KEMPSHOTT JUNIOR SCHOOL

Pupil Premium Strategy Statement

Academic year	Total PP Budget	Total number of pupils eligible	Date of most recent Pupil Premium review	Date for next Strategy Review
2018 - 2019	£52,560	36	July 2015	May 2019

Current attainment – Autumn 2 2018 YEAR 3	% of pupils eligible for PP	% of pupils not eligible for PP
% of pupils achieving expected in reading	40%	41%
% of pupils achieving expected in writing	60%	64%
% of pupils achieving expected in maths	20%	58%
Current attainment – Autumn 2 2018 YEAR 4	% of pupils eligible for PP	% of pupils not eligible for PP
% of pupils achieving expected in reading	29%	48%
% of pupils achieving expected in writing	29%	61%
% of pupils achieving expected in maths	14%	59%
Current attainment – Autumn 2 2018 YEAR 5	% of pupils eligible for PP	% of pupils not eligible for PP
% of pupils achieving expected in reading	45%	59%
% of pupils achieving expected in writing	45%	68%
% of pupils achieving expected in maths	55%	58%
Current attainment – Autumn 2 2018 YEAR 6	% of pupils eligible for PP	% of pupils not eligible for PP
% of pupils achieving expected in reading	33%	52%
% of pupils achieving expected in writing	33%	55%
% of pupils achieving expected in maths	50%	54%

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)	
A.	Reading
B.	Maths
C.	Memory & processing
D.	Self-regulation
E.	Vocabulary
F.	Attachment
External barriers (issues which also require action outside school, such as low attendance rates)	
G.	Attendance
H.	1:1 Reading

	Desired outcomes and how they will be measured	Success criteria
2. Desired Outcomes		
A.	Reading • Pupils will make at least expected progress in Reading • Pupils at EOY6 will read 130 wpm of age related text • Access to more first quality teaching through reading	End of year data on words per minute • EOY4 110 wpm • EOY6 130 wpm Sight words • To read all 300 sight words with speed and accuracy • Reading age vs chronological age • Can children access learning across the curriculum through reading?
B.	Maths • Pupils will make at least expected progress in maths • Pupils will leave each year group confident in the multiplication tables and division facts	• Pupils will demonstrate on end of unit assessments that they have made at least expected progress • By the EOY4 pupils will know 2, 5, 10, 3, 4, 8 times tables and division facts. • By the EOY6 pupils will know all multiplication and division facts up to 12 x tables
C.	Memory and processing • Children will show progress against specific age related benchmarks	• Pupils will show progress through their memory and processing interventions (as appropriate)
D.	Self-regulation • Children will show high levels of engagement in learning • Lessons will be specifically designed to ensure high levels of engagement	• Through observation in lessons
E.	Vocabulary • Children will have an increased vocabulary	• SATs paper analysis on vocabulary questions • Termly Teacher assessment
F.	Attachment • Children will be able to form relationships with their key worker	• Interviews with children will demonstrate that they know who they can go to if they need help.
G.	Attendance • Pupils will have at least 95% attendance	• Pupils will have an average attendance of >95%
H.	Reading • All children will receive 1:1 reading on a regular basis	• All pupils will receive 1:1 reading either at home with a parent or through a key worker approach in school

3. 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. 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?
Reading • Pupils will make at least expected progress in reading. • Pupils at EOY6 will read at 130 wpm • Year 3 + pupils will be able to read first 300 sight words • Access to more quality first teaching through reading	• Pupils will read to an adult everyday	• For the past two academic years additional adults heard key children in year 6 read on a daily basis who were known to not be reading at home – this supported them for their SATs tests where they read the questions aloud to an adult.	• Subject leader will deliver regular staff training. • Subject leader will monitor half termly the planning, teaching and assessment of reading. • We will monitor on a termly basis, the number of parent volunteers that we have to come in and help children read.	Mary Rees	June 2019
Maths • Pupils will make at least expected progress in mathematics	• Focus on teaching the basic skills on a daily basis. • Bar model • Problem solving • Differentiated instruction using bronze, silver,	• Data analysis shows that we need to continue to work on closing the gap in mathematics for PP especially in upper school.	• Staff training for bar model method. • Subject leader to conduct half termly monitoring across the whole school.	Catherine O'Neill	June 2019

	gold, platinum. • Learning x tables through Times Tables Rock Stars (TTRS)				
Memory and processing • Children will show progress against specific benchmarks.	• Specific interventions on memory and processing. • Daily introduction of memory and processing skills to be taught across the curriculum.	• EEF (Education Endowment Foundation) toolkit shows that metacognition can have consistently high levels of impact with pupils making an average of 8 months additional progress.	• Staff meetings on memory and processing strategies which can be included in learning across the curriculum.	Fiona Craig Sam Clifton	May 2019
Self-regulation • Children will show high levels of engagement in learning. • Lessons will be specifically designed to ensure high levels of engagement.	• Lessons will be designed to specifically teach self-regulation. This will be done through planning activities where pupil's engagement is high.	• The EEF Toolkit defines self-regulation as "managing one's own motivation towards learning". The intention will be to give pupils a variety of strategies to help them focus during their learning. The EEF toolkit suggests pupils make an 8 month gain with increased self-regulation strategies.	• Staff meeting for teams to review their lesson design to identify ways in which they might introduce further strategies for self-regulation.	Fiona Craig Sam Clifton	May 2019
Vocabulary • Children will have an increased vocabulary. • To learn more about the etymology of words and the	• The teaching of spelling will include a focus on looking at the etymology of words. • Teaching of spelling will	• Research shows that children make extremely rapid progress in reading and spelling when learning about vocabulary and chunks of meaning.	• English core group will monitor the teaching of spelling in classrooms. • English core group will complete pupil interviews regarding the teaching of spelling strategies.	Mary Rees & core team	June 2019

meaning of morphemes.	include a range of approaches including looking at morphemic principles and the meaning of "chunks" of words.		• Staff will continue to develop their professional knowledge and understanding of morphemic principles.		
Attachment • Children will be able to form relationships with their key worker.	• A key worker (LSA) to be assigned in each year group for PP children.	• The EEF toolkit identifies social and emotional interventions as being effective in developing pupils' emotional well-being and having at least a 4 month gain on pupils.	• Key workers will be timetabled to work with allocated pupils over the course of the week. • There will be daily dialogue between the key workers and the PP champion.	Key workers Fiona Craig – PP champion.	May 2019
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?
Attendance of pupils will be at least 95%	• Positive praise for good attendance • Class reward for class with best attendance – half termly. • Close monitoring of pupils previous PA • Meeting with parents for children who fall below 92%.	• Pupils who attend school regularly make better progress.	• Monitor attendance with admin team on a regular basis. • Conduct half termly assessment meetings. • Meet with parents who have children at risk of falling below 95% attendance or those with persistent absence.	Fiona Craig Sam Clifton Jo Johnson	Half termly
1:1 reading	• Relentless messages to	• National Curriculum	• English core group to prioritise drive for	• English core	May 2019

	parents about the importance of reading.		reading at home	group	

4. Review of expenditure

Previous academic year	2017 - 2018			

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
For children to make at least expected progress in mathematics and literacy	• Reduced maths and literacy group size in Year 6. Enables systematic targeting of children in need of catch up/keep up.	• 80% of PP pupils met the expected standard in reading. • 80% of PP pupils met the expected standard in maths. • 50% of PP pupils met the expected standard in GPS • 80% of PP pupils met the expected standard in writing.	• To rigorously monitor PP pupils KS1 starting points and to implement interventions earlier. • PP pupils to be subject to PPRMs and data analysis.	• PP champion to identify pupils and arrange appropriate interventions. • 4th teacher / HLTA every morning in year 6
For LSAs to support teachers in children making at least expected progress in reading, writing and mathematics	• Dynamic interventions – cutaway groups, post teaching catch up. • LSAs to work closely with teacher to understand priority of focus.	• LSAs supported the smaller groups and conducted catch up groups post teaching. Achieved good results with CTs.	• LSAs are now playing an active role in cutaway groups within the classroom, increasing the partnership approach of the LSA and teacher role and the inclusion of all children on a personalised curriculum.	• Training costs are minimal as have been in house training. • Teams meet together with LSAs twice weekly at least to communicate priorities for focus.
For children with emotional and social needs to receive the support they require	• ELSA – Emotional programme of support. • Nurture package – counselling when required	• The SENDCo managed the deployment of ELSA, and light touch nurture packages to those vulnerable pupils who were identified both by	• Light touch has worked well for our PP pupils. Firstly it builds a relationship should there come a time when a child needs	• ELSA / Inclusion manager

	• Light touch – daily catch up with key worker.	the class teacher and in consultation with parents. • Of the 3 yr6 PP Pupils who received ELSA support, 66% made ARE in all subjects in year 6. • Out of the 31 PP pupils in the school – 12 received ELSA support during the year.	support. Secondly, it helps children to regulate their emotions in preparation for the return to the classroom. Finally it supports parents with regular feedback when necessary so that there is a strong home - school link. • ELSA has provided a robust and targeted package aimed at: - bereavement, anxiety, anger management, self-regulation and self-esteem.	
To improve attendance of PP pupils over the year	• Attendance champions to monitor attendance half termly. • Write to / meet with families where attendance falls below the threshold and / or where families are at risk of being persistent absentees.	• Average attendance for PP pupils in 2017 – 2018 = 93.53% • Average attendance for non PP pupils in 2017 – 2018 = 97.10%	• Continue to meet with vulnerable families on a regular basis to discuss attendance. • Consider Early Help hub referrals for families for whom attendance is a persistent issue. • Attendance awards have proved to be a motivating factor for many.	• Subsidised places available in breakfast club to support lates. • Time for meetings with parents and staff.

ii. Targeted support				
Desired outcome	Chosen action /	Estimated impact:	Lessons learned	Cost

	approach	Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	(and whether you will continue with this approach)	
To ensure PP pupils complete their home learning	• Class teachers monitor the participation of PP pupils in completing home learning.	• More PP pupils are now completing their home learning.	• PP champion to liaise more closely with class teachers on participation of PP pupils in home learning.	
To increase the participation of pupils in art and sport	• Class teachers monitor the participation of PP pupils in sports and clubs this year.	• Participation of PP pupils in extracurricular activities: • ART – 3% • SPORT – 15% • MUSIC – 21%	• Need to focus on engaging PP pupils in taking part in clubs – PP champion to meet with all to ask for preferences.	• Subsidised places for music lessons.