



Pupil premium strategy statement – disadvantaged pupils

1. Summary information					
School	Rowner Junior School				
Year	2018-19	Total Pupil Premium budget	£139,200	Date of most recent Pupil premium Review	October 2018 (independent review)
Total number of pupils		Number of pupils eligible for Pupil Premium <i>FSM – Free school meals</i> <i>PP – pupil premium</i>	Financial year 2018-19 95 FSM/FSM Ever6 (£1320 per pupil) Total £125,400 6 LAC (2300 per pupil) Total £13,800 Plus a contribution from school.	Date for next internal review of this strategy	October 2019

2. Attainment and progress End of Key Stage 2017/2018			
	<i>Pupils eligible for PP (your school)</i>	<i>All pupils in school</i>	<i>Pupils not eligible for PP (national average)</i>
2017/2018 End of Key Stage Data combined	43%	50%	
2017/2018 End of Key Stage Data reading	54%	58%	
2017/2018 End of Key Stage Data writing	46%	78%	
2017/2018 End of Key Stage Data maths	46%	55%	

1. Current attainment in school 2018/19	
	Data
Year 3	<p><u>Current strengths</u></p> <ul style="list-style-type: none"> ● Disadvantaged pupils working at greater depth outperform non-disadvantaged pupils working at greater depth in reading, writing and maths. ● Disadvantaged pupils and non-disadvantaged pupils working at ARE are broadly in line with each other in writing. ● There is a narrowing gap between disadvantaged and non-disadvantaged pupils achieving ARE in maths (+5%) ● Disadvantaged pupils who are also non-send are broadly in line with non-disadvantaged pupils in writing at ARE. ● Disadvantaged pupils who are also non-send outperform non-disadvantaged pupils at GDS in reading, writing and maths. ● Disadvantaged pupils who entered at working at greater depth in maths, are on track to achieve GDS.
Year 4	<p><u>Current strengths</u></p> <ul style="list-style-type: none"> ● There is a narrowing gap between disadvantaged and non-disadvantaged pupils achieving age related expectations (ARE) in maths (+5%) ● Disadvantaged pupils are broadly in line with non-disadvantaged pupils in achieving greater depth in maths. ● Pupils that are disadvantaged and non-send perform in line with non-disadvantaged pupils in reading and outperform non-disadvantaged pupils in maths at . ● Pupils that are disadvantaged and non-send outperform non-disadvantaged pupils at greater depth in writing and maths.
Year 5	<p><u>Current strengths</u></p> <ul style="list-style-type: none"> ● Attainment of disadvantaged pupils at ARE has increased by 7% in reading, 12% in writing and 12% in maths. ● At ARE, Pupils that are disadvantaged and non-send pupils outperform non-disadvantaged pupils in reading and writing and perform in line with non-disadvantaged pupils in maths. ● Pupils that are disadvantaged and non-send outperform non-disadvantaged pupils at greater depth in reading, writing and maths.
Year 6	<p><u>Current strengths</u></p> <ul style="list-style-type: none"> ● Disadvantaged pupils working at ARE outperform non-disadvantaged pupils in reading. ● Disadvantaged pupils who are working at ARE are broadly in line with non-disadvantaged pupils in writing. ● Disadvantaged pupils are broadly in line with non-disadvantaged pupils working at greater depth in reading. ● Pupils who are disadvantaged and are non-send, outperform non-disadvantaged pupils in reading, writing and maths at ARE.

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Pupils that have been identified as having SEMH needs and disadvantaged, are making less progress across all subjects than other pupils eligible for pupil premium	
B.	End of key stage data, as well as end of year data for years 3, 4 and 5, indicate that disadvantaged pupils are not making sufficient progress in reading and writing and in particular maths, throughout the year, but also across the key stage.	
C.	Limited aspiration for pupils' short and long term future leads to passivity in pupils learning.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Deprivation factors impact on children's ability to concentrate and focus upon their learning.	
E.	Community engagement with Rowner Junior School has reduced over the years.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To further improve the provision and outcomes of pupils with identified SEMH needs and who are eligible for pupil premium.</p> <p>Outcomes will be measured by pupil conferencing before and after any interventions/support. Outcomes will also be measured through triangulation of book monitoring, observations and data reports.</p>	<p>Attainment for this group of pupils will increase so that they are at least in line with their On Entry Points. Learning journeys in pupils' books will demonstrate good or better progress. The gap between pupils with SEMH needs / who are eligible for pupil premium, and those other will be diminished and/or smaller than the national gap for maths, writing and reading.</p>
B.	<p>To improve quality of teaching and learning and maths and English.</p> <p>Outcomes will be measured through triangulation of book monitoring, observations and data reports.</p> <p><i>Action updated following autumn data input.</i></p>	<p>End of key stage data for all pupils is to be in line with national expectations.</p> <p>The gap between Pupil Premium and non-Pupil Premium pupils will be diminished and/or smaller than the national gap for maths, writing and reading in all year groups.</p> <p>Year 6 to be in line with national expectations in reading, writing and maths.</p>

C.	<p>To increase aspiration and ambition for the future, in particular with STEM subjects/careers.</p> <p>Outcomes will be measured by pupil surveys at the start and end of the year to measure pupil aspiration and engagement with their learning. Engagement in learning will be measured at 4+ (using the Leuven scale) during learning walks and lesson observations.</p>	<p>Pupils eligible with have positive attitudes towards their learning. Pupils will be engaged in their learning (4+ on Leuven scale of engagement). Pupils will have aspiration for their future and know what they need to do in order to achieve their ambition.</p>
D.	<p>To improve community engagement with the school</p> <p>Outcomes will be measured by attendance numbers and opinions</p>	<p>Increase in numbers of members of our community attending educational events at school.</p>

3.	4. Planned expenditure				
Academic year		18-2019			
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.	ii. 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?
A, to further improve the provision and outcomes of pupils with identified SEMH needs and who are eligible for pupil premium.	<p>Behaviour lead to support staff/pupils during morning sessions:</p> <ul style="list-style-type: none"> - Staff: /identifying academic barriers and SMART next steps in learning / planning appropriate learning journey to meet needs of pupils - Pupils: support pupils in accessing curriculum, both in class as well as out of class. <p>Attendance of PPA sessions/after school to support/coach staff in analysing assessment in a more diagnostic way/planning stages of learning journeys.</p> <p>Lesson drop in sessions and to attend after school 'marking' sessions where appropriate.</p>	<p>Number 2(<i>addressing attendance and behaviour</i>) of the NFER 7 building blocks for success states that strong behavioural strategies and that strong, emotional support strategies enable children, for which behaviour is a barrier, is essential for them to be able to access learning.</p> <p>31 of the pupils in school are identified as having SEMH needs (half of the SEND register), and of those, 18 are currently known to be eligible for pupil premium. During the last academic year these pupils did not make accelerated progress, but also prevented class teachers/additional adults from carrying out any other interventions.</p>	<p>Monitoring (observations/book scrutiny/regular data inputs) will show improved outcomes.</p> <p>Data will be analysed half termly to identify gaps in learning and provide clear next steps.</p>	Behaviour Lead and PP lead.	Half termly

		<p>Correct provision for pupils with SEMH needs will allow these pupils to be successful in their learning and to allow the teacher/ class teacher to deliver other targeted interventions/pre-post learning for other groups of children.</p> <p>This links to number 4 (<i>meeting individual learning needs</i>) and 3 (<i>high quality teaching for all</i>) of the NFER building blocks for success.</p>			
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Impact of action / approach.

Observations indicate that high expectations for all have been embedded and occasions of disruption are minimal (Dec 2018) and that all pupils are engaged in learning (June 2019). Where there are incidents they are managed effectively by all members of staff.

As a result of actions to improve outcomes for pupils with SEMH (pure SEMH):

41% were on track to meet age related expectations in reading at the end of autumn. 60% were on track to meet age related expectations in reading at the end of spring.

30% were on track to achieve greater depth in reading.

25% were on track to meet age related expectations in writing at the end of autumn. 20% were on track to meet age related expectations in writing at the end of spring.

25% were on track to meet age related expectations in maths at the end of autumn. 50% were on track to meet age related expectations in maths at the end of spring. 10% were on track to achieve greater depth in maths.

Progress in books and learning journeys demonstrates that pupils have had their barriers to learning removed. Because pupils have had their SEMH needs addressed they are now more able to focus and take pride in their learning. A broad curriculum, that is adjusted from the whole school curriculum, has been implemented and pupils experience a wide range of learning opportunities.

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?
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<p>B.To improve quality teaching and learning in maths and English .</p> <p><i>Updated following autumn data input.</i></p>	<p>Introduction of new diagnostic pupil premium action plan to accelerate progress of disadvantaged pupils who are not yet making necessary progress/meeting ARE/</p> <p>Monthly meetings between SLT, English, Maths and SEND leaders to discuss pupils not yet on track and next steps</p> <p>Team teaching/coaching/mentoring model to be implemented between PLead and class teacher (where need is identified)</p> <p>Employment of additional class teacher to allow for a three way split in year 6 to rapidly accelerate progress. Behaviour lead to attend PPA sessions of y6.</p> <p>HLTA to be deployed to targeted year group to enable smaller, targeted work to take place so as to ensure accelerated progress.</p> <p>Attendance of PPA sessions/after school by PP lead and other members of the leadership team to support/coach staff at the analysing assessment/planning stages of learning journeys for years 3,4 and 5.</p> <p>Leadership coaching for maths team by Pupil Premium Lead.</p>	<p>Number 3 (<i>High quality teaching for all</i>) of the NFER 7 building blocks for success states quality first teaching by good teachers is said to have the most impact on outcomes for pupils with disadvantaged backgrounds.</p> <p>Number 3 (<i>High quality teaching for all</i>), number 6 (<i>data driven and responding to evidence</i>) and number 7 (<i>clear responsive leadership</i>) of the NFER 7 building blocks for success states that leadership sets high expectations and leads by examples, whilst also emphasising high quality first teaching for all which is lead by data to identify needs and to use this make decisions about next steps and to support strategies.</p> <p>Monitoring and analysis from academic year 2017-18 indicate that whilst pre-assessments are taking place, these are not always identifying accurate next steps, in particular in maths. Assessment for learning within lessons and after lessons is not always identifying accurate next steps.</p> <p>Whilst there was academic progress across years 3, 4 and 5,</p>	<p>Monitoring (observations/book scrutiny/regular data inputs) will show improved outcomes.</p> <p>Data will be analysed half termly to identify gaps in learning and provide clear next steps.</p> <p>Teaching will be 'good' or better.</p> <p>Regular Pupil Progress meetings where data and action plans will be analysed and amended. .</p> <p>To further improve end of key stage outcomes in maths so that they are in line with national expectations.</p> <p>End of year data for years, 3, 4 and 5 to have narrowed the gap between those disadvantaged pupils and non-disadvantaged pupils by: Year 3: TBC once all data has been collated. Year 4 to have narrowed gap by 30% by the end of the year across reading, writing and maths. Year 5 to have narrowed gap by 30% by the end of the year</p>	<p>Pupil Premium lead</p>	<p>Half termly</p>
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	<p>Baseline assessments for year three, four and five</p> <p>Spelling scheme purchased to raise profile and improve spelling across the school.</p> <p>Implementation of new English planning format</p>	<p>this was not rapid enough for pupils eligible for pupil premium to ensure that pupils met end of year expectations or to put them on track to meet end of key stage expectations, based upon their KS2 on entry points.</p>	<p>across reading, writing and maths..</p> <p>Year 6 to be in line with national expectations in reading, writing and maths.</p>		
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Impact of action / approach.

Observations and monitoring during autumn and spring term highlight that the vast majority of teaching is good or better in all year groups. NQT is meeting teaching standards.

Triangulation of evidence indicates improved consistency and high expectations are demonstrated in English and maths journeys.

Maths outcomes are improving and learning journeys indicate that pupils across the school are having opportunities to secure and deepen their learning.

Where the high impact teaching plans are forensic precise learning steps are planned for and disadvantaged pupils make accelerated progress (see data). Where pupils are working below ARE standards, progress has been made in scaled scores as indicated by internal assessments. .

Data highlights indicate that there is a narrowing gap between disadvantaged and non-disadvantaged pupils in achieving ARE in maths.

Pupils that are disadvantaged and are non-SEND, outperform non-disadvantaged pupils at GDS in all 3 subjects in years 3 and 5, and reading and maths in 4.

iii.		iv. Targeted support			
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?
A, to further improve the provision and outcomes of	Behaviour/Inclusion lead to develop robust behaviour plans and to work alongside teachers to identify clear barriers and provide SMART next steps.	Number 2(<i>addressing attendance and behaviour</i>) of the NFER 7 building blocks for success states that strong	Because of robust nature of IBPs, children will be able	Behaviour Lead	Half termly.

<p>pupils with identified SEMH needs and who are eligible for pupil premium.</p>	<p>HIVE provision in the afternoon to enable alternative provision to take place for identified pupils (therapy sessions alongside practical learning experiences)</p> <p>Extended counsellor hours – one to one sessions with those identified as needing additional emotional support.</p> <p>ELSA support for targeted pupils where these areas (SEMH) have been identified as barriers to learning. ELSA to implement therapy sessions for these pupils.</p> <p>Introduction and Implementation of new IBPs.</p> <p>Mrs Vinall (Parent link) to work alongside vulnerable parents/parents of vulnerable pupils.</p>	<p>behavioural strategies and that strong, emotional support strategies enable children, for which behaviour is a barrier, to be able to access learning. This also extends to working alongside parents.</p> <p>Evidence, as advocated by the Education Endowment Foundation (EEF), indicate that impacts on targeted interventions are greater when they have been matched to meet the specific needs of pupils.</p>	<p>to regulate their feelings/reactions.</p> <p>Analysis of data will show that identified pupils will be making progress in their learning.</p>		
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Impact of action / approach

Observations indicate that high expectations for all have been embedded and occasions of disruption are minimal (Dec 2018). Where there are incidents they are managed effectively by all members of staff.

As an impact of pupils accessing counsellor and / or ELSA, 64% of these pupils are on track to meet age related expectations plus by the end of the year.

41% were on track to meet age related expectations in reading at the end of autumn. 60% were on track to meet age related expectations in reading at the end of spring. 30% were on track to achieve greater depth in reading.

25% were on track to meet age related expectations in writing at the end of autumn. 20% were on track to meet age related expectations in writing at the end of spring.

25% were on track to meet age related expectations in maths at the end of autumn. 50% were on track to meet age related expectations in maths at the end of spring. 10% were on track to achieve greater depth in maths.

Introduction of Hive provision has led to increasing capacity for over learning/chn with SEMH needs are having access to quality social interaction sessions. Improved self-regulation for identified children when in whole class situations.

Pupil conferencing currently taking place.

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>To improve community engagement with the school</p>	<p>Monthly parent coffee sessions with Parent link (Josie) and Pupil Premium Lead (RUFF club, developing parental engagement etc)</p> <p>Gauge parental opinions on ways that the school and parents could work together.</p> <p>Half termly academic/wider curriculum parental events/workshops.</p> <p>After school clubs to include clubs for parents to attend with their child.</p> <p>Regular end of day / early morning sessions where parents can work alongside their child on tasks linked with reading, mental maths, responding to marking.</p> <p>Identify adult education opportunities to support parents within our community e.g. Out There Project.</p>	<p>Parental engagement is consistently associated with children's education achievement (Education Endowment Fund).</p> <p>As a school, we have high attendance on events such as sports days, MacMillan Coffee mornings, Christmas Carol concerts etc. Therefore we would like to build upon these successes to improve engagement with academic events/workshops.</p> <p>During academic year 2017-18, a small number of our parents, through support from Parent link (Josie), undertook courses from the Out There Project to further develop interests and skills. This had a positive impact on their engagement with the school.</p>	<p>Record of attendance of parents to such events,</p> <p>Parental opinions / questionnaires.</p>	<p>Pupil Premium lead</p>	<p>Termly</p>

Impact of action / approach.

Parents attend after school clubs e.g. running club, coding club, and fun fitness.

Parent events were well attended by parents. Christmas Extravaganza (150 members of our community), Remembrance Event (230 members of our community) and whole school carol concert (200 members of our community), Opening of outdoor gym (117 members of our community) , Plastic Event (104 members of our community) , Teacher-Parent meeting were well-attended. Parental responses stated that they enjoyed seeing the learning opportunities that their children were taking part in, they enjoy coming together as a school as well as finding it interesting to see what other year groups are learning.

Targeted parents attend support sessions regularly and parents report that they find these useful.

v.		vi. Other approaches			
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?
To increase aspiration and ambition for the future, in particular with STEM subjects/careers.	Enrichment opportunities to be subsidised for all year groups to support and encourage positive attitudes towards learning.	Due a number of factors, some parents are unable to contribute financially to the range of enrichment opportunities on offer. This would put their children at a disadvantage in their learning.	Ensure that all year groups have a variety of enrichment activities planned during the academic year.	Pupil Premium lead	Termly.

Impact of action / approach.

Pupil conferencing currently taking place on aspiration and ambition for the future.

To further improve end of key stage outcomes in maths, reading and writing so that they are in line with national expectations.	To action a pupil premium review by an outside agency.	The National College for Teaching and Leadership and the Teaching Schools Council has identified that those schools that are most successful at raising attainment of disadvantaged pupils, are those that have a strategic, evidence-based, ambitious approach to their pupil premium plan. The review would enable the school to review the effectiveness of our pupil premium drawing	Evaluation of review will provide the school with additional next steps on ways in which we can further support our pupil premium children.	Pupil Premium lead	December 2018.
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		on the expertise of the reviewer and evidence-based research.			
Impact of action / approach.					
Pupil Premium Review stated that the Pupil premium leader is 'providing strong and incisive leadership' (PP review Autumn 2018) which is having a positive impact on outcomes for disadvantaged pupils.					
	<p style="text-align: center;">Overall total cost of plan: £167,800 PP grant - £139,200 Plus £28,600 contribution from school.</p>				