



Pupil premium strategy statement

1. Summary information					
School	Rowner Junior School				
Year	2017/18	Total PP budget	£142, 420	Date of most recent PP Review	-
Total number of pupils	217	Number of pupils eligible for PP	91 FSM/FSM6 (£1320 per pupil) Total £120,120 51 SCE/Ever5 (£300 per pupil) Total £15,300 5 LAC (£1400 per pupil) Total £7000	Date for next internal review of this strategy	-

2. Attainment and progress End of Key Stage 2015/16			
	<i>Pupils eligible for PP (your school)</i>	<i>All pupils in school</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age related expectations in reading, writing and maths	21%	34%	53%
Expected progress in reading	-4.14	-4.54	1.88
Expected progress in writing	-0.97	0.35	1.88
Expected progress in maths	-4.04	-3.69	1.59

3. Current attainment in school 2016/17		
	End of phase 2 strengths	End of phase 2 next steps
Year 3	SCE pupils outperform non SCE pupils in reading, writing and significantly outperform non SCE in maths. Diminished pupil premium gap in reading, writing and maths. This demonstrates the effectiveness of the work completed with SCE pupils and non-SEND FSM pupils to overcome barriers to learning.	FSM/non FSM gap in reading, writing and maths. Upon analysis of these pupils it is the SEND pupils within this group that are impacting upon the group data.
Year 4	In reading PP outperform non PP, FSM6 outperform non FSM 6 and SCE outperform non SCE.	In maths FSM and non FSM gap needs to be

	We have diminished gaps in reading, this indicates the impact of our reading project. In maths SCE pupil outperform non SCE pupils and there is a diminishing PP gap (compared to phase 1 data)	addressed. HLTA hours and student teachers are being used in the year group to target individual pupils.
Year 5	In reading SCE pupils outperform non SCE pupils and there is a diminished pupil premium gap. There is a diminished SEND gap. In writing SCE, LAC and FSM pupils outperform non SCE, non LAC and non FSM pupils at close to being on track. In maths there is a diminished PP gap and SCE pupils outperform non SCE pupils.	Increase opportunities for pupils eligible for pupil premium to develop greater depth in their learning.
Year 6	In reading SCE outperform non SCE pupils. The PP gap in writing is diminished and SCE pupils outperform non SCE pupils. In maths SCE outperform non SCE pupils.	There is a FSM gap in reading – although there are only 4 pupils identified as FSM so each child is worth 25% of the group. In maths there is a marginal PP gap.

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 identified SEND are making less progress in all subjects but particularly writing than other pupils eligible for pupil premium.	
B.	Spelling, vocabulary and handwriting are areas of weakness and pupils eligible for PP are not attaining age related expectations.	
C.	Social, emotional and mental health needs are leading to pupils having poor attitudes towards learning.	
D.	Pupils are passive in their learning.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Hunger and personal welfare impacts upon ability to concentrate and focus upon learning.	
F.	Large family sizes (over 30% of PP 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>
A.	Improve progress for pupils that are both on the SEND register and eligible for pupil premium in reading, writing and mathematics. Outcomes will be measured through monitoring of SEND and PP premium provision and data reports at the end of each phase.	The SEND gap will be narrower than the national SEND gap. 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.	Improve outcomes in the spelling, vocabulary and transcription writing strands. Domain analysis at the	The gap between PP and non PP pupils will be diminished and/or

	end of each phase will be used to measure progress.	smaller than the national gap for writing.
C.	Improve attitudes towards learning. Outcomes will be measured through pupil attitude surveys and monitoring of Ready to Learn and ELSA work.	Pupils eligible with have positive attitudes towards their learning. Pupils eligible for pupil premium will have appropriate self-regulation strategies. Pupils' mental health and wellbeing will be supported and effectively managed.
D.	Increase aspiration and ambition for the future. Pupil surveys at the start and end of the year will measure pupil aspiration. Engagement in learning will be measured using the Leuven scale during learning walks and lesson observations.	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.
E.	Reduce impact of deprivation factors on learning outcomes. Data reports and attendance reports will indicate progress towards this outcome.	The pupil premium gap will be diminished.
F.	Improve outcomes for pupils eligible for pupil premium Data reports and attendance reports will indicate progress towards this outcome.	Pupils will have the opportunity to read to an adult in school. Home learning options will be offered before/after school. Progress and attainment for pupils eligible for pupil premium will be in line with national outcomes.

3. Planned expenditure					
Academic year		2017-2018			
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. 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?
Improve outcomes in the spelling writing strands.	<p>PDMs – different strategies for spelling and strategies for memory retention.</p> <p>Targeted groups of pupils to have additional support (after/before school clubs) – HLTA/Unqualified teacher</p> <p>Analysis of data from standardised spelling scores to identify target pupils/areas from KS1 for spelling group.</p> <p>Class and group work based upon memory retention.</p> <p>Share exemplary practice across the school.</p> <p>Investigate barriers to pupils learning (release time)</p> <p>Liaison with the infant school on strategies for spelling teaching in year 2.</p>	<p>Data at end of each phase indicates that the transcription strand of writing is a barrier in children meeting expected progress.</p> <p>NFER 2015 raising attainment for disadvantaged pupils identified meeting individual learning needs as one of the seven building blocks to success.</p>	<p>Domain analysis at the end of each phase will indicate that spelling strand is narrowing/ no longer a barrier.</p> <p>Monitoring of books/learning walks will indicate that spelling teaching/strategies are embedded.</p> <p>Pupil Premium meetings with CT</p>	<p>Humanities and language team</p> <p>Pupil Premium champion</p> <p>Class teacher leading in classroom.</p>	At end of each phase.

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>Improve outcomes in the vocabulary, grammar and punctuation writing strands.</p>	<p>PDMs – End of KS2 expectations, standardisation of writing, build a portfolio of evidence.</p> <p>Writing moderation across year groups as well as alongside local schools.</p> <p>Pupils: Investigate barriers to pupils learning (triangulate evidence of books, pupil conferencing and teaching and learning) for pupils not on track.</p> <p>Targeted support provided for class teachers and adults where necessary.</p>	<p>Data at end of each phase indicates that the vocabulary, grammar and punctuation strand of writing is a barrier in children meeting expected progress.</p> <p>NFER 2015 raising attainment for disadvantaged pupils identified meeting individual learning needs as one of the seven building blocks to success.</p>	<p>Domain analysis at the end of each phase will indicate that vocabulary, grammar and punctuation strand is narrowing/ no longer a barrier.</p> <p>Monitoring of books/learning walks</p> <p>Pupils and staff will be using the language of grammar within their everyday lessons.</p>	<p>Humanities and language team</p> <p>Pupil Premium champion</p>	<p>At end of each phase.</p>
<p>Improve outcomes in the transcription writing strands.</p>	<p>Targeted handwriting groups to be identified within year groups by data and class teachers. To be taught by year group TA.</p> <p>Pupil Premium Champion to have taught all TA's handwriting expectations.</p> <p>Group/individual sessions on fine and gross motor skills, as appropriate.</p> <p>Revisit school policy on handwriting expectations for each year group. Provide models for each year group.</p> <p>Survey class teacher confidence in knowledge and teaching of handwriting.</p> <p>Support class teachers where necessary.</p>	<p>Data at end of each phase indicates that the handwriting strand of writing is a barrier in children meeting expected progress.</p> <p>Work scrutiny shows that presentation is not currently at expected standard.</p> <p>NFER 2015 raising attainment for disadvantaged pupils identified meeting individual learning needs as one of the seven building blocks to success.</p>	<p>Domain analysis at the end of each phase will indicate that handwriting strand is narrowing/ no longer a barrier.</p> <p>Monitoring of books/learning walks</p>	<p>Humanities and language team</p> <p>Pupil Premium champion</p>	<p>At end of each phase.</p>

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>Improve attitudes in pupils learning.</p>	<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>HLTA, unqualified teacher and Ready to Learn team to act in role of Learning Mentors to support the learning of identified pupils.</p> <p>Before and after school sessions with class teacher to target individual/small group needs.</p> <p>ELSA support for targeted pupils.</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>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>Impact will be seen at end of phase data as well as monitoring showing gaps in knowledge are being plugged.</p> <p>Evidence from book monitoring will evidence that before and after school sessions are taking place.</p>	<p>Lead member of curriculum teams.</p>	<p>Termly and at end of projects.</p>
Total budgeted cost					£71,752

ii. 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?
<p>Improve progress for pupils that are both on the SEND register and eligible for pupil premium in reading, writing and mathematics.</p>	<p>Barriers will be identified through a diagnostic assessment.</p> <p>Part time teacher employed to support SEND/PP pupils.</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/PPA</p> <p>PDM/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.</p> <p>Weekly after school club run by 2 TAs (supported by SEND leader and PP champion) on basic skills in English and maths.</p> <p>Expectation that pre-exposure is provided for pupils learning e.g. texts, models in maths, key vocabulary for topics.</p> <p>Purchase abridged versions of key texts for each year group.</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.</p>	<p>SEND leader</p> <p>Pupil Premium champion.</p>	<p>End of phase</p>

Desired outcome	Chosen action/approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review
Improved attitudes towards pupils learning.	<p>Getting Ready to Learn team member in each year group.</p> <p>Counsellor – one to one sessions with those identified as needing additional emotional support.</p> <p>Extended ELSA hours</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>Creative and well-being team</p> <p>Healthy Schools co-ordinator</p>	Termly / end of phase
Increase aspiration and ambition for the future.	<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.</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>	Pupil surveys	<p>Creative and well-being team</p> <p>STEM</p> <p>Languages and humanities team.</p> <p>Pupil Premium Champion.</p>	Termly/end of phase

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?
Reduce impact of deprivation factors on learning outcomes.	Breakfast club and After school club to continue to be subsidised. Resources purchased for pupils to support in their learning. Invited to After/Before school clubs to support with learning following identification of barriers to learning.	2016-2017 Pupils Premium review indicated positive impact from pupils (pupil conference).	Positive attitudes towards learning will be measured through pupil surveys. Impact will be seen at end of phase data as well as monitoring showing improved outcomes within individual lessons./	Pupils Premium Champion Breakfast club leaders	Termly/ End of phase
Improve outcomes for pupils eligible for pupil premium	Reading champion to read with identified pupils. Maths champion to work with pupils on times tables and number work. Resources purchased for pupils to enable them to be ready for learning	Pupils with large family sizes are not completing homework e.g. reading, spellings, times tables etc. NFER 2015 raising attainment for disadvantaged pupils identified deploying staff effectively as one of the seven building blocks to success.	Impact will be seen at end of phase data as well as monitoring showing improved outcomes in reading and maths. Records of Reading/Maths champion. After/Before school club records.	Pupil Premium champion	Termly/ end of phase
Improve outcomes for pupils eligible for service pupil premium	Lunchtime club facilitated by ELSA. ELSA sessions for parents and pupils with sharing book scheme during times of deployment. Books for sharing (parent deployed and child to read book and then share thoughts with each other on return). Monthly SCE pupils meetings and production of school service newsletter. ELSA and pupil premium champion to attend network meetings to gain further ideas for SCE pupils.	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.	Data at the end of each phase will continue to indicate success of SCE pupils.	ELSA Pupil premium champion.	End of each phase.
Total budgeted cost					£65173

iii. 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?
Reduce impact of deprivation factors on learning outcomes.	Lead initiatives to develop the parental voice e.g. allotment group, FSM parents group, workshops, Service Parents group, drop in sessions. Purchasing of electronic messages board for playground to display letters and key messages from school for parents.	Numbers at parental events is not as good as we aiming for , especially with those parents of Pupil Premium children. ELSA is currently working alongside some parents on engagement and has been successful in encouraging these parents to take part in additional learning classes as put on by St Vincent College.	Survey Increase in parental attendance to school sessions.	Pupil Premium Champion	End of each term.
Improve outcomes for pupils eligible for pupil premium Data reports and attendance reports will indicate progress towards this outcome.	To get an outside agency to come into school to take part in a Pupil Premium Review.	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 on the expertise of the reviewer and evidence-based research.	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 Champion	Christmas 2017
Total budgeted cost					£6000
Overall total cost of plan: £142,925					