



Pupil premium strategy statement – service pupil premium

1. Summary information						
School	Rowner Junior School					
Year	2018-19	Total Pupil Premium budget	£15,600		Date of most recent Pupil premium Review	October 2018
Total number of pupils		Number of pupils eligible for Pupil Premium <i>FSM – Free school meals</i> <i>SPP – Service pupil premium</i>	Financial year 2018-19 52 SPP/Ever6 (£300 per pupil) Total £15,600 Plus a contribution from school.	Financial year 2018-19	Date for next internal review of this strategy	- October 2019

2. Attainment and progress End of Key Stage 2017/2018			
	<i>Pupils eligible for Service PP (your school)</i>	<i>All pupils in school</i>	
2017/2018 End of Key Stage Data combined	75%	50%	
2017/2018 End of Key Stage Data reading	83%	58%	
2017/2018 End of Key Stage Data writing	92%	78%	
2017/2018 End of Key Stage Data maths	75%	55%	

1. Current attainment in school 2017/18		
	End of year data and strengths	Areas of strength
Year 3	<p><u>Current strengths</u></p> <p>Service pupils outperform non-service pupils in achieving ARE in all writing and maths. Service pupils outperform non-service pupils in achieving GDS in reading.</p>	
Year 4	<p><u>Current strengths:</u></p> <p>SCE pupils outperform non-service pupils in achieving ARE in all 3 subjects and GDS in all reading and writing.</p>	
Year 5	<p><u>Current Strengths:</u></p> <p>SCE pupils outperform non-sce pupils at ARE and GDS in all three subjects.</p>	
Year 6	<p><u>Current Strengths:</u></p> <p>SCE pupils outperform non-SCE pupils at ARE in all three subjects and outperform at GDS in writing. They are broadly in line with nonSCE pupils working at GDs in reading.</p>	

1. Barriers to future attainment (for pupils eligible for Service Pupil Premium, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	End of key stage data, as well as end of year data for years 3, 4 and 5, indicate that pupils eligible for Service Pupil Premium are not making sufficient progress in achieving greater depth.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Emotional impact and instability when a parent/parents are on deployment. <i>Deployment is when a serving personnel is serving away from home for a period of time, this might be either a 6 to 9 month tour of duty, a training course or an exercise which could last for a few weeks.</i>	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To further improve outcomes for Service Pupils in achieving greater depth in reading, writing and mathematics.	Attainment for this group of pupils will increase so that more of this group of children achieve greater depth in reading, writing and maths. Learning journeys in pupils' books will demonstrate good or better progress.
B.	To minimise the emotional impact of deployment and parents working away, on children and families.	Pupils' mental health and wellbeing will be supported and effectively managed. Pupils will have appropriate self-regulation strategies to do deal with periods of separation. Pupils will maintain positive attitudes towards their learning.

3.	4. Planned expenditure				
Academic year	2018-2019				
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?
To further improve outcomes for Service Pupils in achieving greater depth in reading, writing and mathematics.	<p>Introduction of new diagnostic pupil premium action plan to accelerate progress of service pupils who are not yet making necessary progress/meeting greater depth.</p> <p>PDMs on high quality learning, develop shared understanding on what progress and achievement look like and unpicking effective learning journeys.</p> <p>Analysis of data to identify gaps in learning in achieving Greater Depth.</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 PP lead and class teacher (where need is identified)</p> <p>Employment of additional class teacher to allow for a three way split</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 eligible for Pupil Premium funding</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</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 increased the number of Service Pupils achieving greater depth.</p>	Pupil Premium lead	Half termly

	<p>in year 6 to rapidly accelerate progress.</p> <p>HLTA to be deployed to Y4 to enable smaller, targeted work to take place 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>Baseline assessments for year three, four and five</p>	<p>indicate that whilst Service pupils out perform non-service pupils, they are not being challenged to achieve greater depth rapidly enough.</p> <p>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, 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>			
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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 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.

End of **autumn** data highlights that service pupils outperform non-service pupils working at greater depth in:

Are in line with non-service pupils in maths in year 3.

Reading and writing in year 4

Reading and maths in year 5

Reading, writing and maths in year 6

End of **spring** data highlights that service pupils outperform non-service pupils working at greater depth in:
 Are in line with non-service pupils in maths in year 3 and outperform non-service pupils in reading.
 Reading, writing and maths in year 4
 Reading, writing and maths in year 5
 Writing and maths in year 6 and perform broadly in line with non-service pupils in reading.

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?
To minimise the emotional impact of deployment on children and families.	<p>Weekly lunchtime club facilitated by Mrs Vinall for service children whose parents are currently deployed.</p> <p>Pupil Premium Lead to run monthly lunchtime club for children whose parents are not currently deployed. This is to run a year group a week, hence monthly lunchtime club.</p> <p>Parent link (Mrs Vinall) regular coffee morning sessions for service parents.</p>	<p>To minimise the impact on children at times of pre/post deployment, deployment/separation on both their emotional well-being as well as on academic progress.</p> <p>To minimise the emotional impact on families at times of pre/post deployment, deployment/separation</p> <p>Service Pupil Premium, examples of best practice published by the MOD identities that best practice for schools is to have dedicated members of staff to support pupils and parents during times of deployment and specific strategies for managing feelings and emotions.</p>	<p>Monitor attendance of lunchtime clubs.</p> <p>Monitoring (observations/book scrutiny/regular data inputs) will show the pupils eligible for Service Pupil Premium are in line or exceeding their peers.</p>	Pupil Premium Lead	Termly

Impact of action / approach.

Pupils conferencing of pupils who attend these clubs, indicate that pupils find these helpful in supporting them during challenging times (deployment, working away from home).

Of those who have attended lunchtime clubs

88% are on track to achieve ARE in reading, and of these 13% are on track to achieve GDS in reading.

88% are on track to achieve ARE in writing.

100% are on track to achieve ARE in maths, and of these 25% are on track to achieve GDS in maths.

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?
<p>To minimise the emotional impact of deployment on children and families.</p> <p>To further improve outcomes for Service Pupils in achieving greater depth in reading, writing and mathematics.</p>	<p>Pupil Premium lead to attend County Service Coordinator Network meetings and to and disseminate information to Gosport Cluster Group.</p> <p>Continue collaboration between Gosport Cluster Group and other service groups e.g. RN Welfare on events/activities that support our Service Pupils.</p>	<p>To minimise the impact on children at times of pre/post deployment, deployment/separation on both their emotional well-being as well as on academic progress.</p> <p>To minimise the emotional impact on families at times of pre/post deployment, deployment/separation</p> <p>Service Pupil Premium, examples of best practice published by the MOD identifies that best practice for schools is to have dedicated members of staff to support pupils and parents during times of deployment and specific strategies for managing feelings and emotions.</p>	<p>Monitor attendance of lunchtime clubs.</p> <p>Monitoring (observations/book scrutiny/regular data inputs) will show the pupils eligible for Service Pupil Premium are in line or exceeding their peers.</p>	<p>Pupil Premium Lead</p>	

Impact of action / approach.

As a result of attending the county network meetings, key information has been disseminated to an increasing number of Gosport schools. This includes county data for Service pupils, Solent Partnership, key charities and groups that can support schools in supporting this group of pupils and their families.

Gosport schools have collaborated on more Service events e.g. Christmas Monkey Biz event, Remembrance events, the upcoming Summer Service Fayre as well as an Armed Forces event being run by Gosport Council.

As a result of applying for the Armed Forces Covenant funding, the school was successful in their bid and a new outdoor gym has been installed. This will support our service families during times of deployment, as well as bringing together our wider community and Service community.

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Reading and writing in year 4

Reading and maths in year 5

Reading, writing and maths in year 6

End of **spring** data highlights that service pupils outperform non-service pupils working at greater depth in:

Are in line with non-service pupils in maths in year 3 and outperform non-service pupils in reading.

Reading, writing and maths in year 4

Reading, writing and maths in year 5

Writing and maths in year 6 and perform broadly in line with non-service pupils in reading.

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?
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	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.

		to review the effectiveness of our pupil premium drawing 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 pupils in receipt of funding for pupil premium. .					
	Overall total cost of plan: £15,600				