

Hamworthy Park Junior School – Impact of Pupil Premium Funding – 2018.19



Year 6 NCT Results 2019	RWM	Reading Test	GPAS Test	Writing TA	Maths Test
All HPJ 2019	64%	66%	78%	82%	84%
National All 2019	65%	73%	78%	78%	79%
National Pupil Premium 2019	51%				
Pupil Premium HPJS 2019	53%	56%	71%	71%	76%
Pupil Premium HPJS 2018	43%	47%	59%	60%	53%

Key Area	Desired Outcomes 2019	Chosen Approaches	Outcomes	Rationale for Next Steps 2018.19
READING	<p>To improve pupils' progress in Reading by the end of KS2 to ensure PP children are well prepared for the next stage of their education</p>	<ul style="list-style-type: none"> To ensure reading skills are explicit to the children (retrieval, meaning and language, inference, prediction, summarise and choice) and that there is appropriate coverage. To use text marking – reading as a reader – to explore language in depth to decrease the language deficit, and for teachers to model to pupils reading strategies. Additional teachers will be deployed to Y3 & Y6 	<ul style="list-style-type: none"> PP Reading outcome for 2018 = 47% PP Reading outcome for 2019 = 56% 	<p><i>Whilst outcomes for PP in reading are improving, progress for PP children is still significantly below national. Reading remains a focus across the school to better support the progress of PP children within this subject area.</i></p> <ul style="list-style-type: none"> Identify barriers and enhanced provision for those children who have not passed the phonics in KS1 securely and subsequent years; alongside those who are not fluent at their expected age. Ensure frequency of high-quality teaching, through additional teacher, develops fluency. Develop comprehension skills with texts that are appropriate for stage of reading and books match phase of phonics, where required. Develop teachers' and teaching assistants' knowledge of reading skills and modelling techniques through focussed CPD. Audit of resources to better support reading towards fluency for upper and lower KS2. Monitor the planning and teaching of reading regularly, to evaluate the effectiveness of teaching fluency and comprehension. Collect evidence through pupil voice, to develop and promote a 'love of' reading. Enhance the range of quality texts to motivate and inspire. Evaluate current interventions and ensure these are effective in levels of impact. Develop systems to effectively support and inform PP parents, so they know how they can support their child at home. One additional teacher will be deployed to Y3&4, and one additional teacher will be deployed to Y5&6, for focussed teaching support.

<p>WRITING</p>	<p>To improve overall attainment in 2019, in particular Writing, to ensure improved combined outcomes for PP children</p>	<ul style="list-style-type: none"> Teachers will clearly model the application of spelling skills as set out in the National Curriculum e.g. the teaching and modelling of adding suffixes through the: root, chop, change, double strategy. Planned 1:1 conferencing slots between teachers and pupils will enable the pupils to be explicit in their next steps for learning and will be supported and/or extended to ensure gaps are addressed and closed. Learning walls in classrooms will show quality modelled strategies by the teacher, in order for pupils to reference and apply, promoting independent strategies. Learning Journey Plans will be made explicit to the children at the start of every unit, so they are able to see the expectations for reading and writing in their programme of learning. Identified children will practice and apply focussed spellings according to personalised plans. Additional teachers will be deployed to Y3 & Y6. 	<ul style="list-style-type: none"> PP Writing outcome for 2018 = 60% PP Writing outcome for 2019 = 71% PP GPAS outcome for 2018 = 59% PP GPAS outcome for 2019 = 71% 	<p><i>Writing outcomes for PP children have improved from the previous year by 11% due to the quality of support put in place. The PP WRM combined scores have also improved by 10%, sitting just above national. The school will continue to focus on the combined scores to narrow the gap with national combined.</i></p> <ul style="list-style-type: none"> Evaluate the quality of provision for PP lower attaining pupils through work scrutiny, pupils' voice and scrutiny of planning. Evaluate current interventions and ensure these are effective in levels of impact. Support year teams to better plan the teaching sequence of writing for children. Develop teacher and teaching assistant subject knowledge to deliver quality first teaching of writing. Develop provision for PP higher attainers to ensure tasks contain appropriate challenge and enrichment. Monitor how PP children apply their writing skills to wider curriculum areas. One additional teacher will be deployed to Y3&4, and one additional teacher will be deployed to Y5&6, for focussed teaching support. Develop the engagement of PP parents and create positive partnerships, through the planning of differentiated homework, which matches pupil ability.
<p>MATHS</p>	<p>To improve attainment in Maths to ensure PP children are well prepared for the next stage of their education</p>	<ul style="list-style-type: none"> Coverage of the National Curriculum will be closely monitored. Pre-teaching will be undertaken to support/extend pupils prior to their Maths lessons. Learning Walls will make explicit and display: learning objectives, clear modelled approaches, the processes of learning for concepts, key vocabulary and key facts, in order for pupils to reference and apply. Additional teachers will be deployed to Y3 & Y6. 	<ul style="list-style-type: none"> PP Maths outcome for 2018 = 53% PP Maths outcome for 2019 = 76% 	<p><i>Outcomes for PP children in Maths have greatly improved by 26%, and overall progress of children is above national 0.6; outcomes are still 3% below national. Therefore, Maths teaching for PP children will continue to be an area of focus</i></p> <ul style="list-style-type: none"> Continued monitoring of the coverage of Maths will take place across all year groups, to ensure quality first teaching and use of concrete resources/ bar modelling. PP children within the lowest 20% will receive appropriately matched curriculums to close gaps in learning, and children will have regular access to concrete resources. One additional teacher will be deployed to Y3&4, and one additional teacher will be deployed to Y5&6, for focussed teaching support. Monitor how PP children apply their maths skills to wider curriculum areas. Develop the engagement of PP parents and create positive partnerships, through the planning of differentiated homework which matches pupil ability.

ATTENDANCE	To improve attendance so that PP children benefit from the good education the school provides	<ul style="list-style-type: none"> Targeted PP children will be identified, and families engaged and supported through clear action plans. Pastoral Support and Family Outreach will be offered to PP families where appropriate. Continuation of incentives for good attendance e.g. class certificates. Termly attendance reports to be received by parents and carers. 	<ul style="list-style-type: none"> PP Attendance end of 2018 95.64% PP Attendance end of 2019 96% 	<p><i>Whilst attendance for PP children is improving due to the impact of systems introduced; the analysis of persistent absence highlights an area for improvement for key cases</i></p> <ul style="list-style-type: none"> New roles and responsibilities agreed. Develop a new tiered approach to support and challenge absence at different stages. Implement a new flowchart for attendance, outlining the approach staff members will take, which will be made explicit in the Staff Handbook, so all adults have clarity in their role. Review new working systems. Engage with the wider LA attendance team to better support PP children and families at risk with Early Help.
TRANSITION	To improve transition to ensure that PP children are well prepared for KS2 education as they move from KS1	<ul style="list-style-type: none"> Planned transition meetings will build consistency between school practice – teachers will share practice, strategies and key information, in order for children to make a settled start. Identified PP children will have opportunities to meet their new teacher and visit their new classroom, prior to starting. Identified Y3 PP children will have regular opportunities to access the Hamworthy Park Junior site e.g. planned swimming sessions and club opportunities at lunchtime, as well as opportunities to meet the Y5 Buddies to take part in a Play and Stay event. Identified Y6 PP children will also have the opportunity to visit their new Secondary School Setting. 	Pupils demonstrated confidence in early transition stages in their new surroundings, and their resilience was shown when working in their new learning environments.	<ul style="list-style-type: none"> Hamworthy Park Junior will continue to build on collegiate work with Twin Sails Infant School to strengthen practice as pupils move from Year 2 into Year 3. Y6 pupils will continue to have opportunities to visit their Secondary School settings in the summer term. The Y6 team will plan and deliver a new Y6 Transition Project in order to get PP children prepared for Y7. In order to sow the seeds of inspiration for PP children in their future lives, planned events will take place so professionals from different backgrounds and sectors will share their experiences to increase pupil aspiration. Children will understand that work is a fundamental part of our lives. Y6 will also recognise that knowing your strengths and your interests is a starting point in planning for career development.

Areas of focus for 2019-20 to include:

- Deploy an additional teacher in Y3&4 and an additional teacher in Y5&6 in order to embed the strategy and approach for KS2 PP pupils.
- Ensure all staff provide care which supports the view that each child is an individual, and ensure provision is bespoke and caters for their academic needs, well-being and personal interests and talents. *Every Child, Every Day, Every Possibility.*
- Set aspirational targets for pupils from each starting point – ensure heightened monitoring of pupils’ progress towards these targets.
- Refine how we map individual offers, using PP Provision Plans – evaluate impact regularly and measure progress of small steps towards aspirational targets.

- Provide high quality interventions (both academic and pastoral) with specific individualised targets which are reviewed over an identified time. Monitor impact efficiently.
- Monitor closely the attendance data of PP pupils and plan, where necessary, individualised actions, evaluating these periodically.
- Develop enrichment opportunities and monitor the impact of these activities on pupils' well-being and academic successes.
- Fund places for disadvantaged pupils at clubs and trips, including residential trips.