Intervention groups for Year 6 and Year 3 PP</p> <p>Robust intervention for PP in Yr 6 Targeted conferencing across year groups</p> <p>Precision spelling with identified children across the school</p> <p>Additional teacher deployed to year 3</p> <p>Y6 setting</p>	<p>1:1 personalised feedback to ensure children apply grammar and age appropriate spellings, as well as techniques appropriate to style and audience</p> <p>Identified children will practise and apply focussed spellings according to personalised assessments</p> <p>Focused intensive small group intervention targeting gaps in learning will enable children to feel more confident with the curriculum within the classroom.</p> <p>1 LA set, 3 parallel sets & 1 GD</p>	<p>Target meetings to track PP progress</p> <p>Children tracked through half termly accountability meeting. Planning evaluated to ensure use of a 'what and why' format to ensure. Learning stories and bubble up observations evidence higher level language use.</p> <p>Planning, book monitoring and learning walks will show children using and selecting appropriate problem solving strategies competently.</p>	Year Leaders SLT	<p>Half termly</p> <p>Monthly</p> <p>Resources £1000</p>
C MATHS	<p>Targeted and Robust Intervention groups for Year 6 and Year 3 PP, Children set to accommodate different starting points compared to Peers</p> <p>Pre-teaching and Mop up in Yrs 4 and 5 plus focused TA group intervention</p>	<p>Additional teachers 1 LA set, 3 parallel sets & 1 GD set</p> <p>To expand problem solving and reasoning skills to enable them to apply knowledge to task</p>	<p>Target meetings to track PP progress</p> <p>Children tracked through half termly accountability meeting. Planning evaluated to ensure use of a 'what and why' format to ensure. Learning stories and bubble up observations evidence higher level language use.</p> <p>Planning, book monitoring and learning walks will show children using and selecting appropriate problem solving strategies competently.</p>	EHT AM	<p>Half termly</p> <p>Monthly</p> <p>Resources £2000</p> <p>£71,000</p>
D ATTENDANCE	Targeted children identified and families engaged and supported		<p>Teachers to be made aware of the children in their class who were PA during the last year. Focus children tracked as part of Single Plan. Target children for leaders – x 4 to raise their attendance above 90% across the year. Children dropping below 95% to be flagged to class teacher via email after weekly analysis so they can discuss attendance with parent and child informally.</p> <p>JL to offer pastoral support to parents and notify Attendance Leader of an additional support needed or circumstances</p> <p>Weekly tracking of PA children 2017/18 and rapid intervention from Attendance Leader and SAW via PP leader Weekly attendance monitoring Half termly attendance reports Termly attendance audits with OW.</p> <p>Attendance surgery as soon as attendance drops below 95%.</p>	EHT AM	<p>Half termly</p> <p>Monthly</p>

E TRANSITION	Targeted pupils observed through classroom observations and impact sheets reviewed Key children have enhanced transition activities Targeted pupils receive bespoke support	Teachers to build consistency in positive discrimination through collegiate and universal use of support systems and strategies. Focused intensive small group intervention targeting gaps in learning will enable children to feel more confident and make expected progress.	Year 3 teams to introduce spelling displays and word mats and English resources would in turn support Y3 SEND/LA pupils. Target pupils engaged in bridging curriculum aimed to add extra level of differentiation. Evidence that these pupils are engaged and making progress in key basic skills.	DHT LV LT	
Total budgeted cost					£78,800
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pastoral Support	Bespoke targeted intervention Uniform access Breakfast/Snack facility	To ensure PP pupils are not disadvantaged from peer engagement and are able to partake fully in peer activities and playtime / friendship engagements	Pastoral team mentor and support children of concern within PP cohort PPA will highlight children of concern for positive or remedial support	DH	£36,315
Enrichment	Access to trips Access to residential trips Range of visitors Review of Offer Sheets Assessment of impact sheets	Visitors to inspire future life choices – aiming to ensure PP pupils are not disadvantaged through low expectation and barriers created by a lack of deep engagement in wholistic activities both with and outside school.	Enable children to go on trips otherwise out of reach – eg: theatre (BSO), Library, Bookshops, Cinema, Beach etc Year leaders and pastoral team organise activities that will offer inclusion and extension opportunities to expand PP Experiences PP coordinators organise and review offer sheets to ensure pupils are receiving positive discrimination and opportunities to engage in activities that their peer group access outside school		Bi annually £25,200
Total budgeted cost					£61,515

6. Review of expenditure

Previous Academic Year	Please see separate document on school website
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