



Pupil Premium strategy statement

1. Summary information					
School	Hiltingbury Junior School				
Academic Year	2018/2019	Total PP budget	£16100	Date of most recent PP Review	n/a
Total number of pupils	384	Number of pupils eligible for PP	7	Date for next internal review of this strategy	Jan 2019

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 2018 data)</i>	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible (national)</i>
In reading	78%	86%	Not Yet Available	Not Yet Available
In writing (teacher assessment)	78%	89%		
In maths	67%	88%		

Progress score of pupils (yrs 3-6) summer 2017– summer 2018	Pupil eligible for Pupil Premium	Non PP
Reading	1.39	1.68
Writing	1.8	1.7
Maths	1.7	1.6

5. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Some pupils have diagnosed Speech, Language and Communication disorders and are part of the Resourced Provision. They require a highly individualised curriculum.	
B.	Some children are not currently meeting Age Related Expectations in at least one of the core subjects and so will need to make accelerated progress to achieve ARE by the end of Year 6	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Access to rich extracurricular experiences is restricted owing to home finances. The effect of this is exacerbated by being part of a very small cohort of disadvantaged pupils.	
D.	Some children are vulnerable due to home issues which affect school performance.	
6. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children, regardless of previous academic attainment and special educational needs, will achieve their full potential and be able to access a rich curriculum.	Children will make at least expected progress from their start points and achieve their individual Personal Plan targets.
B.	All disadvantaged children, except those in the resource provision unit, to achieve at least Age Related Expectations	All children, except those in the resource provision, will meet their Age Related Expectations (This will require some children to make accelerated progress in some subjects)
C.	Children eligible for Pupil premium funding are able to access the full range of extra-curricular activities on offer e.g. trips, clubs, residentials, music lessons, theatre visits etc. This will support them to feel engaged with school and involved in all aspects of school life.	Record kept of uptake of experiences. Monitoring and observation shows positive active involvement in class and school life.
D.	Pupils feel supported to deal with adverse circumstances and this has a positive impact on class behaviour and attainment.	Monitored through behaviour record, discussions with class teachers and parents/carers.

Planned expenditure						
Academic year	2018/2019					
Quality of teaching for all						
Desired outcome	Action / approach	Rationale	Monitoring	Staff lead	Review	Cost
Improve reading outcomes for children in receipt of Pupil Premium	Move to a whole school reading approach, continuing to develop the work started last year. Further units need to be planned and resourced so that the breadth of reading skills is covered.	This was trialled in the 2016/2017 academic year and then we began to roll it out across the school in 2017/2018. Feedback was overwhelmingly positive with teachers now feeling they were explicitly teaching the reading skills and that it was having a particular impact on lower attainers to hear the answers of the higher attainers and join in the discussions. Reading was the only area in which Pupil Premium children made less progress than their peers in 2017/2018.	The English Leader, who has experience of developing whole class reading plans, will lead on this and reading sessions will be observed as part of the planned programme of learning walks.	English Manager	Termly review of progress.	£1400

i. Targeted support						
Desired outcome	Action/approach	Rationale	Monitoring	Staff lead	Review	Cost
Support for children in SLCN unit in receipt of PP funding	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.	BD	termly	£600
All children (except SLCN) to achieve at least ARE (or expected progress if currently Excelling)	1:1 tuition delivered by an experienced, qualified teacher. This will be based upon 1:1 meetings between the child's class teacher and tutor to assess current needs and reflect upon progress.	<p>The half-termly meetings between class teacher and tutor demonstrate the importance we put upon progress for our disadvantaged pupils.</p> <p>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</p>	<p>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.</p> <p>Termly data collection will show progress and attainment relative to Age Related Expectations.</p> <p>Members of SLT will monitor quality of teaching in tuition sessions.</p>	JP	<p>Half-termly at Pupil Premium meetings. Termly data drop. Half termly Pupil progress reviews with Deputy Head/Assessment Leader</p> <p>Learning walks to observe disadvantaged pupils in classroom and during tuition.</p>	£9600

		<p>linked to normal lessons and delivered by experienced, trained staff.</p> <p>This is an approach we have previously used successfully.</p>	<p>The work of PP children will be regularly monitored and moderated.</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>Over a number of years, 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>These meetings are led by the Assistant Head/Assessment Leader and outcomes are reviewed every 6 weeks</p>	DM	<p>Half termly review of strategies implemented</p>	<p>No additional cost</p>

	Booster groups to support Year 6 children	These are highly focused groups of children with similar needs and address gaps or extend and challenge as appropriate	They are led by experienced members of school staff	CH	July 2019	£200 (Pupil Premium proportion of costs)
Other approaches						
Desired outcome	Action/approach	Rationale	Monitoring	Staff lead	Review	Cost
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, residentials, family trips (eg theatre visits)	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 about 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

<p>Children are given opportunities to develop leadership, organisational and public speaking skills</p>	<p>Eligible children will be prioritised for Pupil Voice groups with an expectation that all children will be in a group. Additional support will be offered to PP children to enable them to access Junior Citizen Award Year 6 children will be given additional support with their Primary Project if necessary.</p>			<p>JP/CH/JC</p>	<p>Review of Pupil Voice participation October 2018</p> <p>Review of Junior Citizen entrants October 2018</p> <p>Review of Primary Project support needed June 2019</p>	<p>£200</p>
<p>Children are supported to deal with difficult circumstances and situations, so that they do not negatively impact learning</p>	<p>ELSA</p>		<p>Feedback from Class teacher and behaviour records will demonstrate that children are adequately supported</p>		<p>Regular review during Pupil Premium meetings</p>	<p>£200</p>

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. Governors will be kept fully informed. It will be a topic for discussion at Performance Management meetings.	JP	termly	£600 3 days supply for JP
TOTAL BUDGETED COST						£15300

7. Review of expenditure

2017/2018

i. Quality of teaching for all

Desired outcome	Action/approach	Estimated impact	Lessons learned	Cost
Accurate interventions where required to ensure progress and achievement	<p>A new approach has been trialled towards maths interventions delivered by the class teacher.</p> <p>Year 6 booster groups</p>	<p>All PP eligible children have made pleasing progress in maths with the majority achieving or exceeding their year group expectations and making at least expected progress with a number making accelerated progress.</p> <p>Many targeted booster groups were offered, before, during and after the school day for Year 6 pupils. All were delivered by qualified, experienced members of staff.</p>	<p>This was implemented in different ways by different year groups. Although this will continue next year, as part of the School Strategic plan, it will not be funded by Pupil Premium</p> <p>Disadvantaged Year 6 pupils achieved pleasing SATs results. This will be continued next year.</p>	£1000

ii. Targeted support

Desired outcome	Action/approach	Estimated impact	Lessons learned	Cost
Support for children in SLCN in receipt of PP funding	Half termly meetings between relevant teachers and head of SLCN unit to improve differentiation	A total of 24 afternoons have been devoted to improving the planning for these children. This has also had a positive impact on a number of other children with extreme SEN. Support for these children has been an element of the Performance management for some staff.	<p>Both the SLCN manager and classteachers have spoken positively about the benefit of these meetings. The expertise developed in class teachers and the resources created will continue to benefit children in years to come.</p> <p>Whilst this strategy was very successful, next year there are fewer PP eligible children in the unit and they will continue to benefit from the work that has been done over the last two</p>	£2400

	Support for home learning/tuition	This has been successful in enabling parents to support and engage with home learning and has also resulted in positive progress.	years. Therefore the amount of time and money devoted to this will be decreased. There will be no need for this next year.	£728
Improve attainment and progress in writing and maths	1:1 tuition delivered by an experienced tutor, based on half termly meetings between the child's class teacher, the tutor and the Pupil premium Coordinator. The English Leader has monitored the books of those PP children who are at risk of not achieving ARE in	All children (excluding those in the Resource Provision) made expected progress in maths and writing, with 63% making accelerated progress in writing and 50% making accelerated progress in maths (NB due to our low numbers, care needs to be taken interpreting these results) All children receiving 1:1 tuition in maths made at least expected progress with 50% making accelerated progress. All children receiving 1:1 tuition in writing have made at least expected progress with the majority making accelerated progress. The Year 6 children achieved pleasing results in their end of Key Stage SATs assessments. This has happened twice over the year	1:1 tuition has enabled us to target specific gaps that need addressing. The tuition has been delivered either by an experienced tutor familiar with the school and year group planning or by a member of SLT. This year we were able to start tuition promptly in September and it was delivered more consistently across the year. Some children made huge gains and although 1:1 tuition is undoubtedly not the only factor in this, it was felt to have been really helpful in targeting areas of weakness. Pupil Premium review meetings continue to be helpful to direct the tuition and to keep these children at the forefront of the class teachers mind. Both these strategies will continue next year. Next year keep a closer record of how much tuition each child receives. Although teachers found this useful in confirming their judgements, there is little evidence that this had a significant impact on achievement. There is already considerable moderation within and beyond the school and	£10500

	<p>writing. Writing conferences have then been held with the child and feedback including next steps given to the teacher.</p> <p>Purchase of thesauruses for children with a writing focus and those for whom it would be beneficial.</p>	<p>All the relevant children have been bought a thesaurus</p>	<p>we will make sure this includes the work of PP children as a priority.</p> <p>The children were very pleased to receive their thesaurus, but need reminding to keep using it.</p>	
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iii. Other approaches

Desired outcome	Action/approach	Estimated impact	Lessons learned	Cost
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, residentials, family trips (eg theatre visits)	<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>4 children were supported to learn a musical instrument. Children were also supported with residential visits and trips.</p> <p>We will continue to offer this support. Investigate accessibility of Bikeability scheme, Junior Citizen and Primary Project</p>	£2144.88

Addressing emotional and behavioural needs where necessary	ELSA	A number of children have been supported through quite tough, challenging situations this year. This support has been essential.	This will continue as necessary next year.	£600
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