

Pupil Premium Strategy statement: Harnham Junior School

Pupil Premium is allocated to schools from central Government to support children from low-income families who are currently known to be eligible for free school meals and children who have been looked after continuously for more than six months. This years allocated expenditure is £1,320 per Pupil Premium Child x 47 children = £ 62040.

At Harnham Junior School, it is used to help our most vulnerable children to close the gap with both their emotional and academic needs. We want our disadvantage learner's to have good communication skills, be resilient, appreciate diversity and be aspirational for their future.

What are our priorities?

- 1) Quality First Teaching – to target Pupil Premium children's progress to ensure they make at least good progress throughout the school; closing the gap so their attainment is in-line with their cohort. We want to prepare children for the next stage in their educational journey.
- 2) Support children with emotional support so they are ready to learn in school. We want to support children, develop their growth mind-set and encourage children to reflect on their own learning. We use ELSA, counselling services, therapeutic interventions.
- 3) Ensure that all disadvantage children are able to attend extra curriculum activities, and that we provide activities to extend their social capital.
- 4) Ensure that interventions are timely, robust and informed by gaps in children's knowledge.

1. Summary information					
School	Harnham Junior School				
Academic Year	2019-2020	Total PP budget	£ 62040	Date of most recent PP Review	<i>October 2019</i>
Total number of pupils		Number of pupils eligible for PP	47 PP children + 9 Ever 6 children September 2019	Date for next internal review of this strategy	<i>Dec 2019 Feb 2020 July 2020</i>

End of KS2 Data 2019 (Year 6 Cohort September July 2018-9)				
	<i>Pupils eligible for PPG at Harnham (18 pupils)</i>	<i>Pupils not eligible for PPG at Harnham 68 pupils</i>	<i>PPG nationally</i>	<i>All Pupils Nationally</i>
% of pupils achieving the expected standard in reading, writing and maths	50%	77.9%	51.3 %	70.5%
% of pupils meeting expected standard in reading	77.8%	82.4%	62 %	77.8%
% of pupils meeting expected standard in writing	50%	83.8%	67.8%	83%
% of pupils meeting expected standard in maths	72.2%	86.8%	67.2%	83.4%
Reading progress score	-0.3 (-3.2 to 2.5)			
Writing progress score	-5 (-7.6 to -2.4)			
Maths progress score	-3 (-5.5 to -0.5)			

2. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Poor understanding of broad and rich vocabulary
B.	Writing attainment and progress across the school is a focus for 2019-2020
C.	Number fluency in mathematics, with the use of concrete materials and the recall of basic number facts, including Times table recall is a School Focus for 2019-20.
D.	Reading Attainment and parental support in reading at home
E.	Social and emotional needs leading to low self-belief in academic ability and lack of resilience for learning
F.	Low cultural recognition of the value of education
G.	Access to wide range of social and cultural experiences
H.	Review of interventions to ensure greater rates of progress throughout KS2

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Lack of financial support from families to enable them to access school uniform, clubs, trips and visits
B.	Pupil attendance remains below that of their peers and is impacting on their attainment and progress. Late arrivals meaning lost learning time.
C.	Lack of Parental support impacting on children's reading at home and practice of timetable facts.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To accelerate the progress of PPG children, so that there is no difference between the attainment of children eligible for PPG and non-PPG pupils, particularly in writing and mathematics by the end of Key Stage 2.</p> <p>This will be measured through data, planning, lesson observations and pupil progress meetings.</p>	<p>Progress and attainment gap in writing and mathematics is reduced between PPG and non-PPG pupils by the end of KS 2.</p> <p>Children's progress, through tracking 6 x a year will show more than the average 3 AIR point Progress on the Wiltshire Tracker.</p> <p>Attainment of non- SEN PPG pupils in line with national average of all pupils.</p>
B.	<p>Provide high quality teaching that is consistently good or better across the whole school, impacting on supporting and challenging disadvantaged learners.</p> <p>Planning is age expectation appropriate, built on previous learning and is tailored to the needs of individual classes and children.</p> <p>Evidenced through planning scrutinies, work with subject leaders, and lesson observations.</p>	<p>All staff have high expectations of children.</p> <p>Training of all staff to encourage children to become independent learners.</p> <p>Coaching and reflective practice to improve all staff practice.</p> <p>Learning objectives in planning are appropriate, sequential and provide challenge for all learners.</p>
C.	<p>To ensure that children with SEND and PPG make accelerated progress of 3 or more AIR points as they are able to access learning that meets individual needs using appropriate strategies.</p> <p>Measured by Pupil Progress meetings and data drop Termly.</p>	<p>Effective working relationship between SEND and PP lead so that target sheets, monitoring and support is shared,</p> <p>Targeted interventions are developed at appropriate level for the children.</p>
D.	<p>Provide high quality targeted intervention (as directed by class teachers and Pupil Premium Lead) for pupils eligible for the grant so that they achieve at least Expected in Reading, Mathematics and Writing at Key Stage 2 and make above expected progress.</p> <p>Interventions measured by entry and exit data point and assessed by SL and Pupil Premium Lead Termly.</p>	<p>Pupils are able to demonstrate progress in targeted outcomes. Evidence in their class work, the group records, formal assessments and spoken language.</p> <p>Teaching Assistants and Pupil Premium Teachers are able to talk confidently about the attainment and progress of the children they work with and communicate this effectively to class teachers.</p> <p>Accelerated AIR progress – especially for children in Year 4, 5 and 6 for writing and Year 5 for Maths.</p>
E.	<p>Increase the rate of attendance for those eligible for the PPG so that their attendance is 97%</p> <p>Measured by Attendance Lead.</p> <p>Evidence – Attendance Certificates, Minutes of SAMs & LAAMs.</p>	<p>Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups.</p> <p>Key families targeted.</p> <p>Breakfast club offered.</p>

<p>F.</p>	<p>To improve the confidence and self-belief of those children eligible for PPG so they are ready to learn and respond positively to feedback.</p> <p>To ensure that all children feel emotionally supported, and that opportunities are given for children to reflect and talk about their feelings and situations, through provision of ELSA Support</p>	<p>Pupils have resilience and respond to marking enabling them to reflect on their own learning and make progress.</p> <p>Pupils can articulate their next steps and know how to improve</p> <p>Children show increase in self esteem and are calm and settled in class.</p> <p>ELSA notes, pupil progress discussions and feedback sheets are positive.</p>
<p>G.</p>	<p>To provide a rich and varied curriculum with additional enrichment activities</p> <p>Measured by planning scrutiny pupil voice and parental feedback</p>	<p>Children have a broad and wide vocabulary and experiences. This will enable them to become more articulate and have experiences to write about.</p> <p>The rate of attendance increases, as children's engagement in school increases. Children have greater resilience and higher aspirations for their future.</p>

Planned expenditure

Academic Year 2019/20

The three headings below enable us to demonstrate how we 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	Review
<p>Outcome A: To diminish the difference between the attainment of children eligible for PPG and non-PPG pupils</p>	<p>Time allocated for teachers to create provision maps, Personalised learning Plans, pupil portfolios to target support provided to pupils receiving PPG.</p> <p>8 days supply cost</p> <p>Budget £ 1232</p>	<p>Data shows a difference between the attainments of disadvantaged pupils compared to those in other groups, especially at the end of KS2 for mathematics and writing. (Maths:72 % disadvantaged learners achieved expected or above compared to 86.8% Writing 50% disadvantage learners achieved expected or above compared to 83.8%)</p> <p>Raising awareness of these pupils allows for better provision to be planned implemented and monitored</p>	<p>Pupil Progress meetings led by Assistant Head, Pupil Progress Lead and SENCO to monitor progress and effectiveness of interventions.</p> <p>Regular review meetings with PP Teachers and class teachers to discuss impact of provision on identified pupils</p>	<p>Pupil Premium Lead and Assistant Head</p>	<p>Termly</p> <p>Term 1 PP Lead shared pre-prepared Target Sheets with each class teacher. Targets informed by data from NFER assessments in June 2019 and progress / gaps from Year 2018-19. Teachers tailored plans as necessary for their pupils.</p> <p>Term 2 Pupil Progress Meetings Interventions started focus on Reading 10 ELSA Places. Year 6 taught by Experienced teacher – Booster Group Year 5 Reading Group Year 4 Reading Group x 2 Year 3 EMR and targeted 1:1 reading TA</p> <p>Term 3 PP lead met with Y3 / Y4 Teachers. Discussed Booster Group Y6</p> <p>Term 4 Meet Y5 teachers. Pupil progress meeting.</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>Outcome A: To at least reduce the difference between the attainment of children eligible for PPG and non-PPG pupils, mathematics by the end of Key Stage 2.</p>	<p>Use of B squared assessment to monitor attainment</p> <p>Budget £ 400</p>	<p>Clear assessment procedures will ensure teaching is directed at specific gaps in knowledge and that interventions and support can be put in place quickly.</p>	<p>Subject leaders will ensure that the B squared grids are being used consistently</p> <p>Staff meetings, moderation and YGL planning will ensure they are being used consistently.</p> <p>Book scrutiny will show next steps are in line with B squared assessment and moderate the appropriateness of Next Steps.</p>	<p>Assessment coordinator, Pupil Premium Lead Subject Leaders</p>	<p>Termly Term 1 B Squared introduced.</p> <p>Term 2 B Squared embedded – teachers using in planning. Gap teaching – Year 4 Maths pm, Year 3 starters and planning.</p> <p>Term 3 Teacher use B Squared to write midterm reports TAs training to embed B squared across school.</p> <p>Term 4 Pupil conferencing in Term 4. ACE introduced.</p>
	<p>Timetabled use of Maths No-Nonsense across the school to focus on children's Number facts</p>	<p>LA and Maths Specialist recommendations will benefit all learners.</p>	<p>Regular data analysis to monitor progress Monitoring of timetabled sessions by Maths SLs and SLT.</p>	<p>Pupil Premium Lead Subject Leaders</p>	<p>Term 1 No-Nonsense maths being used in some classes but ad hoc. Whole school review and due to timetabling and need focus on Timetable No –nonsense Maths used as resource to support planning and interventions.</p> <p>Term 2 Focus on fluency in maths planning and timetable. TTRS used. Maths starter include timetable 3 x a week in Lower Key Stage</p> <p>Term 3</p> <p>Term 4 All morning activities based on Maths fluency. Fluent in Five Year 3 and Year 5. Year 4 TTRS printed sheets. Year 6 arithmetic focus in starters. Introduce in planning every 2 weeks fluency focus.</p>

	Investment in Mathletics and TTRS for all children.	Historical success of Mathletics Children can access programmes at home and this can improve parental engagement	Monitoring of usage by class teachers. Shared expertise in how to best utilise this resource. Parental feedback sought through questionnaires.	Maths Subject Leaders	Embedding the use of Mathletics. Term 3 as homework. Monitor use in Term 4 and ongoing training needed.
	High quality Internal and External CPD, prioritised, as per school improvement plan, for teachers and teaching assistants to further improve quality of teaching and learning. Supply for External CPD, Cover for Internal CPD; Lesson Observations by SLs and Demonstrations by SLs & SLT Budget £ 4,000	There is significant evidence to suggest that high quality teaching has a disproportionately positive impact on PPG pupils	Staff who attend course feedback at a staff meeting. All courses feedback to SLT for discussion.	Head teacher	Term 1 SL shared good practice in Staff Meeting – Literacy focus on DLO. Term 3 Year 4 Maths course x 2 teachers Term 3 In-house coaching and supporting teachers in PPA. Term 3 TA supported in activities to support teachers in Starters.
	Use of WRH to support children's reasoning and GD. All children access to Greater Depth Resources.	EEF research (Feb 2015) shows mastery approach benefits all learners and although more research is taking place initial findings have shown progress for all children. It found that, on average, pupils in classes where the approach was used made one additional month's progress compared to similar classes that did not. There is significant evidence to suggest that high quality teaching has a disproportionately positive impact on PPG pupils	SL monitoring subject through book scrutiny, lesson observations and data trawl. Subject leader monitor timetable to ensure that it happens regularly	Pupil Premium Lead Assistant Head Subject leader Head teacher	Term 1 Lesson observations in maths showed good teaching – supported by small steps in WRH Term 2 Learning Walk Maths – Greater Depth box being used. 5 PP children accessing GD Term 3 Lesson coaching focused on PP children – children being supported to develop PS through working wall, modelled examples and working with Peers. Term 4 Further Support given by SLT to teachers with planning in PPA. Encouraging more use of games, and use of concrete resources to engage all learners. In particular this is benefitting Y5 PP children.

Desired Outcome A Continued	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>Outcome A: To diminish the difference between the attainment of children eligible for PPG and non-PPG pupils, particularly in reading by the end of Key Stage 2.</p>	<p>Timetabled daily session for teachers to read to pupils so all children can access high quality texts.</p>	<p>Children can have access to challenging text and enjoyment of reading improves. All children have access to a high- quality text from start to finish and as a result have enjoyment for reading improves.</p>	<p>Monitoring of timetabled sessions by Reading SL and SLT.</p>	<p>Subject leader Pupil premium Lead</p>	<p>Term 1 - Challenging books chosen – and book led topics for Year 6 and Year 4. Term 2 – re-established expectation. Pupil Voice shows Children enjoy Story time. Term 3 Term 4 Year 3 class book – Iron Man chosen to challenge learners.</p>
	<p>Whole class guided reading</p>	<p>EEF shows collaborative learning benefits pupils receiving PPG. Historical school evidence has shown this approach to be successful EEF shows that on average, direct teaching of reading comprehension skills can deliver an additional six months' progress for all PPG children</p>	<p>Subject leader to monitor lesson observations to ensure lower achieving pupils are supported to talk and articulate their thinking in collaborative tasks to ensure they benefit fully.</p>		<p>Term 1 –whole class guided reading evident. Talk Partners ensure all learners are supported. Term 2 – Vocabulary and understanding of unfamiliar words part of whole class guided reading – ensuring PP children have access and exposure to ambitious and technical vocabulary.</p>
	<p>Improve fluency of reading through EMR intervention</p>	<p>Historical evidence of successful intervention at HJS Small group work and fluency practice has positive impact across the curriculum</p>	<p>Monitor of reading ages and attendance of intervention</p>	<p>SENCO</p>	<p>Reading Data Term 1 15 children attending EMR 8 children improve reading age</p>

Desired Outcome A Continued	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>Outcome A: To at least reduce the difference between the attainment of children eligible for PPG and non-PPG pupils, particularly in writing by the end of Key Stage 2.</p>	<p>Improve children's ability in spellings : spellings sent home weekly including vocabulary to develop rich and deeper use of the English language.</p>	<p>Accessed at home and school Broadens vocabulary, particularly of words with taught rules and patterns</p>	<p>Monitor of spelling scores and spelling ages of pupils receiving PPG compared to Non PPG children</p>	<p>Subject leader</p>	<p>Termly Area to be developed and monitored.</p>
	<p>Use of B squared assessment ladders to inform planning and ensure learning objectives are specific and measurable.</p> <p>Display of B Squared assessment framework ladders.</p>	<p>Children taught key skills are taught in each year group with clear progression between years.</p> <p>Children have ownership of their learning – and can explain their self-assessment judgement – bolstered by pupil conferencing.</p>	<p>Support Teachers with planning Monitor planning and learning objectives</p> <p>Erection of additional display boards outside classrooms.</p> <p>Provision of non-contact time to implement demonstration of pupil conferencing and use of assessment boards. £1500</p>	<p>Subject leader</p>	<p>Termly Term 1 B Squared introduced.</p> <p>Term 2 B Squared embedded – ensuring that DLO are tight and specific.</p> <p>Term 3 Teacher use B Squared to write midterm reports.</p> <p>Term 4 Pupil conferencing. ACE introduced. SL write progression maps, informed by B Squared to help with progression.</p>
	<p>Use of I-Peell as targeted intervention for children</p> <p>Budget £2500</p>	<p>Children taught key vocabulary and a way of organising structure of their writing Children access real life experiences.</p>	<p>SEN lead sessions and training TA involvement</p>	<p>SEN and PP lead to monitor</p>	<p>Term 3 SEN and Year 3 teacher attended training. Impacting on Year 3 planning.</p> <p>Term 4 Intervention planning</p>

	<p>Improve impact of Subject Leaders</p> <p>Budget £ 8,500</p>	<p>This approach is recognised as an effective way of enabling PP grant to impact positively on all pupils across the curriculum, so that PP children have a broader range of experiences developing cultural capital and a love of learning.</p>	<p>Ensure subject leaders are confident in monitoring subjects through book scrutiny, lesson observations and data trawl.</p>	<p>Subject leader Assistant head</p>	<p>Term 1 Subject Leaders write clear intent for subject – considering opportunities to develop social capital for all learners.</p> <p>Term 3 English SL developing progression maps, and revising LT plans to ensure that all children have access to quality texts. 1 afternoon a week non-contact.</p> <p>Twilight sessions – developing role of Foundation subject leaders to ensure that each subject considers opportunities to develop resilience and cultural capital.</p> <p>Maths SL developing progression maps.</p>
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Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>Outcome B: Provide high quality teaching that is consistently good or better across the whole school, impacting on supporting and challenging disadvantage learners. Planning is age appropriate, built on previous learning and is tailored to the needs of individual classes and children.</p>	<p>High Quality CPD and use of Coaching programme and lesson studies.</p> <p>Budget £8,000</p>	<p>Evidence suggest coaching techniques raise standards in teaching. Feedback from last academic year was positive.</p> <p>Particular focus on some coaching sessions will include the teaching of writing and mathematics.</p>	<p>Timetabled sessions led by AHT and fed back to HT</p>		<p>Coaching Term 3 and 4 Coaching enabled teacher to reflect on practice to ensure teaching is good or better. Coachees ensure there is focus on PP children during observations. Positive Impact noted.</p>
<p>Outcome F: To improve the confidence and self-belief of those children eligible for PPG so they are ready to learn and</p>	<p>Whole school focus on School Values – perseverance. Articulate learners</p>	<p>Pupil resilience identified as barrier to learner in progress reviews.</p>	<p>Use of collective worship, curriculum time, PSHE and displays to show importance of growth mind-set.</p>	<p>Head teacher RE leader</p> <p>Class teachers</p>	<p>Term 1 Curriculum drivers established and planned opportunities for children to develop communication skills, appreciate diversity and show resilience.</p>

respond positively to feedback.	Whole school focus on effective marking and feedback. CPD quality feedback and coaching	Eff Toolkit shows that effective behaviour improves pupil progress by up to 8 months Eft quality feedback is the most effective aspect to improve progress.	Book scrutiny focus on PPG children and response to marking. TA to support PPG children in responding to marking,	Subject leaders	Jigsaw scheme introduced in PSHE and C as a way of teaching and supporting all learners social and emotional wellbeing. Term 3 Primary Futures Assembly. 12 PPG tracked. Whole School Display on Values Term 4 Breaking Barriers Assembly and workshops for PPG children Growth Mind-set Workshop Year 3 and Year 6
Outcome F: To improve the confidence and self-belief of those children eligible for PPG so they are ready to learn and respond positively to feedback.	Introduce Thrive to support children who have experienced emotional difficulties, enabling them to feel valued, involved, and engaged.	Pupil resilience identified as barrier to learner in progress reviews. Eff Toolkit shows that effective behaviour improves pupil progress by up to 8 months Increase in children experience emotional difficulties, that need supporting i a structure and targeted way, beyond ELSA provision,		SENCO and ELSA	Introduce Term 4
Total Budgeted Cost					£21, 632

ii) Targeted support					
Desired Outcome A Continued	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>Outcome A: To at least reduce the difference between the attainment of children eligible for PPG and non-PPG pupils, particularly in reading</p> <p>To improve further the outcomes of PPG children who were emerging at End of KS1 and/or who have reading age below chronological age in reaching expected in reading and reading age at least in line with chronological age.</p>	Targeted intervention in the form of Early Morning Reading sessions formulated around outcomes of Reading Tests at the start of Term 1.	EEF research suggests the impact of high quality and immediate feedback. Historical school evidence shows this has a good impact on raising reading age.	<p>Ensure appropriate provision of teaching assistants to deliver intervention.</p> <p>Internal testing and measuring of progress over time.</p>	<p>SEN coordinator</p> <p>AL SLs Pupil premium Lead</p> <p>Class teachers</p> <p>SL SLT Headteacher</p>	Term 2 Term 4 Term 6
	Targeted TA led intervention in Year 4 focusing on reading fluency and retrieval of information Budget £ 900	Children in this cohort last year made AIR progress points of 2.5, Nfer data shows they are not retrieving information directly from text.	<p>Ensure appropriate provision of teaching assistants to deliver intervention.</p> <p>Internal testing and measuring of progress over time.</p>	AL Term 2 Term 3	Term 2 and 3 Tudor Tale Book Pupil Voice and Book show children engaged in session
	Targeted TA led intervention in Year 5 focusing on reading fluency and reading for pleasure Budget £ 900	Children in this cohort last year made AIR progress points of 2.5 and reading records show they are not reading at home	<p>Ensure appropriate provision of teaching assistants to deliver intervention.</p> <p>Internal testing and measuring of progress over time.</p>	AF Term 2 Term 3 JJ Term 4	Term 2 Viking – pre-teaching Beowulf Term 4
	Targeted TA led interventions in Year 5 and Year 6 focusing on inference skills Budget £ 900	School Successful approach 2017-2018	Appointment of highly qualified TA to run an inference group for Year 5 and 6. Monitor data.	CS	

	Employ a teacher to deliver high quality booster group in Year 6 reading, and address specific gaps for PPG. Budget £ 10,000	Successful School approach 2018-2019 teacher used evidence to give children the support and tailor individual gaps.	Monitor teachers planning, and meetings with teacher to discuss progress.		Success
	Regular reading with parental volunteers, community volunteers and paired buddy work within school.	EEF research suggest the benefit of collaborative learning	Teachers Monitor reading journal.		Whole School refocus Term 3 PP children targeted 1:1 support and reading.
	Reading age assessments used to deploy reading support to ensure a reduction in the number of children whose fluency is below their chronological age.	Use of NFER assessments to identify gaps in learning and validate teacher assessments	Monitoring termly via reading age and NFER test analysis		

Desired Outcome A Continued	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>Outcome A: To at least reduce the difference between the attainment of children eligible for PPG and non-PPG pupils, particularly in maths</p> <p>To improve further the outcomes of PPG children who are working below expected in maths.</p>	<p>Small group sessions in all year groups to boost number facts and number recall</p> <p>Budget £2600</p>	<p>EEF research suggests the benefits of small group work Teachers can put in timely interventions to plug gaps quickly.</p>	<p>Ensure appropriate provision of teaching assistants to deliver intervention and support class teacher.</p> <p>Internal testing and measuring of progress Class teacher to monitor TAs. Pupil premium lead to monitor Class</p>	<p>YGL SLT Headteacher</p>	<p>Term 3 focus on TA deployment in starter Term 4 focus on maths knowledge</p>
	<p>1.1 tuition through use of Third Space learning</p> <p>Budget £4,800</p>	<p>EEF research suggests the benefits of 1.1 tuition. Shared good practice from other schools.</p>	<p>Class teacher to monitor impact. Pupil premium lead to monitor</p>		<p>Term 1 – 3 Year 6 Positive Pupil Voice and progress shown Term 4 Year trail for Year 3 and 4</p>

	Employ a teacher to deliver high quality booster groups for Maths in Year 6. This is to address specific gaps for PPG pupils.	Successful School approach 2018-2019 teacher used evidence to give children the support and tailor individual gaps.	Monitor teachers planning, and meetings with teacher to discuss progress.		Term 1 Teacher focus on developing TT recall Supporting children in independent work for Third Space Learning
	Back on Track Math Year 3 and 4 Budget £1,500	Successful School approach 2018-2019 teacher used evidence to give children the support and tailor individual gaps.	Monitor progress in Maths Ages	AF and JS	Re-establish in Term 4.

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>Target C To ensure that children with SEND and PPG make accelerated progress of 3 or more AIR points as they are able to access learning that meet individual needs using appropriate strategies.</p> <p>Measured by Pupil Progress meetings and data drop Termly.</p>	<p>Ensure that SEN monitors PPG and Pupil Premium lead work together to ensure the provision is appropriate.</p> <p>Budget £2,400</p>	<p>Sen lead oversees the provision in place for SEN children, including those eligible for PPG grand.</p>	<p>Pupil Progress meetings will show that children in receipt of PPG and SEN are making good progress 3 AIR points as more , as their learning needs have been identified and catered for.</p>	<p>AH SENC</p>	<p>Term 2 Data Year 3 focus and Yea5 4 Reading</p>
<p>Outcome D Provide high quality targeted intervention (as directed by class teachers and Pupil Premium Lead) for pupils eligible for the grant so that they achieve expected in reading and mathematics and writing at Key Stage 2.</p>	<p>Pupil Premium lead to monitor effectiveness of targeting interventions across school.</p> <p>Cost £3,000</p>	<p>Share good practice and ensure interventions are successful</p>	<p>Regular review meetings with PP Teachers and class teachers to discuss impact of provision on identified pupils</p>		<p>Term 1 individual meetings Term 2 Pupil progress meetings Term3 New intervention grids used to monitor attendance and look at entry and exit data</p>
<p>Outcome F To improve the confidence and self-belief of those children eligible for PPG so they are ready to learn and respond positively to</p>	<p>Employ ELSA to provide targeted support to vulnerable children giving them best chance of being read to learn.</p> <p>Budget Cost £4,000</p>	<p>Successful in school 2018-19 for building self-esteem and confidence</p>	<p>Pupil progress meetings Regular meetings with ELSA and SEN ELSA reviews. ELSA HLTA to record progress and outcomes in pupil premium folder</p>		<p>Term 1 10 children Term 2 5 children supported positive impact</p>

<p>Outcome D: Increase the rate of attendance for those eligible for the PPG, as engagement with parents is improved</p>	Offer extracurricular clubs to PPG children lead to increased engagement with school	Children will have access to opportunities they may not have at home	Class teachers and pupil progress meetings	PP Leader	£ Termly
	Offer breakfast club places to PPG children £ 2,000	Successful School Approach 2018-19. Teachers fed back children attending sessions arrived to school calmer and more relaxed.	Monitored by Attendance Leader and shared PPG Lead	Attendance Leader PP Leader	Term 1 4 children Term 2 8 children Term 3 8 children
	Attendance clinics	Encourages and acknowledges better attendance Opportunity to break down barriers and opportunities to support parents	Monitored by Attendance Leader and shared PPG	Attendance Leader PP Leader	Pupil Premium Attendance figures
	Increase the opportunity for pupils to attend residential adventurous activity courses - Outdoor Education provision for Year 5 and 6 pupils Budget £2,500	Case-studies show that for disadvantaged pupils, greater gains are made in academic learning when they are faced with new challenges in adventurous settings. The school applies such learning to the school environment, e.g. developing growth mind-sets which improves co-constructed learning and outcomes.	Monitored by PPG Lead	SLT	

<p>Outcome G: To provide a rich and varied curriculum with additional enrichment activities</p>	<p>To ensure that all children are able to attend trips, swimming and other educational visits by subsidising these Budget Cost £2,000</p> <p>To ensure that all children are able to attend the residential visits by subsidising these</p>	<p>This universal benefit is planned to reflect the falling income for vulnerable families.</p> <p>EFF toolkits reports benefit of outdoor adventure learning with, pupils who participate in adventure learning interventions make approximately four additional months' progress</p>	<p>Take up of this subsidy will be monitored by the Finance Officer and Finance Committee.</p> <p>Take up of this subsidy will be monitored by the Finance Officer and Finance Committee.</p>	<p>Head teacher Finance officer</p> <p>HT</p>	<p>Term 1 Year 3 Author Visit Year 5 New Barn Year 6 Osmington Bay</p> <p>Term 2 Year 6 Beaulie Year 3 Stonehenge</p> <p>Term 3 Year 4 Mary Rose</p>
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iii) Wider Strategies			Budget 37, 500		
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Financial support – Uniform	Children provided with appropriate uniform in Year 3 Budget £500	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the Finance Officer and Finance Committee. Roll out to all Year Groups for start of Academic Year	Finance officer	April 2019
Sports participation and	PPG chosen to represent school in sporting activities PPG children chose for extracurricular activities Budget £500	EEF toolkit shows that 1. Being involved in extra-curricular sporting activities may increase attendance and retention. It also suggest links with increased academic success.	PE lead and Sports premium lead to monitor	Termly	Summer 2019
Total budgeted cost					
				Budget	1,000

3. Review of expenditure				
Previous Academic Year		2018 – 19 £64,200 £64,500		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Outcome A and C Diminish the difference between PP and non-PP pupils at the end of ks2, particularly in reading and mathematics Provide high quality targeted intervention (as directed by class teachers and Pupil Premium Lead) for pupils eligible for the grant so that they achieve expected in reading and mathematics and writing at Key Stage 2.	Time allocated for teachers to create provision maps, and to target support for individual Pupil Premium children.	Success Criteria partially met: Personalised Learning Plans have begun to ensure tailored provision for all pupils. Pupil Premium Folders have been set up for individual children; these reflect progress that has been made across the year. Ensure maths fluency is taught in all Year Groups; using resources from no nonsense maths, fluent in five and teachers own personalised planning. Ensure there is investment made into	Monitor use of learning plans in a more robust manner - 3 times a year. Ensure they have clear SMART targets which include entry and exit data. Use these learning plans to inform Termly Pupil Progress Meetings. Progress from starting points remains low for children with SEN. Work with SENCO more closely to ensure tailored provision for children who are SEN and Pupil Premium.	£4,500
	Timetabled use of Maths No-Nonsense across the school to focus on children's Number facts	Success Criteria partially met: Where no nonsense math was used – children benefitted from structured approach.	Ensure maths fluency is taught in all Year Groups; using resources from no nonsense maths, fluent in five and teachers own personalised planning. Ensure there is investment made into resources.	£2,500

	Whole class guided reading	<p>Success Criteria Met: Lesson observations shows whole class guided reading has a positive impact on all learners. SL fed back from cluster meetings and shared good practice</p> <p>Pupil voice and attainment and progress data showed a good impact as a result of whole class guided reading. Year 3; all children made 2 or more progress points. 7 out of 12 Pupil Premium children reached the expected level. Year 4 PPG children made good progress 6 /7 children made 3 AIR points plus – but attainment low 57% (compared to 81 %).</p> <p>Year 5 – PPG progress is good – 2.5 AIR points but attainment low 43% compared to 69%. Of the 9 children who were developing 4 of these children had additional Special Educational Needs and their focus has been on reading fluency.</p> <p>Year 6- 78% of learners were expected or above in reading; compared to 82% of all learners; progress was in line with their peers.</p> <p>Enjoyment for reading across school – focus weeks have supported this.</p>	<p>Roll out programme to Year 3 classes; ensure whole class guided reading starts in Term 1 as opposed to Term 4.</p> <p>Ensure that reading fluency is still a focus by monitoring of reading records supporting the development of fluency in the Early Morning Reading Intervention.</p> <p>Ensure key PPG children identified 2018-19 are monitored and that they have access to reading fluency practice TA daily in Year 4 and 5.</p>	Staff meetings Lesson Coaching £2000
	Spellings	<p>Success Criteria partially Met Whole class spelling programme; Oxford Owl. Is used in all year groups and classes. Talking partners within these sessions ensures that opportunities for peer support is maximised.</p>	<p>Progress from starting points remains low – for Disadvantaged children with Special Educational Needs, particularly in Year 5. Monitor and work with SEN closely 2019-2</p>	Spelling Programme £2,500
	WRH Maths	<p>Success Criteria Met WRH used in all classes, ensuring that learning is taught with small step progression.</p> <p>67% of Disadvantaged Learners in Y3 are expected and above compared to all learners; progress in 2.7 AIR points. 2 out of 12 children started Y3 at PK levels and made good progress of 4 and 6 AIR points. Class TA deployment has been focussed on supporting these children. Y4, 4 out of 7 children made expected progress of 3 AIR points. However, only 29% are expected or above. Y5, average progress was good at 3.1 AIR Points. 64% of children expected or</p>	<p>Children have structured lessons planning and have access to WRH problem solving.</p> <p>Target Y5 Maths with fluency booster interventions</p> <p>Intervention Teacher for Y6- Quality First Teaching based on WRH to target these children.</p>	

	<p>PPG Lead and SENCo to lead pupil progress meetings to analyse attainment and progress of PP children and plan necessary interventions.</p>	<p>Success Criteria Met</p> <p>Pupil Progress meetings focused on PPG – ensuring teachers focused on these children. Pupil Premium Governor involved in meetings and work and book scrutiny.</p>	<p>For 2019 – 2020 Pupil Progress meetings focus on individual targets and gaps. Develop the use of teacher assessment to ensure that gaps are addressed and intervention is planned quicker.</p> <p>Pupil Premium Governor to continue to work with PPG lead to ensure that key children are tracked and championed.</p>	<p>Pupil Progress meeting supply cost £1000</p> <p>Staffing Cost £1,200</p>
	<p>Improve the recall of Timetables facts through the use of Times Table Rockstars.</p>	<p>Success Criteria Met</p> <p>Children access to TTRS and pupil voice showed children enjoy TTRS.</p> <p>Year 4 classes using paper copies as morning starters to improve fluency.</p> <p>Pickwick Research showed that ten minutes recall using TTRS has a significant impact on learner rapid recall – subscription renewed</p>	<p>Access to TTRS and parental engagement still an issue for some PPG children. TTRS club to allow all children access to TTRS.</p> <p>Increase the use of TTRS in school by increasing monitoring and expectation of homework and tournaments and displays in school</p>	<p>£100 £500 club</p>
	<p>Develop the role of Pupil Premium Lead</p> <p>Build capacity of Leadership to focus on curriculum for all, and specifically for PPG children.</p>	<p>Success Criteria partially met:</p> <p>Pupil Premium lead led staff meetings to ensure that all teachers are aware of PP children and that Personalised Learning Plans have been made. Pupil Premium Folders have been set up for individual children. Pupil Premium Lead meeting with other Pupil Premium Leads to share good practice.</p> <p>Withdraw PPG Leader from Class Teaching to become Assistant Headteacher – proportion of additional costs based on focus on PPG £10,000.</p>	<p>Dedicated time of Pupil Premium Lead has begun to allow for a flexible and rigorous approach to implementing and evaluating a number of strategies.</p> <p>This will continue and the role develop next year. The Pupil Premium Lead will be more confident in her role, and be supported through CPD.</p> <p>Pupil Premium Lead to work with Headteacher to set up Cluster meetings to enable colleagues to share good practice</p>	<p>£ 4,000</p>

Outcome B: Increase the % of PP pupils who meet Greater Depth		Success Criteria not met: Year 3 no children working at GD level for Reading and Writing. 2 children (17%) Maths. Year 4 no children working at GD for Maths and Writing, 1 child (14%) Reading Year 5 no children working at GD level. Year 5 cohort of children entry data in Year 3 low. Year 6 3 children working at GD (17%) 1 child GD Maths (6%) 1 child writing (6%)	Continued focus on teaching and learning in 2019-2020	
ii. Targeted support				
Desired outcome	Small group intervention work for Year 6 children by experienced teacher.	Success Criteria Met: KS2 attainment for PPG children in 2019 in mathematics and reading improved 72.2% PPG achieved expected or above in mathematics (compared to 60 % 2018) 77.8% PPG achieved expected or above in reading (compared to 60% in 2018) The gap is closing with PPG ARE 26.5 compared to all learners at 27.1 in mathematics. The gap is closing with PPG ARE 26.8 compared to all learners 27.6 in reading. The progress in reading was similar to their peers for reading 3.3 Air point compared to 3.4 Check Data RF Data for those children who attended sessions with Teacher showed positive impact. 10 / 13 reached expected in mathematics and 11/11 reached expected in reading	Use of qualified teacher for Year 6 PP intervention was successful in tailoring plans and gap teaching for these children Small EEF research also notes that once group size increases above six or seven there is a noticeable reduction in effectiveness. EEF research shows Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Continue this provision 2019-2020. Consider the support for children with SEN	£ Year 6 intervention teacher £7500 Pupil Progress
Outcome D Increase the rate of attendance of PPG so that it is line with the attendance of non pupil premium pupils	PSA	Effective at supporting parental engagement PSA attended meetings with parents 4 PPG families supported Look at value for money	PSA resigned Easter. Re-employ PSA September 2019. This approach had little impact on attendance	£12,000

	Breakfast club	<p>Success criteria partially met. PPG money has been spent on breakfast club for children as an incentive to get them into school and on time. The attendance rate has increased and 9 pupils are recording less late marks. Some children accessed for short term and others for longer period of time.</p> <p>Breakfast club allowed children to have a calm start to the school day so they are ready to learn by the time they get to their classrooms</p> <p>Children eating breakfast, resulted in some of these children not reporting they were hungry.</p> <p>The Education Endowment Foundation found that breakfast clubs that offer pupils a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year. The results suggest that it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment</p>	<p>Continue with approach in paying for access to breakfast club.</p> <p>Continue to proactively offer Breakfast club to all PPG children. When attendance drops – Pupil Premium Lead and SENCO work together to offer Breakfast Club.</p> <p>One child given breakfast in school as part of and Early morning Meet and Greet session. Consider rolling out to other children if appropriate.</p> <p>Develop the social aspects of Breakfast Club - through purchasing of more equipment and development of the TA role.</p>	£2,500
	Emotional learning support tools	<p>Success criteria met: The school's ELSA has a positive outcome on the pupil's she works with. She provides time to talk for pupils and teaches strategies to children to deal with their emotions. ELSA prepared calm boxes for all classrooms which children could access when needed.</p> <p>16 PPG were children supported last year for different amounts of time, according to need. 6 out of 7 children in Year 4 received ELSA. Children feel safe and secure in their school environment and this impacts on their calm approach to learning.</p> <p>ELSA need is high and another ELSA was employed from January 2019 to support children.</p>	<p>Continue practice. Important in improving pupil-self-esteem. Ensure regular impact review to be effective and change groupings / session as need be.</p> <p>Ensure techniques and strategies learnt in ELSA are more fully shared with class teacher</p>	<p>£ 3000 ELSA Salary</p> <p>ELSA training £500</p>

	<p>Provide trips/extracurricular activities Sports Participation</p>	<p>Success criteria met: Children able to access variety of trips: Year 6 18 out of 18 attended Residential Trip Year 5 attended Residential Trip. All children attended trip to Mayflower to see Matilda. 4/ 12 children reported it was the first time they had been to the theatre. Year 4 Children visited Winchester Science museum Year 3 7 children attended swimming lessons</p> <p>Children targeted to represent school in clubs -</p> <p>Reading books provided for all children in Year 4 and 5 following author visit.</p>	<p>On Pupil Premium Target sheet – develop the use of personal development through offering and encouraging sports participation. Work with PE lead to continue to ensure these children are chosen for sporting events.</p> <p>Through the revision of the curriculum, ensure these children have access to trips, and where appropriate provided with additional opportunities to support their learning</p> <p>Develop lunch time clubs and target children to attend.</p>	<p>£2,500</p>
	<p>Attendance Lead analyses data fortnightly and discusses with Pupil Premium Lead</p>	<p>Partly met</p> <p>Attendance Lead analysed data fortnightly. Attendance Lead regular Meetings with EWO three x per year Robust systems in place when a child is absent, including office staff, and SLT = ensured early identification of children. Targeted intervention of Meet and Greet and EMR. Class attendance competition - The Smith Cup – given out weekly in assembly and celebrated on the School Newsletter.</p> <p>Attendance Lead left in April 2019 – and newly appointed SENCO role included Attendance; ensuring it continued to have a high priority.</p> <p>Data for 2018-19 School average 94.25 % Pupil Premium 91.51% 3 families had persistent poor attendance. Each of these families were monitored by SAM, CAFs and referred to by Education Welfare Service.</p>	<p>Continue to build relationships, high expectations and robust systems for Children on free school meals and those with SEN as these our most vulnerable children to poor attendance</p> <p>Attendance policy and letter to be shared with parents. Termly letter to be given to all children – followed by targeted phone calls.</p> <p>Re-focus on dealing with late arrivals .</p>	
<p>i. Other approaches</p>				

Financial support – Uniform		<p>Success Criteria Met</p> <p>Children provided with uniform each Academic Year to ensure full inclusion. They felt pride in their appearance, which in turn raises self-esteem.</p> <p>When needed, pupils without uniform were provided with aspects which are missing.</p> <p>Pupils had a positive view of school and themselves. They will also feel pride in their appearance, which in turn could raise self-esteem and learning outcomes.</p> <p>PE kits provided and kept in school to ensure that children could access all parts of the curriculum/</p> <p>For residential trips, children provided help with purchasing of outdoor clothes and wellies.</p>	<p>Continue with approach. Continue to advertise to parents so that all eligible families know they are able to have a set of school uniform paid for them.</p> <p>Develop second hand sale of uniform – ensuring that targeted families have access to this</p>	£150
Support with homework in weekly homework club		<p>Success Criteria Met</p> <p>Children supported to complete homework. This was run by the ELSA who also identify children who need further emotional support.</p>	<p>Not continuing in 2019-2020 - Due to change in format of homework to an evidence based approach; Knowledge Organisers.</p> <p>TA and Volunteers to support children in learning key facts.</p>	£1000
11 + tutoring		<p>Success Criteria Met:</p> <p>3 children provided with small group 11 + tutoring from experienced teacher.</p> <p>1 child received a place at Grammar School</p>	<p>Due to cohort needs, this provision is not appropriate for next Year.</p>	£384
Books provided – author Day		<p>Success Criteria Met:</p> <p>Children felt sense of inclusion in whole school activities like Book Week.</p> <p>Children able to access reading at home, with some children reporting that it is the first book they have owned a book. This could raise self-esteem and learning outcomes, as they identify themselves as a reader. Positive feedback from parents</p>	<p>Continue provision to ensure that PPG receive 3 books per Year.</p>	£861
Equine Therapy		<p>Success Criteria Met</p> <p>Child attended Equine Therapy. behaviour and attendance at school improved</p>	<p>Long term impact marginal – explore further possibilities –in school to ensure continued engagement and opportunities</p>	£2500

Relate		Success Criteria: Children and families feel emotionally supported. Pupils more attentive in lessons because they feel more secure Parental feedback has been positive, impact from pupil progress meeting feedback is high.	Continue provision where needed..	£425
Music Lessons		Success Criteria Children engaged in lessons and self esteem rose.	Roll out provision offering for all PPG children throughout the Year.	£450
Provision of snacks		Success Criteria Met Children provided with opportunities for healthy snacks at playtime. This resulted in more sustained concentration for the morning sessions and children feeling sense of inclusion on playground. Some individual families supported with making healthy choices for snack	Continue provision next year -ensuring that all members of staff, particularly newcomers, know that this is on offer.	£500