

# Pupil premium strategy statement Lee-on-the-Solent Junior School

1. Summary information					
School	Lee-on-the-Solent Junior School				
Academic Year	2017 - 2018	Total PP budget	£109,860	Date of most recent PP Review	n/a
Total number of pupils	360	Number of pupils eligible for PP	104	Date for next internal review of this strategy	

2. Current attainment		
Attainment for:	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	22.2 %	62.2 %
% achieving expected standard or above in reading	55.6 %	71.6 %
% achieving expected standard or above in writing	44.4 %	77 %
% achieving expected standard or above in maths	44.4 %	81.1 %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Children eligible for pupil premium do not consistently make enough progress between KS1 and KS2 due to a lack of fluency in maths and weaker knowledge of reasoning, poor application of spelling and grammar and lack of application of skills in reading.
<b>B.</b>	Focus on pupil premium children achieving outcomes at least in line with those Nationally so that the gap between pupil premium and non-pupil premium children is closed in reading, writing and maths combined
<b>C.</b>	Targeted children across the school need to develop their self-esteem, resilience and conflict management in order to attain in line with their peers
<b>D.</b>	Transition between KS1 and KS2 requires emphasis on particular learning behaviours including independence and perseverance
<b>E.</b>	Some children eligible for pupil premium are also on the school SEND register or have accessed external services which means they may face additional barriers such as poor working memory, dyslexia, dyspraxia and speech, language and communication difficulties which could potentially impact on progress and attainment.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Some children entitled to pupil premium funding have issues caused by family hardship and circumstances.

<b>G.</b>	Children eligible to Service Pupil Premium have unique barriers to learning due to high turbulence and emotional strains on their families; this is a significant group for the school	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<b>Children entitled to Pupil Premium, including those with high prior attainment will maintain good rates of progress</b>	End of Key Stage 2 results show a 10% reduction in gap between those entitled to funding and those not entitled nationally with a similar trend in other year groups.  Regular Pupil Progress meetings make SMART targets for children entitled to pupil premium so that rapid progress can be made to close the gap.
<b>B.</b>	<b>Attainment of pupil premium children increase so that they are at least in line with National attainment</b>	65% child entitled to Pupil Premium funding achieve ARE in WRM combined
<b>C.</b>	<b>There will be a reduction in the number of incidents leading to the disruption of learning and learning will be fluid</b>  <b>Children will show positivity as learners and show pride in their learning</b>  <b>Books will show increasing rates of production</b>	Term on term fall in the number of incidents  Improvement in pupil survey results across the year  Daily pieces of work that show a sequence of learning and progress throughout the sequence of learning
<b>D.</b>	<b>The transition between the infant and junior school will be smooth</b>  <b>Children entering the junior school will have the independence and perseverance skills to thrive in KS2</b>	Parent survey will show transition was positive  Class Dojo points show an increase in rewards for independent learning
<b>E.</b>	Teaching is consistent in addressing the needs of SEND pupils so that their needs are better met and they make a minimal ratio gain of 2:1	Pupils who have SEND and are eligible for Pupil Premium are taught the skills to achieve despite their barriers and work is personalised to ensure that children make at least expected progress  Fewer behaviour incidents recorded for these pupils on the school system, (without changing recording practices or standards), evidence in books related to perseverance and independence

<b>F.</b>	<b>Children achieve ARE despite home background and circumstance</b>	<p>Children have access to extra-curricular activities e.g. dance, STEM and music and to school residential and educational visits so that there is equal opportunity in line with other children.</p> <p>Pupil premium pupils whose families have taken up access to pastoral support, home learning guidance and parenting skills are shown to be making progress at least in line with national.</p>
<b>G.</b>	<b>Children who experience turbulence at home due to service postings will be supported so that they can continue to access their learning</b>	<p>Hampshire Heroes once a week will address the peer and adult support required so that children can continue to access their learning</p> <p>Access to ELSA support provided on a timely basis so that children with more unique difficulties have their needs met and are able to continue to achieve</p>

5. Planned expenditure					
Academic year	2017-2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>A. Children entitled to Pupil Premium, including those with high prior attainment will maintain good rates of progress</b></p>	<p>CPD through staff meetings on providing challenge for higher attaining pupils, and ensuring that weaker domain areas are addressed within group planning.</p> <p>HIAS support for subject leaders and pupil premium leader to address knowledge of specific individual needs of children entitled to pupil premium funding</p> <p>Monitoring of provision from pupil premium leader to ascertain good practice around the school and disseminate this so that it is consistent</p>	<p>Teacher subject knowledge is key to ensuring positive outcomes for pupils entitled to pupil premium funding (Sutton Trust)</p>	<p>Use INSET and staff meetings to deliver training.</p> <p>Use of PP Profiles for PP children, detailing specific provision and subsequent impact for each PP child. Regular, focussed pupil progress reviews giving high quality time for discussion and next steps.</p> <p>Moderation activities observing PP children within class sessions, pupil conferencing and work sampling to further enhance practice.</p> <p>Analysis of attainment by groups in each cohort after each phase (Nov, Feb, June and year end).</p>	<p>Emma Fall (PP Lead) Peter Moseley (English Lead) Penny Munro (Maths Lead)</p>	<p>At times specified within RAP for moderation activities.</p> <p>At end of each Phase when data is reviewed.</p> <p><u>-November 2017 –</u></p> <p><u>-February 2018 –</u></p> <p><u>-June 2018 –</u></p> <p><u>-End of year –</u></p>
	<p>Domain by domain analysis to support teachers in identifying areas for improvement. CPD linked to data analysis, based on identified needs within each domain.</p>	<p>The work of Hattie, William and Carol Dweck on Growth Mindset shows that outcomes for pupils can be improved as a result of children taking ownership of their learning</p>	<p>Pupil Progress meetings</p> <p>Summative assessment trackers</p> <p>Improvement in work in books (targets are identified)</p>	<p>Emma Fall (PP Lead)</p>	<p>Trial in Year 4 by end of Spring 2 so that good practice can be presented to the rest of the team in summer term</p> <p>At times specified within RAP for</p>
<p><b>B Attainment of pupil premium children increase so that they are at least in line with National attainment</b></p>					

	<p>Pupil conferencing to establish gaps in learning so that pupils are clear about their actions to improve progress and sequences of learning can be addressed in planning and teaching so that accelerated progress can be made</p>				<p>moderation activities.</p> <p>At end of each Phase when data is reviewed.</p> <p><u>-November 2017 –</u></p> <p><u>-February 2018 –</u></p> <p><u>-June 2018 –</u></p> <p><u>-End of year -</u></p>
<p><b>C: There will be a reduction in the number of incidents leading to the disruption of learning and learning will be fluid</b></p> <p><b>Children will show positivity as learners and show pride in their learning</b></p> <p><b>Books will show increasing rates of production</b></p>	<p>CPD in positive behaviour management and meeting the needs of vulnerable children with complex needs</p> <p>CPD in restorative conversations/justice and attachment difficulties – particularly training in Thrive</p> <p>Specific training for SENCo in Thrive in order to lead the staff in meeting the needs of vulnerable children</p> <p>Embedding a growth mindset so that it becomes part of the ethos of the school</p>	<p>Research suggests that this model promotes the British Values of mutual respect and tolerance</p> <p>See Thrive research</p> <p>See Carol Dweck research</p>	<p>Children with behaviour difficulties are able to discuss manage</p> <p>Restorative justice training delivered</p> <p>SENCo completes training and provides on-going support for staff on working with vulnerable children</p> <p>All members of the school community are use the language of a growth mindset and staff and peers are seen as model</p>	<p>Darren Nickerson (Headteacher)</p>	<p>At the end of each term assess for a reduction in behaviour incidents</p>

<p><b>d. The transition between the infant and junior school will be smooth</b></p> <p><b>Children entering the junior school will have the independence and perseverance skills to thrive in KS2</b></p>	<p>Train current Year 3 vulnerable pupils to become 'experts' in school transition and share this with children in Year 2</p> <p>Invite parents to come to additional transition meetings with their children so that the whole family feels supported</p>	<p>Sutton Trust research</p>	<p>Year 3 vulnerable group to implement a particular task in order to promote their own self-esteem in becoming 'school experts'</p> <p>Year 2 will be able to access their learning from the very start of term due to their understanding of the expectations of them in KS2</p>	<p>Emma Fall (PP Lead) Katie Godbold (Year 3 Lead) Year 2 leader from Infant</p>	<p>Review at end of summer term.</p>
<p><b>e. Teaching is consistent in addressing the needs of SEND pupils so that their needs are better met and they make a minimal ratio gain of 2:1</b></p>	<p>Provide CPD to all staff on SLT, memory and retention, dyslexia and dyspraxia so that learning is personalised and children make progress</p>	<p>Personalising learning helps children to learn in their own way and shows on the Sutton Trust research to be effective</p>	<p>Plan in CPD across the year</p> <p>Monitor teaching, planning, books programmes and interventions to ensure progress is being made</p>	<p>Carolyn Westrop (SENCO)</p>	<p>Review in line with RAP</p>

<p><b>F Children achieve ARE despite home background and circumstance</b></p>	<p>Children have the opportunity to access extra-curricular activities so that they are able to achieve in wider curriculum areas</p> <p>Provide parenting courses For parents of vulnerable families</p>	<p>Research shows that children from deprived backgrounds lack the opportunities of their more affluent peers</p> <p>Research shows that lack of parental engagement has a detrimental impact on learning</p>	<p>Children will see success in their abilities</p> <p>Ensure regular courses at different times and in different places take place and a register of parents is taken</p>	<p>Emma Fall (Pupil Premium Lead)</p> <p>Lyn Hobbs (HFLW)</p>	<p>At the of the course</p>
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<p><b>g. Children who experience turbulence at home due to service postings will be supported so that they can continue to access their learning</b></p>	<p>Provide a Hampshire Heroes group for children with parents in the armed forces</p>	<p>See service pupil premium rationale</p>	<p>Children will be supported both by adults and each other in the groups so that potential barriers to learning are broken down.</p>	<p>Sarah Bennett and Lyn Hobbs)</p>	
<p><b>Cost</b> See Pupil Premium Grant Expenditure</p>					<p><b>£ 38080</b></p>
<p><b>c. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p>a.To ensure that all PP pupils progress at least as well as 'others' nationally in reading, writing and maths.</p>	<p>Targeted, effective support for PP children.</p>	<p>PP pupils did not make as good progress as those who are not PP across the school last year – work needs to be done to focus on closing this gap.</p>	<p>Moderation of teaching quality. Pupil progress review to ensure rigorous support . Use of PP Pupil Profiles used by all adults working with the children to ensure specific areas identified for support are fully addressed.</p>	<p>Darren Nickerson (Headteacher) Emma Fall (PP Lead)</p>	<p>At end of each Phase when data is reviewed.</p>
<p><b>Cost</b> <b>See Pupil Premium Grant Expenditure</b></p>					<p><b>£ 26522</b></p>
<p><u>A.Year 6</u> To ensure that all PP children achieve at least in line with national average in reading, writing and maths</p> <p><u>Year 5</u> To ensure that PP children are at least 'close to' age related expectations by July 2018 in reading, writing and maths</p>	<p>Targeted approach in class. Implementation of PP Pupil Profiles. Robust use of interventions, where appropriate.</p>	<p>PP pupils did not make as good progress as those who are not PP across the school last year – work needs to be done to focus on closing this gap.</p> <p>By ensuring that Year 5 children are at least 'close to' by the end of the Summer term, this will increase the likelihood of them attaining in line with national expectations by the end of Year 6</p>	<p>Moderation of teaching quality. Pupil progress review to ensure rigorous support . Use of PP Pupil Profiles used by all adults working with the children to ensure specific areas identified for support are fully addressed.</p>	<p>Darren Nickerson (Headteacher) Emma Fall (PP Lead)</p>	<p>Intervention data to show at least 2:1 gain in progress.</p> <p>At end of each Phase when data is reviewed.</p>
<p><b>Cost</b> <b>See Pupil Premium Grant Expenditure</b></p>					<p><b>£ 2778</b></p>

<p>B. Any gaps in knowledge and concepts are addressed as the children progress through the school, so that all children achieve at least in line with national average, including pupil premium groups.</p>	<p>Targeted, effective support for PP children.</p>	<p>PP pupils did not make as good progress as those who are not PP across the school last year – work needs to be done to focus on closing this gap, specifically in ensuring that gaps in knowledge do not become ‘compounded’ as children progress through the school.</p>	<p>Moderation of teaching quality. Pupil progress review to ensure rigorous support . Use of PP Pupil Profiles used by all adults working with the children to ensure specific areas identified for support are fully addressed. Staff Training and INSET addressing how to effectively ensure that gaps can be closed for children.</p>	<p>Darren Nickerson (Headteacher) Emma Fall (PP Lead) Peter Moseley (English Lead) Penny Munro (Maths Lead) Carolyn Westrop (SENCO)</p>	<p>At end of each Phase when data is reviewed.</p> <p>Intervention data to show at least 2:1 gain in progress.</p>
<p><b>Cost</b> <b>See Pupil Premium Grant Expenditure</b></p>					<p>£3284</p>
<p><b>iii. Other approaches – supporting the child and family</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>C./F. Barriers to learning such as home support, social and emotional issues are reduced to ensure children are able to access learning to their full potential.</p>	<p>Programs for the pupil or family that reduce barriers to learning. Work with family/agencies and pupil 1:1 supporting parenting, attendance, learning support, social emotional issues, student confidence, growth mind-set.</p>	<p>Support for children’s emotional well being is paramount in order for children to be able to access learning well. Enabling the children to have a growth mind-set which ensures they can persevere in their tasks and overcome barriers is vital to good attainment and progress.</p>	<p>Line management systems – SENCO and HSLW / FLW line management Where appropriate Boxhall profiles Ongoing CPD</p>	<p>Darren Nickerson (Headteacher) Emma Fall (PP Lead) Carolyn Westrop (SENCO) HSLW / FSW</p>	<p>ELSA programs 6 weekly (reviewed as appropriate)</p> <p>Termly / end of support reviews of other programs</p>

<p>All: TLR position created with dedicated time to support pupil premium development and monitoring</p>	<p>Ensure regular moderation activities relating to pupil premium groups within teams and by English and maths managers. Moderation involving lesson observations, planning and book scrutiny and pupil conferencing to reduce barriers to learning, finding misconceptions and planning to close gaps in knowledge and skills. End of phase / intervention programme progress and attainment meetings to discuss, plan and evaluate interventions for children at risk of not making age related expectations or appropriate progress.</p>	<p>Studies support the use of a pupil premium champion who is able to ensure that the pupil premium strategy is developed and evaluated.</p>	<p>Head teacher / Assistant Headteacher (to be appointed) line management</p>	<p>Darren Nickerson (Headteacher) Emma Fall (PP Lead) AHT (to be appointed)</p>	<p>Reviewed within Year Group, SLT, Attached Governor and FGB meetings, as part of the RAP.</p>
<p>F. All pupil premium children have access to residential, after school clubs and, where possible, instrumental lessons.</p>	<p>To ensure equal opportunity for pupil premium pupils.</p>	<p>Such activities provide enrichment to learning.</p>	<p>HSLW / FLW auditing provision. Provide opportunities for all PP children attend at least one after school club.</p>	<p>Darren Nickerson (Headteacher) Emma Fall (PP Lead) HSLW / FSW</p>	<p>Ongoing (final assessment at the end of financial year)</p>
<p>C.E. Children are fully supported in changing behaviours which are barriers to learning.  IBMP's are effective in supporting children with social, emotional, mental</p>	<p>Implementation of the Nurture Group programme in school.  Identifies the gaps the children have in their social / emotional learning, and produces an appropriate action plan. This will 'plug the gaps' for the</p>	<p>Support for children's emotional well being is paramount in order for children to be able to access learning well. Enabling the children to have a growth mind-set which ensures they can persevere in their tasks and overcome barriers is vital to good attainment and progress. Children are able to understand that there are many different ways to attempt their work and that skills can learnt with effort.</p>	<p>Assessment using the Boxall profile  Line management systems – SENCO and Line management of Teaching Assistants who support with behaviour strategies –</p>	<p>Darren Nickerson (Headteacher) Emma Fall (PP Lead) Carolyn Westrop (SENCO) HSLW / FSW</p>	<p>Continual review by SLT, team leaders, class teachers, SENCO in conjunction with parents.</p>

**Cost**  
**See Pupil Premium Grant Expenditure**

**£ 40727**