



# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Rowner Junior School				
<b>Year</b>	2017/18	<b>Total Pupil Premium budget</b>	£142, 420	<b>Date of most recent Pupil premium Review</b>	October 2017
<b>Total number of pupils</b>	217	<b>Number of pupils eligible for Pupil Premium</b>  <i>FSM – Free school meals</i> <i>SPP – Service pupil premium</i>	<b>91 FSM/FSM Ever6</b> (£1320 per pupil) <b>Total £120,120</b>  <b>51 SPP/Ever6</b> (£300 per pupil) <b>Total £15,300</b>  <b>5 LAC</b> (£1400 per pupil) <b>Total £7000</b>	<b>Date for next internal review of this strategy</b>	-

2. Attainment and progress End of Key Stage 2016/2017				
	<i>Pupils eligible for PP (your school)</i>	<i>All pupils in school</i>	<i>Pupils not eligible for PP (national average)</i>	
<b>2016/2017 End of Key Stage Data combined</b>	40%	53%	70%	
<b>2016/2017 End of Key Stage Data reading</b>	52%	60%	70%	
<b>2016/2017 End of Key Stage Data writing</b>	68%	76%	85%	
<b>2016/2017 End of Key Stage Data maths</b>	64%	71%	80%	

3. Current attainment in school 2017/18		
	End of phase strengths	End of phase next steps
<b>Year 3</b>	Service children outperform non-service pupils in reading, writing and maths. Service children outperform all pupils in reading, writing and maths.	To close the gap for disadvantaged pupils by at least 20% in reading, 20% in writing and 30% in maths.

<b>Year 4</b>	Service children outperform non-service pupils in reading, writing and maths. Service children outperform all pupils in reading, writing and maths.	To close the gap for disadvantaged pupils by at least 15% in reading, 20% in writing and 20% maths.
<b>Year 5</b>	Service children perform broadly in line with non-service children in reading, writing and maths. Disadvantaged pupils outperform non-disadvantaged pupils in reading and maths and perform broadly in line in writing.	To convert more pupils to greater depth.
<b>Year 6</b>	Service children outperform non-service pupils in reading, writing and maths. Service children outperform all pupils in reading, writing and maths. Disadvantaged children are performing broadly in line with all pupils in reading.	To close the gap for all pupils so that 64% of all achieve end of key stage expectations, of this amount, 53% are disadvantaged pupils.

### 1. 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)

<b>A.</b>	Pupils that have identified SEND are making less progress in all subjects but particularly writing than other pupils eligible for pupil premium.
<b>B.</b>	Spelling, vocabulary and handwriting are areas of weakness and pupils eligible for Pupil Premium are not attaining age related expectations. End of key stage outcomes indicate that not enough pupils eligible for Pupil Premium are not attaining age related expectations.
<b>C.</b>	Social, emotional and mental health (SEMH) needs are leading to pupils having poor attitudes towards learning.
<b>D.</b>	Pupils are passive in their learning.

#### External barriers (issues which also require action outside school, such as low attendance rates)

<b>E.</b>	Hunger and personal welfare impacts upon ability to concentrate and focus upon learning.
<b>F.</b>	Large family sizes (over 30% of Pupil Premium families have 3 or more children living in the family home) mean that not all pupils have the opportunity to read/complete home learning outside of school.

### 2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To further improve the provision and outcomes for pupils on SEND register and who are eligible for Pupil Premium  Outcomes will be measured through monitoring of SEND and Pupil Premium provision and data reports at the end of each phase.	The SEND gap will be narrower than the national SEND gap. Attainment for this group of pupils will increase by 10% Books will demonstrate good or better progress. Pupils will feel confident in their next steps and will be using the school 'Steps' to measure their progress.
<b>B.</b>	To further improve outcomes in combined reading, writing and maths.  Outcomes will be measured by data reports, book monitoring and observations.	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. Reading outcomes will be at least in line with national figures (71% on track to achieve Age Related Expectations)

		Writing and maths outcomes will be at least in line with national figures (75%and 76%on track to achieve Age Related Expectations). Combined will be on track to be at national figures of 61% by end of year.
<b>C.</b>	<p>Improve attitudes towards learning.</p> <p>Outcomes will be measured through pupil attitude surveys and monitoring of Ready to Learn and ELSA (<i>Emotional Literacy Support Assistant</i>) work.</p>	<p>Pupils eligible with have positive attitudes towards their learning.</p> <p>Pupils eligible for pupil premium will have appropriate self-regulation strategies.</p> <p>Pupils' mental health and wellbeing will be supported and effectively managed.</p>
<b>D.</b>	<p>Increase aspiration and ambition for the future.</p> <p>Outcomes will be measured by pupil surveys at the start and end of the year will measure pupil aspiration.</p> <p>Engagement in learning will be measured <b>at 4+</b> (using the Leuven scale) during learning walks and lesson observations.</p>	<p>Pupils eligible with have positive attitudes towards their learning.</p> <p>Pupils will be engaged in their learning (4+ on Leuven scale of engagement).</p> <p>Pupils will have aspiration for their future and know what they need to do in order to achieve their ambition.</p>

<b>3.</b>	<b>4. Planned expenditure</b>					
<b>Academic year</b>	<b>2017-2018</b>					
	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.					
<b>i.</b>	<b>ii. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Impact of action / approach</b>
<p>A. To further improve the provision and outcomes for pupils on SEND register and who are eligible for Pupil Premium</p> <p>SEE ALSO SDP</p>	<p>Barriers will be identified through a diagnostic assessment.</p> <p>Part time teacher employed to support pupils who are SEND and Pupil Premium.</p> <p>SEND leader and pupil premium champion to support with planning, access strategies and identifying small targeted steps in order to support learning – PDM (<i>Professional Development Meetings</i>) / PPA (<i>Planning Preparation Assessment</i>) time</p> <p>PDM (<i>Professional Development Meetings</i>) /INSET – staff to create schools steps for writing and maths strands. Ways to support</p> <p>Staff will be using the school ‘steps’ in their planning and assessing of SEND pupils.</p> <p>Fortnightly monitoring, to include pupil conferencing (send leader and Pupil Premium champion)</p> <p>Expectation that pre-exposure is provided for pupils learning e.g. texts, models in maths, key vocabulary for topics.</p>	<p>Data at end of phases indicates that SEND and those eligible for pupil premium are not making the necessary progress in order to narrow the national gap.</p> <p>Monitoring indicates that small steps progress are being made, however no current assessment framework by which to benchmark this by.</p> <p>NFER 2015 raising attainment for disadvantaged pupils identified high quality teaching and data driven leadership as two of the seven building blocks to success.</p>	<p>Impact will be seen in end of phase data as well as monitoring showing improved outcomes in reading, writing and maths. (<i>SEND gap will be narrower than the national SEND gap.</i>)</p> <p>Monitoring of books and learning walks will indicate that pupils are making small steps progress, as well as evidence of pre-exposure to future learning.</p>	<p>SEND leader</p> <p>Pupil Premium champion.</p>	<p>End of each phase.</p>	

	<p>Purchase abridged versions of key texts for each year group.</p> <p>Additional adults to support in year groups where higher percentage of SEND and pupil premium to allow small focussed group tasks.</p>					
<p>B. To further improve outcomes in combined reading, writing and maths.</p> <p>SEE ALSO SDP</p>	<p>NFER reading tests to be administered in Autumn, spring and summer term.</p> <p>Regular analysis of work and assessments of target pupil premium children who are not meeting age related expectations in combined (as part of weekly monitoring and at data input points of the year).</p> <p>Additional teacher and unqualified teacher in year 4 and 6 to support acceleration of progress by splitting classes into smaller groups.</p> <p>Target children to be identified and to write action plans for these children to identify barriers and next steps. Pupil Premium Champion to support and to monitor this.</p> <p>Early morning groups/after school groups to target specific barriers.</p> <p>Homework club to be utilised to support additional home learning.</p> <p>Regular 1:1 class teacher and pupil conference on SMART next steps. Pupil Premium Champion to investigate implementation of afternoon conference sessions.</p> <p>Identified adults (unqualified teacher, HLTA and ready to learn team) to act in role of learning mentors to support the learning of identified pupils.</p>	<p>Data at the end of Key stage</p> <p>Pupils with large family sizes are not completing homework e.g. reading, spellings, times tables etc.</p> <p>NFER 2015 raising attainment for disadvantaged pupils identified deploying staff effectively as one of the seven building blocks to success.</p>	<p>Reading outcomes will be at least in line with national figures (71% on track to achieve age related expectations)</p> <p>Writing and maths outcomes will be at least in line with national figures (75% and 76% on track to achieve age related expectations).</p> <p>Combined will be on track to be at national figures of 61% by end of year.</p> <p>Domain analysis at the end of each phase will indicate narrowing gaps</p> <p>End of phase data will indicate improvements in those meeting age related expectations.</p> <p>Monitoring will show gaps in</p>	<p><b>Pupil premium champion</b></p> <p><b>Head teacher</b></p>	<p><b>Weekly monitoring</b></p> <p><b>End of each phase</b></p>	

	Reading champions/maths champions to support those pupils who are unable to read at home.		knowledge are being plugged and that overlearning and/or before/after school sessions are taking place.			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Impact of action / approach</b>
C. Improved attitudes in pupils learning.	<p>Enrichment opportunities for all year groups to support and encourage positive attitudes towards learning e.g. Rock challenge</p> <p>Curriculum teams will generate possible locations to visit and school visitors for the different curriculum subjects/projects.</p> <p>School pupils on each curriculum team to offer child perspectives</p> <p>Children to be integral part of the 'planning' process for their learning.</p> <p>Launch Days of new projects/sharing of outcome to include parents.</p> <p>ELSA (<i>emotional literacy support assistant</i>) support for targeted pupils where these areas (SEMH/Service) have been identified as barriers to learning.</p> <p>Breakfast club and After school club to continue to be subsidised.</p> <p>Resources purchased for pupils to support in their learning.</p>	<p>Learning walks and observations indicate that learning in the afternoon are not engaging the pupils in the same way as they are for the morning sessions.</p> <p>Pupil conferencing (2016/17 pupil premium review) indicated that the pupils felt as though the enrichment opportunities this year have supported them in their learning and enjoyment of school.</p> <p>NFER 2015 raising attainment for disadvantaged pupils identified whole school ethos for high attainment as one of the seven building blocks to success.</p> <p>2016-2017 Pupils Premium review indicated positive impact from pupils (pupil conference).</p>	<p>Pupil surveys at the start and end of year.</p> <p>Pupil surveys at the end of each project to identify next steps in planning/implementation.</p> <p>Engagement in learning will be measured using the Leuven scale during learning walks and lesson observations.</p>	<p>Lead member of curriculum teams.</p> <p>Curriculum Teaching and Learning Responsibility</p> <p>Pupil premium Champion</p>	Termly and at end of projects.	

<b>Total budgeted cost</b>						<b>£71,752</b>
<b>iii.</b>	<b>iv. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Impact of action / approach</b>
c. Improved attitudes in pupils learning.	<p>Ready to Learn team member in years 3 and 4.</p> <p>Extended counsellor hours – one to one sessions with those identified as needing additional emotional support.</p> <p>ELSA (<i>emotional literacy support assistant</i>) support for targeted pupils where these areas (SEMH/Service) have been identified as barriers to learning.</p> <p>Developing whole school framework to support emotional and well-being and mental health to support in building resilience and self-control.</p>	<p>Outside factors impact greatly on our pupils which then impacts on their learning.</p> <p>Emotional resilience is an area that we as a school have identified as a key factor that impacts on the pupils learning.</p>	<p>Pupil surveys and monitoring of Ready to Learn Team and ELSA.</p> <p>Engagement will be 4 plus on Leuven scale.</p> <p>Pupil survey to determine self-esteem measure,</p>	<p>Pupil Premium Champion</p> <p>SEND Leader</p>	End of each phase	

<p>D. Increase aspiration and ambition for the future.</p>	<p>Enterprise/career Days/Weeks – (parents at launch)</p> <p>University days (visiting higher education establishments, establish links with local universities.)</p> <p>Motivational speakers into school – class and assemblies.</p> <p>Pupil Premium Champion to visit other schools e.g. Sharps Copse, to look at their Future Thinking Programme.</p> <p>After school clubs to support life learning and aspirational</p> <p>Pupil Premium to lead Gosport Service Children's Co-ordinator Group. Implement actions from these in school.</p> <p>All curriculum groups to identify and organise an aspect of an Aspirational Day</p>	<p>NFER seven point plan indicates raising attainment for all as it's number one building block to success, by raising aspiration this will enable pupils to aim higher for their learning.</p>	<p>Pupil surveys</p>	<p>Creative and well-being team</p> <p>STEM</p> <p>Languages and humanities team.</p> <p>Pupil Premium Champion.</p>	<p>Termly/end of phase</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	When will you review implementation?	Impact of action / approach
<p>Improve outcomes for pupils eligible for service pupil premium</p> <p>SERVICE PUPIL PREMIUM</p>	<p>Lunchtime club facilitated by ELSA (<i>emotional literacy support assistant</i>).</p> <p>ELSA (<i>emotional literacy support assistant</i>) sessions for parents and pupils with sharing book scheme during times of deployment.</p> <p>Books for sharing (parent deployed and child to read book and then share thoughts with each other on return).</p> <p>Monthly SCE pupils meetings and production of school service newsletter.</p> <p>ELSA (<i>emotional literacy support assistant</i>) and pupil premium champion to attend network meetings to gain further ideas for Service pupil premium pupils.</p>	<p>Service Pupil Premium, examples of best practice published MOD identities schools that have dedicated members of staff to support pupils and parents during times of deployment and specific strategies for managing feelings and emotions.</p>	<p>Data at the end of each phase will continue to indicate success of SCE pupils.</p>	<p>ELSA (<i>emotional literacy support assistant</i>)</p> <p>Pupil premium champion.</p>	<p>End of each phase.</p>	
<b>Total budgeted cost</b>						£65173
<b>v.</b>	<b>vi. Other approaches</b>					
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?	Impact of action / approach
<p>A. To further improve the provision and outcomes for pupils on SEND register and who are eligible for Pupil Premium funding.</p> <p>B. To further improve outcomes in</p>	<p>To action an outside agency to come into school to take part in a Pupil Premium Review.</p>	<p>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</p>	<p>Evaluation of review will provide the school with additional next steps on ways in which we can further support our pupil premium children.</p>	<p>Pupil Premium Champion</p>	<p>Christmas 2017</p>	

combined reading, writing and maths.		approach to their pupil premium plan. The review would enable the school to review the effectiveness of our pupil premium drawing on the expertise of the reviewer and evidence-based research.				
<b>Total budgeted cost</b>						<b>£6000</b>
	<b>Overall total cost of plan: £142,925</b>					