



## Pupil premium strategy statement

1. Summary information					
School	Hiltingbury Junior School				
Academic Year	2017/18	Total PP budget	£18430	Date of most recent PP Review	n/a
Total number of pupils	388	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Jan 2018

2. Current attainment			3.	4.
% achieving End of Key Stage 2 expectations:	<i>Pupils eligible for PP (HJS) (Due to our very low numbers of PP children, this is a 3 year rolling average)</i>	<i>Pupils not eligible for PP (HJS) (July 2017 data)</i>	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible (national)</i>
In reading	78%	89%	Not Yet Available	Not Yet Available
In writing (teacher assessment)	89%	84%		
In maths	67%	94%		

Progress score of pupils (yrs 3-6) autumn 2016 – summer 2017	Pupil eligible for Pupil Premium	Non PP
<b>Reading</b>	1.93	1.43
<b>Writing</b>	2.0	1.34
<b>Maths</b>	1.93	1.48

<b>5. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	In 2017/18, a third of PP eligible pupils have diagnosed Speech, Language and Communication disorders and are part of the Resourced Provision. They require a highly individualised curriculum.	
<b>B.</b>	The proportion of Pupil Premium eligible children not on track to make expected progress from their KS1 start point in <b>writing</b> is higher than the proportion of non PP children. Sentence construction and vocabulary seem to be key issues.	
<b>C.</b>	The proportion of Pupil Premium eligible children not on track to make expected progress from their KS1 start point in <b>maths</b> is higher than the proportion of non PP children	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Access to rich extracurricular experiences is restricted owing to home finances.	
<b>E.</b>	Need for emotional/behavioural support for some PP eligible pupils	
<b>6. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupil premium children in the SLCN resourced provision will make at least expected progress from their start point and will be supported to access the curriculum with their peers.	Children will make at least expected progress from their start points and achieve their individual Personal Plan targets.
<b>B.</b>	Improved attainment and progress for PP eligible children in writing	<p>Proportion of PP eligible children (not including those in resourced provision) not on track to achieve expected progress across KS2 in writing (ie in Shark Infested Waters) to decrease, so narrowing gap with non PP eligible children.</p> <p>All children eligible for Pupil premium to make at least expected progress in the 2017/18 cycle, and aspire to 25% making greater than expected progress.</p> <p>Measured by moderated teacher assessment.</p>

<b>C.</b>	Improved attainment and progress for PP eligible children in maths	<p>Proportion of PP eligible children (not including those in Resourced Provision) not on track to achieve expected progress across KS2 in maths to decrease, so narrowing gap with non PP children.</p> <p>All children eligible for Pupil Premium to make at least expected progress in the 2017/18 academic year, and aspire to 25% making greater than expected progress.</p> <p>Measured by moderated teacher assessment.</p>
<b>D.</b>	Children eligible for Pupil premium funding are able to access the full range of extra-curricular activities on offer eg. trips, clubs, residential, music lessons, theatre visits etc. This will support them to feel engaged with school and involved in all aspects of school life	<p>Record kept of uptake of experiences.</p> <p>Monitoring and observation shows positive active involvement in class and school life.</p>
<b>E.</b>	ELSA	<p>Pupils feel supported to deal with adverse circumstances and this has a positive impact on class behaviour and attainment.</p> <p>Monitored through behaviour record, discussions with class teachers and parents/carers.</p>

## Planned expenditure

**Academic year**

**2017/18**

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.

### 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?	Cost
Accurate interventions where required to ensure progress and achievement	Best practice in providing accurate interventions will be agreed.	This is an identified target on Year 1 of the 3 year plan and refers to interventions for all children, not just those in receipt of Pupil premium. All Pupil Premium children receive some form of intervention, either through 1:1 tuition delivered by a qualified teacher or small group interventions delivered by a Teaching Assistant  The EEF toolkit states that small group tuition is effective in raising attainment.	Interventions will be delivered by an experienced teaching Assistant or by the SENCo As an item on the 3 year plan, progress will be closely monitored by the Senior Leadership Team.	HH	termly	£1000
<b>Total budgeted cost</b>						£1000

<b>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>Cost</b>
Support for children in SLCN in receipt of PP funding	Half termly 1:1 meetings between relevant teachers and head of SLCN unit to improve differentiation.	These children need intensive individualised support and differentiation to access the curriculum alongside their peers, which is an additional planning requirement for class teachers.	The head of the SLCN unit will review the progress of each child half termly, monitoring planning and work in books. Specific Learning walks will focus on how children are accessing the curriculum and being supported. As part of the Performance Management cycle, there will be discussions of teacher's knowledge of these pupil's needs and ability to plan for them.	BD	termly	£3000
Improve attainment and progress in writing and maths	1:1 tuition delivered by an experienced tutor  This will be based upon 1:1 meetings between the child's class teacher and tutor to assess current needs and reflect upon progress.  Group interventions to support specific needs where appropriate	The half termly meetings between class teacher and tutor demonstrate the importance we put upon progress for our disadvantaged pupils.  As we have low PP numbers, we are able to deliver highly targeted interventions in this way to address the gaps that may prevent a child mastering Age Related Expectations. The EEF toolkit states there is consistent, strong evidence for 1:1 tuition being an effective way of accelerating learning, especially when it is explicitly linked to normal lessons and delivered by experienced, trained staff.  Group interventions are an efficient, cost effective way of supporting children with similar needs. Not of all these children will be in receipt of PP. (see evidence above)	Half termly meetings will assess progress on the child's specific targets and reflect upon what is/isn't working well for an individual child so that where appropriate lessons can be learnt to benefit other children.  Termly data collection will show progress and attainment relative to Age Related Expectations.  Members of SLT will monitor quality of teaching in tuition sessions.  The books of PP eligible children will be bought to moderation meetings.  The English Coordinator will monitor work of those behind in writing, feedback to children and	JP/CH	Half Termly	£11200

	<p>Children receiving writing support will be given a personal thesaurus for home/class use.</p> <p>In addition, where PP children are not on track to make expected progress from KS1 at the end of the academic year they will be discussed at Pupil Progress meetings (half termly) and relevant class based strategies put in place.</p> <p>Greater support for homework (e.g learning spelling and tables, reading at home) Children who do not regularly complete homework at home, despite efforts to gain parental support, will be offered targeted support in school. Initially, reminders and encouragement but if required a quiet place to work can be provided.</p> <p>Individual approaches and strategies will be developed to support parents of children in the SLCN unit with home learning</p>	<p>Lack of a rich, imaginative vocabulary is an issue for many of these children</p> <p>These have been found to be highly productive meetings where there is professional dialogue within a year group team to suggest how best to support pupils.</p> <p>The EEF toolkit does not recognise homework as leading to large increases in learning. However, discussions with class teachers reveals it is an issue for some of our children and we want to develop strong independent study skills as part of our duty to prepare the children for secondary school.</p> <p>These children have particular individual needs.</p>	<p>advise teachers.</p> <p>Look for examples of thesaurus use in children's independent work</p> <p>Homework will be set in line with the school homework policy.</p> <p>Teachers will monitor completion of homework, results of spelling and tables tests and reading records. This will be an item for discussion at Pupil Premium meetings.</p> <p>Conversations with parents at Parents Evenings about importance of homework.</p>			
<b>Total budgeted cost</b>						£14200

<b>Other approaches</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>Cost</b>
Removing financial barriers to full participation in all aspects of school life	Children in receipt of PP will be able to receive subsidised /free trips, music lessons, residential, family trips (eg theatre visits)  They will also be prioritised for Pupil Voice groups.	Although sports/arts involvement has not been shown to have a substantial effect on academic achievement, it helps maintain pupil engagement and boosts confidence. We also believe that equality of opportunity is important.	All letters and forms re extra curricular trips will be written so as to make it easy for parents to apply for a PP subsidy if appropriate. Teachers will actively encourage children/parents to take up relevant offers and help with completing forms if necessary.	JP/GB	Termly review of opportunities offered and taken up	£2500
Addressing emotional and behavioural needs where necessary	ELSA	The EEF identifies that reducing challenging behaviour can have a direct and lasting effect on pupils' learning, with 1:1 support being the most effective. There is also evidence for Social/Emotional interventions having a significant impact, particularly on vulnerable and disadvantaged pupils.	Sessions will be delivered by an experienced, fully trained Emotional Learning Support Assistant, who will also liaise with class teachers	DS	termly	£600
Developing positive learning attitudes	Year 6 children will be allocated a mentor (a governor or member of the Senior Leadership) who will take an extra interest in their work.	Although there is little evidence for the benefit of mentoring, there are no costs involved and so we will experiment to see if it proves beneficial.	Mentors will be selected and briefed by the Head teacher. Regular meetings will be arranged so as not to interrupt learning.	SH	termly	
Leadership & organisation of Pupil Premium Strategy	Time to develop and review strategy Close Tracking of needs and progress of Pupil Premium children Data Analysis	There is a time commitment to individually track PP children in terms of provision and their academic progress. Developing, delivering and monitoring a rigorous strategy requires considerable time and liaison with a number of different colleagues.	The Pupil Premium Coordinator will report to the Senior Leadership Team termly. It will be a topic for discussion at Performance Management meetings.	JP	termly	£600
<b>Total budgeted cost</b>						<b>£3700</b>

## 7. Review of expenditure

2016/2017

### 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
Improve attainment in maths	Maths mastery	<p>2/15 children eligible for PP have made 1 jump of progress in maths (some progress), 10/15 2 jumps (expected progress), 3/15 3 jumps (accelerated progress). Progress for PP children is higher than that for non PP children.</p> <p>4/15 children are currently achieving Age Related Expectations</p> <p>Among all Year 6 pupils 93% achieved Age Related Expectations in July 2017, compared to 76% in July 2016.</p>	We will continue with this approach in 2017/2018. We will further develop use of variation and consider strategies to support lower attaining pupils.	£4000
Improve Hiltingbury Learner skills of PP children and children with SEN	Learning walks with the Learning Council for identified children to identify positive learning skills.	<p>9 PP children were involved in the learning walks, plus a number of SEN pupils. One PP child was involved as a member of the Learning Council.</p> <p>Each child was involved in at least two learning walks plus a follow up session and then was involved in presenting a whole school assembly. Feedback from the learning Walks generated useful discussion in classes, impacting on more than just those directly involved.</p> <p>Discussions with class teachers showed children involved had a greater awareness and understanding of the Hiltingbury Learner skills. The extent to which this transferred to classroom behaviour varied.</p>	Our Hiltingbury Learner approach is being revamped and relaunched in 2018. The impact of this upon children in receipt of Pupil Premium will be monitored.	£500

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Identify specific gaps in learning, required interventions and next steps for each child.	Pupil Premium progress meetings half termly, involving Pupil Premium Coordinator, class teacher and 1:1 tutor (member of Senior Leadership team)	This has been successful in identifying the precise needs of the pupil that can then be targeted through the 1:1 tuition and tracking progress. It also maintains a high profile for the needs of PP eligible pupils.	Very successful – we will continue with this approach next year. A meeting at the end of the year will look forward to needs for September so that a prompter start can be made on offering tuition.	£2000
Addressing gaps in maths and English learning to help children achieve Age Related Expectations and narrow gap with peers.	1:1 tuition in maths or writing delivered by a member of the Senior Leadership Team	2 children made some progress (1 jump) in the area in which they were tutored (maths or writing). Feedback from the teachers of these children indicates that they feel the tuition has been valuable and lays the foundations for future progress, despite not being translated into greater progress this year. 4 children made expected progress in the subject in which they were tutored. 4 children made accelerated progress of 3 jumps. 1 child reached Age Related Expectations in the area in which they were tutored.  Pupil Premium children made greater progress than non PP children over the year.	Tuition is not a quick fix, particularly when the child has weaker learning skills or is significantly below expectations.  Having tuition delivered by a member of SLT gave it high status and meant that they were already very familiar with the child and their needs. In some cases there was also discussion of learning behaviours in the session. Tuition was most successful when the child brought classwork to discuss so that the tutor could see evidence of the lessons being put into practice. The children who made the most progress tended to be those with the better Hiltigbury Learner skills, so this is an area we will need to continue to work on next year.  Next year we will aim to get the tuition started in September	£7000
Meeting complex individual needs of statemented pupils with the Speech & Language Resourced Provision unit.	1:1 meetings between the RP manager and relevant class teachers to modify curriculum as appropriate.	These meetings were felt to be very valuable by all involved.	We will continue this next year and increase the frequency of meetings to half termly.	£2000

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Removing financial barriers to full participation in all aspects of school life	<p>Children in receipt of PP will be able to receive subsidised /free trips, music lessons, residential, family trips (eg theatre visits)</p> <p>They will also be prioritised for Pupil Voice groups.</p>	<p>A range of trips and residential experiences were funded.</p> <p>Pupil Premium children were offered free tickets to family theatre events.</p> <p>Places were offered at after school sports clubs.</p> <p>Musical instrument tuition was offered.</p>	<p>Take up of funding for trips and residential visits was high, leading to an overspend in this area.</p> <p>Theatre tickets were also popular. We will continue to offer this next year. Next year teachers will ensure all parents are aware of relevant opportunities and encourage participation where appropriate.</p>	£2500