



PUPIL PREMIUM SUMMARY – 2018/19

What is the Pupil Premium?

The Pupil Premium was introduced by the Department for Education in 2011 as additional funding in order to address the underlying inequalities for potentially vulnerable groups and individuals. This includes those eligible for free school meals, those who are Looked After Children (LAC) and those from services families. The Government also decided that eligibility for the Pupil Premium in from 2012 would be extended to pupils who have been eligible for free school meals (FSM) at any point in the last 6 years. Funding for service families was extended in 2015 to those who have been in the services at any point over the last 5 years. This service premium is designed to address the emotional and social well-being of pupils and to ensure successful continuity of education for children of service families.

The School Aims and Values

Every school has a duty to ensure that every individual child is given the best possible chance of achieving their potential. As a result, we seek to meet the individual needs of every child, in order for them to develop fully. The ‘Pupil Premium’, along with all forms of school funding are carefully managed to ensure ‘best value’. This enables us to offer personalised support for children in a variety of ways.

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|--|------------|---|------------|--|----------------|
| Our priorities – 2018/19 | | | | | |
| <ul style="list-style-type: none"> To develop staff engagement and understanding of pupil premium funding to further develop a consistent, effective approach to working with pupil premium children. To engage further with pupil premium children to further explore and remove barriers to learning To further engage with the parents of pupil premium children in order to further develop the home/school relationship and promote progress To further increase pupil premium participation in after school clubs and enrichment activities To close the gap in attendance between pupil premium and non-pupil premium children To further develop the behaviour, welfare and wellbeing of pupil premium children To improve the quality of teaching and learning across the school to further develop the provision for pupil premium children To further support pupil premium with SEND To explore developments in the curriculum which encourage outdoor learning, geographical enquiry and practical learning to further engage children | | | | | |
| Summary Information | | | | | |
| School: Hart Plain Junior School | | | | | |
| Academic Year: | 2018-19 | Total pupil premium budget: | £120,450 | Date of most recent pupil premium review: | October 2018 |
| Total number of pupils: | 217 pupils | Pupils eligible for pupil premium: | 100 pupils | Date for next internal review of this strategy: | September 2019 |



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| Barriers to future attainment (for pupils eligible to PP) | |
|--|--|
| In school barriers | |
| A | Pupil premium children have a combination of factors which together limit children's opportunities, experiences, language, emotions and home environments so that without targeted support would achieve less well than non PP children |
| B | Parental engagement of some pupil premium families – relating to pupil attendance, support at home with reading, spelling and homework, modelling positive learning attitudes and supporting social and emotional needs of the whole family. |
| C | 38% of our pupils eligible for pupil premium also have SEND needs who require specialist support and resources in class and, in some cases, from external providers. |
| D | Behaviour of pupil premium children. Some pupil premium children find it difficult to manage their behaviour in class and in the wider school environment. They therefore require additional support to ensure that their behaviour conforms to school expectations and appropriate support is put in place to support the children and their families. This sometimes requires support from external providers. |
| E | For some PP families there is a lack of aspiration due to their own limited beliefs, experiences and finances. |
| F | For some of our pupil premium children, their individual ability to manage their social and emotional needs can be limited which affects their attention and concentration within school. |

| Planned Expenditure | | | | | |
|---|--|--|---|---------------------------------|-----------------------|
| Review of all pupils takes place every half term during pupil progress meetings, book monitoring or by analysing data outcomes. | | | | | |
| Activities selected for 2018/19 | What this does | Targeted pupils | How we will ensure it is implemented well | Staff Lead | Estimated Cost |
| Family Support Worker to work closely with families | The family support worker works closely with families supporting them in a multitude of ways which are appropriate and individual to each family. Also providing communication with parents and encouraging engagement with the school in order to promote joint partnerships to benefit the education of the child in school. | All disadvantaged children across the school | Regular contact with parents, assessing and supporting a range of different families. Parent survey in spring term. | Family Support Worker | £18,684 |
| Behaviour and inclusion officer to work with at-risk children, monitor in-school actions and take steps to improve behaviour in lessons and on the playground | Working alongside the family support worker and attendance officer in order to improve the outcomes of those children in receipt of PP funding. Finding alternative strategies to make a difference in behaviours for learning and achieve a closing of the gap. Analysing behaviour across the year and supporting school leaders in adapting the school behaviour policy to address the needs of the school. | All disadvantaged children across the school | Behaviour and inclusion officer and SLT to regularly review sanctions in school and reviewing strategies. | Behaviour and Inclusion Officer | £14,555 |



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| Attendance officer to monitor and support attendance issues | Supporting families to raise attendance of Pupil Premium children so that it is in line with national expectations, by improving parental engagement through home/school support which will reduce the social and emotional barriers to learning. To work closely with families where attendance drops below 90% and offer bespoke support. | All disadvantaged children across the school | Attendance officer and Headteacher to monitor attendance throughout the year. Ongoing feedback from families. | Family Support Officer, Attendance Officer and Headteacher | £6,336 |
| ELSA role (Emotional literacy support assistant) | Offers a tailored and individualised emotional literacy support role to children across the school as needs arise and in response to referrals from staff around the school in order to remove barriers to learning and allow children to learn effectively in the classroom. | Children will be referred as and when needs arise | Regular pupil progress between ELSA, SENCO and class teacher to monitor impact of interventions. | ELSA SENCo | £6,574 |
| Intervention LSAs (x2 pm) | Two LSAs are dedicated to supporting pupil premium children in the afternoons by offering tailored interventions. | Identified children each half term. | Timetabled interventions and monitoring of progress of key children. | Pupil premium champion | £8,444 |
| Speech and language interventions | An LSA trained to offer speech and language interventions to identified children. | Identified PP children | Timetabled interventions and monitoring of progress of key children. | SENCo | £2,366 |
| Additional support for year group with significant proportion of pupil premium children with SEND | Additional LSA support in the afternoons to deliver individualised programmes and support core subject application in the afternoon. | Disadvantaged children in one year group | Regular lesson observations to ensure impact. Regular pupil progress discussions with SLT and SENCo to monitor progress. | SENCo Headteacher | £7,866 |
| Proportion of Deputy Headteacher's salary (who also serves as pupil premium champion) | Close monitoring of pupil premium children across the school through data analysis, in-class observations and seeking views of pupil premium children. Feeding findings into school improvement priorities and curriculum development. Improving the quality of teaching and learning for pupil premium children through coaching. | All disadvantaged children across the school | Reports to governors and whole school staff. Evidence of curriculum and whole school development following PP work. | SLT and Pupil Premium Champion | £22,514 |



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| Proportion of SENCOs role which offers support to pupil premium children with SEND | Close monitoring for PP children with SEND. Supporting teachers to develop Access 2 Learning plans for identified children and ensure rigorous assessment of PP children with SEND. | Pupil premium children with SEND | Reports to governors and whole school staff. Evidence of curriculum and whole school development following SENCo work. | SLT and SENCo | £9,580 |
| Residential | Subsidy for Year 5 children to attend week long residential to Stubbington Study Centre who would not otherwise have been able to attend | Pupil premium year five children | Pupil conferencing with children attending residential. Photographs and experiences captured during residential. | Year Leaders and SLT | £651 |
| FSM Milk | Free school milk for Pupil Premium children so they are not hungry and are able to access the learning. | All disadvantaged children across the school | Regular checks that children are accessing milk, if required. Ongoing conversations with staff and parents. | SLT | £1,800 |
| Achievement for All | A whole-school improvement framework that raises the aspirations, access and achievement of vulnerable and disadvantaged pupils. | All disadvantaged children across the school | Termly reports to governors and whole school staff. Ongoing data analysis and monitoring of pupil premium children. | Achievement for All Coach Pupil Premium champion | £3,735 |
| Lexia | Subscription to an online reading programme which enables students of all ages and abilities to master essential reading skills, closing the gap between pupil premium children and their peers. | All disadvantaged children across the school | Timetabled Lexia time and monitoring of progress of key children. | SENCo and LSAs | £3,482 |
| Junior Language Link | Further subscription of this assessment tool in order to ensure screening takes place and additional programme of support is identified. | All disadvantaged children across the school | Timetabled interventions and monitoring of progress of key children. | SENCo and selected LSAs | £175 |
| Educational Psychologist | Educational psychologist to advise school staff and use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning. | Identified PP children | Monitoring of EP reports from SENCo. Discussions with parents and children. Monitoring of key children within school. | SENCo | £2,100 |



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| Phonic Resources | Purchase of whole school resources to support the teaching of phonics across the school and to support interventions. | All disadvantaged children across the school | Phonics and spelling lesson observations. Regular book monitoring and monitoring of progress of target children. | SENCo English Leader | £165 |
| Undetermined spending | Currently undetermined spending which is to be allocated throughout the academic year responding to emerging needs. To include subsidies enabling enrichment activities and opportunities to be available to those children in receipt of PP funding. | All disadvantaged children across the school | Ongoing monitoring and analysis conducted by SLT and governors. | SLT | £11.423 |