



Pupil Premium Strategy Plan – 2017.18

Total pupils	Number eligible for Pupil Premium Grant	Pupil Premium Grant	Recent PP Review	Next PP Review
433	137	147.840	June 2017	Nov 2017

	Barriers & Strategies	Actions	Desired Outcome	Monitoring	Staff Responsible	Evaluation
READING	<ul style="list-style-type: none"> Gender gap Low reading age Phonics Speech & language Vocabulary Pace of learning Gaps in learning Confidence Engagement at home 	<ul style="list-style-type: none"> Develop Quality First Teaching with a focus on language enrichment and feedback Continue use of the Bob Cox Strategy Revised Skills Planning in place across the whole school to focus on comprehension skills Additional teacher utilised in order to complete interventions and conferencing Interventions timetabled, including 1:1 reading and comprehension skills, with timely monitoring in place to measure impact Y6 children set targets as Scaled Scores PP children to be given opportunities to purchase books at Book Fairs and comics and annuals at key points throughout the year 	<ul style="list-style-type: none"> Teachers are confident with the assessment of reading and are using it to inform planning Planning and delivery of lessons focus on children's starting points and urgency & depth All PP children will attain desired outcomes at the end of KS2 based on their starting points, <i>in particular ensuring that those children with a Level 3 starting point achieve GD at the end of year 6</i> PP 'drop off' children are back in line with starting points 	<ul style="list-style-type: none"> SLT will work with identified Year Groups to facilitate bespoke coaching PP 'drop off' children will be identified across the school PP champions to monitor progress regularly (book looks, learning walks etc.) 	PP Lead and PP Champions to monitor the impact of Intervention SLT/PP Champions/ English/ Maths Leaders to monitor lessons/ planning/data	Review from Hamwic Termly reports to Executive Headteacher and Governing Body
WRITING	<ul style="list-style-type: none"> Gender gap Spelling acquisition Grammar and spelling application Handwriting/ fine motor skills Independence Pace of learning Gaps in learning Confidence Engagement at home 	<ul style="list-style-type: none"> Develop Quality First Teaching with a focus on the application of SPaG skills across the curriculum Continue use of the Bob Cox Strategy 'Writing Journeys' to developed to increases engagement and purpose Revised Skills Planning in place across the whole school to focus on spelling strategies and SPaG Additional teacher utilised to complete interventions and conferencing Interventions timetabled, including speech and language & spelling and handwriting, with timely monitoring in place to measure impact CGP Books to support home learning Y6 children set targets as Scaled Scores 	<ul style="list-style-type: none"> Planning and delivery of lessons focus on children's starting points and urgency & depth Teachers model key skills appropriately All PP children will attain desired outcomes at the end of KS2 based on their starting points, <i>in particular ensuring that those children with a Level 2 starting point achieve ARE or better at the end of year 6, and those with a Level 3 starting point achieve GD at the end of year 6</i> PP 'drop off' children are back in line with starting points 	<ul style="list-style-type: none"> The impact of PP intervention will be monitored to ensure it meets individual needs, particularly for middle and higher attainers PP 'offers' will be regularly reviewed and their impact measured against data and book analysis Regular spending review in place to identify which interventions have the most impact 	Teachers to monitor pupil progress, in particular PP drop off children	
MATHS	<ul style="list-style-type: none"> Gender gap Independence Pace of learning Gaps in learning Confidence Children not correcting errors Children not using workings out Application of skills Misinterpretation of questions 	<ul style="list-style-type: none"> Develop Quality First Teaching with a focus on scaffolded questioning Continue use of the 'loopy model' for planning, ensuring focussed starting points Additional teacher utilised in order to complete interventions and conferencing Interventions timetabled, including times tables recall, with timely monitoring in place to measure impact CGP Books to support home learning Y6 children set targets as Scaled Scores 	<ul style="list-style-type: none"> Teachers are confident with the assessment of Maths and are using it to inform planning Planning and delivery of lessons focus on children's starting points and urgency & depth Teachers model key skills appropriately All PP children will attain desired outcomes at the end of KS2 based on their starting points, <i>in particular ensuring that those children with a Level 2 starting point achieve ARE or better at the end of year 6</i> PP 'drop off' children are back in line with starting points 	<ul style="list-style-type: none"> Regular spending review in place to identify which interventions have the most impact 		

<p>PASTORAL SUPPORT</p>	<ul style="list-style-type: none"> Emotional well-being Growth Mind Set Attendance of extra-curricular clubs Uniform Lack of breakfast/snacks Parental engagement 	<ul style="list-style-type: none"> An adult mentor will be selected for all PP children in year 6 Individual 'Offer' sheets to identify which children require pastoral support Continuation of key groups: Transition, Social Skills, Bereavement, Young Carers, Forces 'Pets for Therapy' to start Sept 2017 to work with targeted children every Friday afternoon Continuation of ELSA provision Breakfast club in place to support targeted children Parents to have access to a uniform bank PP children to have access to the school tuck-shop and a HPJS water bottle Extra-curricular club audit and personal invite for selected children (barriers to learning) 'Well Being Day' set up in the summer term Engagement with parents to address any concerns/questions 	<ul style="list-style-type: none"> Provision Logs set up for every class across the school Bespoke pastoral support will increase the % of Pupil Premium children achieving expected progress in RWM in relation to their starting points Bespoke pastoral support will increase the % of Pupil Premium children achieving Greater Depth in RWM in relation to their starting points 	<ul style="list-style-type: none"> Impact of PP intervention will be monitored to ensure it meets individual needs PP 'offers' to be regularly reviewed and their impact measured against data and book analysis Regular spending review in place to identify support has the most impact 	<p>PP Lead /SLT to monitor the impact of Intervention</p> <p>Pastoral Care Team to provide intervention</p> <p>Teachers and Pastoral team to review Pastoral Care registers</p>	<p>Review from Hamwic</p> <p>Termly reports to Executive Headteacher and Governing Body</p>
<p>SOCIAL INCLUSION</p>	<ul style="list-style-type: none"> Income Parental engagement 	<ul style="list-style-type: none"> Provide Pupil Premium children with access to all trips, residential trips, breakfast and after school clubs, music lessons and school uniform Uniform shop vouchers given to all PP families 50% reduction of residential trip costs 	<ul style="list-style-type: none"> Pupil Premium families will access resources available 	<ul style="list-style-type: none"> Monitor uptake of all available resources 	<p>PP Lead/SLT</p> <p>School Business Manager</p>	
<p>ATTENDANCE</p>	<ul style="list-style-type: none"> Home organisation Parent liaison 	<ul style="list-style-type: none"> Designated member of staff to track Pupil Premium pupils' attendance Continue incentives for 100% attendance Breakfast ClubS and Jet Set Clubs available 	<ul style="list-style-type: none"> Staff will address the barriers pupils face through missed schooling Attendance % will continue to increase and stay in line or exceed national figures 	<ul style="list-style-type: none"> Class registers monitored Periodical attendance analysis 	<p>PP Lead/SLT</p> <p>Attendance Lead</p>	
<p>PARENT ENGAGEMENT</p>	<ul style="list-style-type: none"> Home organisation Parental engagement Parent liaison 	<ul style="list-style-type: none"> Curriculum overviews on school website Newsletters regularly sent home to families Parent Open Mornings termly Parent partnership evening events termly Grandparents Y3 event Autumn Term Parent meetings available for curriculum areas e.g. IT advice, Jigsaw Curriculum, Y6 standards Termly Parent Evenings 	<ul style="list-style-type: none"> Encourage parent engagement in order to support children's learning Encourage staff approachability Parents given knowledge of subjects and how to support them support their child PP family's attendance at Parents' Evenings/information evenings will increase 	<ul style="list-style-type: none"> SLT/Year Leaders/teachers to monitor attendance of parents/carers at key events 	<p>Parent questionnaires</p>	
<p>TRANSITION</p>	<ul style="list-style-type: none"> Early opportunities to ensure important information is communicated to stakeholders and gaps are identified 	<ul style="list-style-type: none"> Transition supported by pupil premium summary sheets with provision and progress clearly identified 'Get to know you' opportunities created to meet PP children prior to September (as well as transition day) CPD for teachers to fill in barriers to learning questionnaire with PP children. CPD planned early in summer term so year teams can liaise with next year's class teachers about the provision for PP children 	<ul style="list-style-type: none"> Ensure teachers can support PP children as new year begins Ensure provision starts as soon as possible 	<ul style="list-style-type: none"> PP Lead/PP Champions to monitor completion of 'offers' sheets 	<p>PP Lead/SLT</p>	