



Our Whole School, 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.

Every Child, Every Day, Every Possibility

PP: 110 chn

Forces: 42chn

Total Budget: 179,040

1. Attendance

Ensuring children maximise their education by having regular and punctual attendance

Children who attend school regularly have better chances at making friends, feeling confident and self assured and making good progress in their learning. It is vital that all our children get to school on time, ready to learn and attend regularly in order to achieve their best during their time in education. Our staff team will work in close partnership with parents and where needed with other agencies, to best support the child to have excellent attendance.

2. Well-being

Enabling children to feel valued, happy, confident and able to learn through high quality pastoral support

We recognise that, at times, children and families may be affected by challenges and barriers that prevent children for being ready to learn. All staff contribute towards proving an enabling environment where pupils 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 academic success.

3. Teaching & Learning:

Providing 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.

4. Enrichment

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.



Whole School Ethos



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Desired Outcome	Actions/ Chosen Approaches	Rationale	Impact measures & Tracking
Pupil progress is at least expected, across Reading, Writing and Maths, especially in Reading.	Targets set are based on pupil entry data & aspirational progress, where appropriate. Targets and progress towards them, are reviewed regularly.	Pupils should achieve their potential and are able to overcome barriers to make accelerated progress from their entry points.	Data analysis, tracking & outcomes. Monitoring outcomes.
Staff across the school demonstrate a growth mind-set approach both in the classroom as well as all learning environments, developing a 'I can attitude'.	Ethos established by SLT. CPD to develop staff knowledge around growth mind-set language. Ethos embedded.	A growth mind-set approach will enable all pupils to overcome barriers and meet their potential.	Monitoring of teaching and learning. Staff discussion & feedback. Pupil Voice. Pupil outcomes.
Individual offers accurately identify areas for focus and barriers; and provision meets the needs of pupils as individuals.	Individual PP Provision Plans created termly which meet individual needs. Provision Plans are used as working documents, and are reviewed & adjusted regularly, where appropriate.	The school uses provision plans to ensure personalised offers are used for each child, which identify specific actions which will enable the individual to succeed academically and in terms of well-being.	Monitoring of Provision Plans & individual offers. Data analysis.
Governors will support the ethos and vision for supporting vulnerable pupils. They will be well informed in school approaches to the strategy and share a high aspiration for all pupils.	Lead Inclusion Governor will meet with Pupil Premium Leads regularly, to support and challenge. Lead Governor will inform FGB of development of the Strategy. The Teaching and Learning Committee are informed and updated in relation to the progress against each objective.	Governors will hold Senior Leaders to account for the effective spending of the Pupil Premium Grant and be fully informed of the Strategy and its success and impact on pupils.	Governors minutes & notes of visit. Monitoring through work sampling and learning walks.
Enhanced transition for Pupil Premium pupils between Years Y2/3 and Y6/7 will ensure individual needs are well met and children are well prepared and confident for the next stage of their education. (See Teaching & Learning also)	See Y3 and Y6 Action Plans for more detail. Actions will include enhanced transition activities for pupils.	Children will feel confident and resilient through the transition process.	Positive feedback from parents & pupils.



Attendance

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Desired Outcome	Actions/ Chosen Approaches	Rationale	Impact measures & Tracking	Staff Involved/ Responsible	Budget/Finance
Targeted Pupil Premium children are identified and families are engaged and supported, resulting in improved attendance rates.	Vulnerable Pupil Premium pupil's attendance is tracked regularly. All PP's attendance children are tracked half termly. Effective appropriate actions are in place, in line with newly defined, tiered school systems. Impact of these actions are monitored and adjusted accordingly. Ethos is shared and understood by staff. The Attendance Policy is amended and understood by parents.	Children maximise their education by having regular and punctual attendance.	Attendance data analysis indicates improvements.	SLT School Attendance Worker Inclusion Leaders Pastoral Care worker Year Leaders Class teachers	Rewards for good attendance. (Whole School Policy).
Identified children targeted for wrap around care, to improve attendance.	SLT to offer Breakfast Club provision where this helps them improve attendance.	Children maximise their potential by ensuring punctual attendance.	Attendance and late data analysis highlights improvements.	SLT Breakfast Club staff	Breakfast Club cost
Attendance Expenditure		DHT (proportion of) £7700 SENCo (proportion of) £4200 Pastoral Care Worker (proportion of) £3100 Attendance Rewards £200			
TOTAL SPEND		£19,250			

Desired Outcome	Actions/ Chosen Approaches	Rationale	Impact measures & Tracking	Staff Involved/ Responsible	Budget/ Finance
<p>Effective and timely pastoral support will be embedded across the school, which will positively impact on pupil well-being, link to individual Provision Plans and reduce barriers to academic success.</p>	<p>The pastoral support systems in place include:</p> <ul style="list-style-type: none"> • Targeted Early Help support • Family Outreach support • School Nursing Team support • Hamwic behaviour, well-being and pastoral support • Early Intervention 1:1 coaching pilot programme—working with 5 targeted families • Young Carers support group • Forces Children support group • ELSA programme for identified pupils • Pets as Therapy provision for identified pupils • Lego Therapy provided for identified pupils • Talk About social skills support group • Listening Ear/ pastoral chats (1:1) • Peer Mediation social support group 	<p>A range of high quality reactive and proactive programmes and interventions will be provided to support children and families in need. Effective pastoral support enables pupils to help overcome barriers to achieving higher well-being which then leads to improved academic success.</p>	<p>Actions and impact recorded on Pupil Premium Provision Plans. Intervention impact measured half termly. Emotional Literacy check lists highlight areas to focus on and note improvements by end of supervision period. These are completed by both pupils, staff and parents. Case studies for identified pupils. Data analysis indicates academic success.</p>	<p>SLT/ DSLs Inclusion Lead Year Leaders Pastoral Care Worker ELSA trained staff Class teachers PP Teachers TAs Pets As Therapy</p>	<p>Pastoral Care worker SEN TAs – intervention & ELSA support Inclusion Lead PP Teachers Pets as Therapy Contract Well-being resources Sensory Room resources</p>
<p>Provide individual family support, where appropriate, for school uniform.</p>	<ul style="list-style-type: none"> • Pupil Premium Provision Plans will be used to identify where pupils would benefit from a bespoke action. These will match the pupils needs and interests. 	<p>Bespoke support in pace to support children and families to help them access appropriate resources..</p>	<p>Pupil voice & feedback. Parent feedback</p>	<p>SLT Class Teachers PP Teacher</p>	<p>Uniform provision</p>
<p>Pastoral Support Expenditure</p>		<p>Employ a new school Counsellor £15000/ £7000 SENCo (proportion) £4200 Pastoral Care Worker (proportion of) £15600 TA Intervention/ ELSA- £3200 PAT Dog Therapy (proportion) £2850 Forces Group £1700 Tuck Shop £2090 Uniform £900</p>			
<p>TOTAL SPEND</p>		<p>£45,540 / £37,540</p>			

Current Data:

Year 6 PP National Curriculum Test exit data (30 pupils) ARE: RWM 53% R 56% W 71% GPS 71% M 76%
 Year 5 PP Teacher Assessment exit data (29 pupils) ARE: R 76 % W 62% M 66% GD: R 14 % W 7% M 24%
 Year 4 PP Teacher Assessment exit data (31 pupils) ARE: R 55 % W 52% M 65% GD: R 10 % W 10% M 16%
 Year 3 PP Teacher Assessment exit data (28 pupils) ARE: R 64 % W 57% M 72% GD: R 18 % W 7% M 7%

Implications:

Current progress indicates for 2018.19 that 52% of Y6 Pupil Premium children made expected+ progress in Reading, 70% in Writing and 76% in Maths. Hamworthy Park Junior School is more aspirational for Pupil Premium children and will endeavour to ensure that Quality First Teaching and additional support, through interventions, will best match pupils' needs. Only 9% of Pupil Premium pupils made more than expected progress in Reading and Maths, and 6% in Writing.

Potential Barriers for future attainment:

Barrier:	Success Criteria:
1. Quality First Teaching, in particular differentiation in Reading	Reading lessons will meet the needs of every individual child.
2. Fluency in reading	Children will have automatic decoding skills, so they can see and process words with accuracy and speed.
3. Children are not experiencing regular reading at home	Children will enjoy reading a wide genre of books from different authors.
4. Poor acquisition of language and depth of vocabulary	Children will widen their vocabulary and will be able to apply new words in different contexts.

Desired Outcome	Actions/ Chosen Approaches	Rationale	Impact measures & Tracking	Staff Involved	Budget/ Finance
1. Quality First Teaching Teaching better meets the needs of individual pupils, enabling pupils to make expected progress.	All staff will have a better understanding of phonics. CPD develops staff understanding of Early Reading. Carefully selected books will match pupils' phonological awareness and maturity. Comprehension skills will be consistently taught.	Reading is a fundamental skill that impacts every aspect of a child's academic success and is a key component for quality of life.	Reading– progress through book bands & data analysis. Pupil progress meetings half termly to assess impact of provision & plan next steps. Planning, book monitoring and learning walks will show children gaining the skills of reading & comprehension.	SLT English Leads Teaching team PP Teachers Class TAs	CPD costs Books appropriate for age groups & stage
2. Fluency in Reading Children will have automatic decoding skills, enabling them to see and process words with accuracy and speed.	Teaching strategies will be based upon analysis of children's reading errors. Teaching will include relevant phonic patterns and high frequency words. Extra opportunities will be given to read and re-read as many appropriate texts as possible, including the use of PAT Dog sessions. Engage parents to ensure pupils read fluently at home. (Teacher discussion/ reward system).	In order to understand what they read, children must be able to read fluently, whether they are reading aloud or silently. Fluency bridges the gap between word recognition and comprehension.	Word recognition difficulties will be improved. Y3 children will be able to read at least 90 words per minute, building to 150 by Year 6	SLT English Leads Teaching team PP Teachers Class TAs	CPD costs Purchase specific identified interventions. PP Teachers



Teaching & Learning (2)

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Desired Outcome	Actions/ Chosen Approaches	Rationale	Impact measures & Tracking	Staff Involved	Budget/ Finance
<p>3. A Love of Reading All children will have a love of reading, regularly accessing a range of quality, inspiring books, suitable for their age and needs.</p>	<p>Every class teacher will share a book with their class on weekly basis. Children and staff will have opportunities to share their reading experiences. Children’s recommendations and reviews will be published on the school blog. The school library will be regularly visited by each class. The library will store a wide range of books, suitable for age, need and wider interests. Children will have the opportunity to make connections between what they read and other issues e.g. links to topics, links to national events and world news.</p>	<p>Having a love of reading increases a child’s background knowledge and widens their vocabulary. In addition, it improves our sense of connectedness to the wider community, improves empathy and gives us an insight into the world view of others.</p>	<p>Range of books read, tracked in reading diaries. Frequency of library time increased.</p>	<p>SLT English Leads Teaching team PP Teachers Class TAs Librarian</p>	<p>Library books New electronic library system Reading Blog area on school website CPD English leadership CPD Librarian</p>
<p>4. Depth of Vocabulary All children will acquire, understand and apply a broader range of vocabulary.</p>	<p>Teachers will develop vocabulary rich learning environments, both inside and outside of the classroom. Teachers will model the use of rich vocabulary. Repetition of new words will enable acquisition. Children will have regular reading opportunities to learn new words. Children will make sense of new words by integrating them into their learning, across the curriculum. Children will be encouraged to use new vocabulary in conversation.</p>	<p>It is on vocabulary that all other skills: reading, writing and speaking and listening, are based and developed. Vocabulary serves as a fundamental tool for communication and acquiring knowledge. Vocabulary is the key to reading. Readers cannot understand what they have read without knowing what words mean.</p>	<p>Vocabulary rich learning environments to be monitored. Learning walks to see children applying vocabulary in different contexts. Development of vocabulary seen in children’s skills books and written work.</p>	<p>SLT English Leads Teaching team PP Teachers Class TAs</p>	<p>CPD costs Purchase specific identified interventions. PP Teachers</p>
Teaching & Learning Expenditure		<p>Pupil Premium additional teachers £81400 CPD £700 English Leadership CPD/time £700 Library resources £2900 Quality reading books £5000 Librarian £4900</p>			
TOTAL SPEND		£96,100			



Enrichment

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Desired Outcome	Actions/ Chosen Approaches	Rationale	Impact measures & Tracking	Staff Involved/ Responsible	Budget/ Finance
Y6 Pupil Premium pupils will have the opportunity to engage with professionals from a variety of backgrounds.	Planned events where professionals from different backgrounds and sectors will share their experiences with Pupil Premium children. Opportunities for Y6 to visit Higher Education settings. Opportunities for Y6 to visit a range of professional settings.	To sow the seeds of inspiration for children and their future. Children will understand that work is a fundamental part of our lives. Y6 will recognise that knowing your strengths and your interests is a starting point in planning for career development.	Pupil voice & feedback. Parent feedback.	SLT VH Y6 Class teachers	Transport costs
Pupil Premium children will have opportunities to take part in life skills activities.	Planned workshops including: cooking, sewing, First Aid, online Safety, touch typing, managing money and bike ability	Pupil Premium pupils will take part in a range of activities in order to give them the skills they need to become productive adults.	Pupil voice & feedback. Parent feedback.	SLT Year Leaders Class teachers RC/AB	Resources for sessions Bike ability course costings
Pupil Premium pupils will have the opportunity to attend extra curricular activities which broaden their skills and talents.	More able Pupil Premium pupils will have access to sports clubs at lunchtimes and after school clubs across the week. Pupil Premium pupils will be chosen for sports competitions with other local schools. Pupil Premium pupils will have access to Music opportunities, including learning an instrument.	The opportunity to participate in different extra-curriculum activities will broaden pupils' skill sets and enhance talents. Performing as part of a team will help raise confidence & self-esteem.	Monitoring attendance of extra-curriculum clubs and music lessons Pupil feedback Pupil performance, e.g. in inter-school competitions and shows	SLT CB/JP/KF Club teachers RB	Club costs Music lesson costs
Pupil Premium pupils will have an opportunity to take part in a variety of external activities, across the year, to broaden their experiences.	Planned events to provide enrichment will take place termly, e.g. trips within the local area Planned residential trips in 4 & Y6	A variety of experiences will help inspire pupils to raise academic success.	Pupil voice & feedback. Parent feedback.	SLT Class Teachers PP teachers	Visits to: BSO Museums Local park, library & book shop visits
Pupil Premium pupils will have the opportunity to take bespoke resources home in order to support learning in Core Subjects.	Equipment matched to pupil ability will be sent home e.g. number lines, number squares, times table grid, a whiteboard and pen, alphabet strips, appropriately matched spelling lists, and engaging reading books which match age and ability.	Pupils will be able to use equipment at home, to practice skills & apply their learning.	Pupil voice & feedback. Parent feedback. Quality home learning	SLT Class Teachers PP Teachers	Resources Parent Workshops
Enrichment Expenditure		Transport to planned events £120 20 mini bus trips - petrol costs Skill Skills activity resources £1950 bike rack on playground £1000 5 x bikes £750 £200 other resources Sports Club Provision £2000 25 children X £80 Music opportunities £1800 10 children's tuition for a term, half hourly sessions Trip opportunities £900 based on 110 PP children x £8 Residential Trips £3800 Y4 27 children x £70 = £2000 Y6 30 children x £60 = £1800 Resources for home £330 £3 x £110			
TOTAL SPEND		£10,900			