



# PUPIL PREMIUM SUMMARY & ACTION PLAN – 2019/20

## 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.

### Our priorities – 2019/20

- To continue to improve teaching and learning in order to narrow the gap in attainment between Pupil Premium children and the national average
- To further develop the emotional wellbeing of pupil premium children
- To improve children’s awareness and skills around online safety
- To continue to develop SEND provision
- To further engage pupil premium children in the wider curriculum, improving their knowledge and understanding of their world
- To increase parental engagement
- To further develop in-school analysis and evaluation of pupil premium attainment by middle leaders
- To continue to rigorously assess and evaluate the impact of interventions and additional support for pupil premium children

### Summary Information

School: Hart Plain Junior School

<b>Academic Year:</b>	2019-20	<b>Total pupil premium budget:</b>	in the region of £118,000	<b>Date of most recent pupil premium review:</b>	October 2019
<b>Total number of pupils:</b>	210	<b>Pupils eligible for pupil premium:</b>	103 (49%)	<b>Date for next internal review of this strategy:</b>	September 2020



## PUPIL PREMIUM SUMMARY & ACTION PLAN – 2019/20

<b>Barriers to future attainment</b> (for pupils eligible to PP)	
<b>In school barriers</b>	
<b>A</b>	Pupil premium children have a combination of factors which together limit children’s opportunities, experiences, language, emotions and home environments
<b>B</b>	Parental engagement in learning
<b>C</b>	45% 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. This has risen in this academic year: 38% of PP children had SEND in 2018-19.
<b>D</b>	Behaviour of a small minority of children. A small minority (< 5%) of 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.
<b>E</b>	For some families there is a lack of aspiration.
<b>F</b>	Some children and families have difficulties with self-regulation and managing their anxieties

<b>Person Responsible:</b>	Claire Tunnicliffe	<b>Overall aim:</b>	At least 50% of pupil premium children without SEN to achieve age related expectations in reading, writing and maths, in line with national expectations.		
<b>Aims</b>	<b>Success Criteria</b>	<b>Actions</b>	<b>Timescale</b>	<b>Resources / Cost</b>	<b>Impact</b>
To continue to improve teaching and learning in order to narrow the gap in attainment between Pupil Premium children and the national average	<ul style="list-style-type: none"> <li>-All teaching is good or better</li> <li>-Focused observations of pupil premium children evidences personalised learning which meets pupil need</li> <li>-Children make good progress</li> <li>-Attainment outcomes at the end of the year showing a narrowing gap between PP outcomes and the national average</li> </ul>	<ul style="list-style-type: none"> <li>-Monitor and observe teaching within the school</li> <li>-Support, check and challenge teaching as required using a range of strategies to support teaching and learning</li> <li>-At data milestones, evaluate impact of teaching and analyse data. Use this to inform future teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Analysis points after each milestone at the end of each term</li> </ul>	As required but should be covered by school personnel and resources	



## PUPIL PREMIUM SUMMARY & ACTION PLAN – 2019/20

Aims	Success Criteria	Actions	Timescale	Resources / Cost	Impact
To further develop the emotional wellbeing of pupil premium children	<ul style="list-style-type: none"> <li>-Children are demonstrating more resilience in class and are using the 'tricks' from trickbox</li> <li>-Pupil conferencing shows that children's emotional wellbeing has developed</li> <li>-Stakeholders are recognising improvements in the mental health and wellbeing of children</li> </ul>	<ul style="list-style-type: none"> <li>-Whole school Trickbox training to take place</li> <li>-Teachers to develop Trickbox on a weekly basis and is used in assemblies</li> <li>-Pupil conferencing to take place to assess the impact of Trickbox</li> <li>-Chill skills to be offered to all children on a bi-weekly timetable</li> </ul>	Trickbox training to have taken place by end of September  'Chill Skills' roll out to whole school	Trickbox program (17)	
To improve children's awareness and skills around online safety	<ul style="list-style-type: none"> <li>-Children are able to explain how to stay safe online</li> <li>-Children have an awareness of the dangers when using the internet and exhibit greater skills and competencies for dealing with situations which may occur</li> </ul>	<ul style="list-style-type: none"> <li>-Book further online safety sessions with online safety specialists</li> <li>-Draw up a program of support around the topic of online safety to be delivered throughout the year to both children and their parents</li> <li>-Establish 'online warriors' within the school</li> <li>-Computing lead to lead pupil conferencing sessions and feed back findings</li> </ul>	Staff training: 9 <sup>th</sup> October  Parent Workshops & Class Sessions: 21 <sup>st</sup> and 29 <sup>th</sup> November	Online safety specialist support (Lee Hayward)	
To continue to develop SEND provision	<ul style="list-style-type: none"> <li>-Progress of Pupil Premium Children with SEND can be articulated and evidenced</li> <li>-Appropriate provision is in place for Pupil Premium Children with SEND</li> <li>-Monitoring of learning shows teaching and learning in the classroom and complementary interventions are meeting the need of children</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers to continue to use and develop the planning tool within Mathematics and English</li> <li>-Plan targeted interventions for Pupil Premium Children with SEND</li> <li>-Conduct baseline assessments to inform future teaching, learning and intervention</li> </ul>	Monitoring at least half-termly	As required but should be covered by school personnel and resources	



## PUPIL PREMIUM SUMMARY & ACTION PLAN – 2019/20

Aims	Success Criteria	Actions	Timescale	Resources / Cost	Impact
To further engage pupil premium children in the wider curriculum, improving their knowledge and understanding of their world	<ul style="list-style-type: none"> <li>-Children have more positive attitudes to the curriculum, particularly in focus areas</li> <li>-Children develop their knowledge base and this is evidenced in books, conversations and learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>-Develop the curriculum to ensure that it is knowledge rich, progression-focused and led by key ideas</li> <li>-Conduct a baseline pupil survey to assess children’s attitude towards the curriculum and repeat later on in the year</li> <li>-Monitor the curriculum throughout the year using books looks, informal conversations with pupils and data analysis of key areas</li> </ul>	Pupil survey in autumn 1  Half-termly monitoring  Analysis of data after milestone one	Subject specific resources as required	
To increase parental engagement	<ul style="list-style-type: none"> <li>-There is data to evidence increased parental engagement at school events</li> <li>-Parents are more knowledgeable about the school</li> <li>-The home school relationship is further developed (evidenced in parent surveys)</li> </ul>	<ul style="list-style-type: none"> <li>-Conduct parent survey to ascertain when they could attend workshops/events and which events would interest them</li> <li>-Explore the use of social media to engage and communicate with parents</li> <li>-Lead parent workshops which relate to the school improvement plan and meet the needs and wants of the parents</li> <li>-Develop the work around structured conversations</li> </ul>	Parent survey in Autumn 2  At least two parent workshops per term	No additional cost required	
To further develop in-school analysis and evaluation of pupil premium attainment by middle leaders	<ul style="list-style-type: none"> <li>-LMT are able to articulate and analyse the progress of pupil premium children in core subjects and some foundation subjects</li> <li>-Leaders can articulate changes to curriculum and policy which have occurred as a result of analysis and evaluation of PP attainment</li> </ul>	<ul style="list-style-type: none"> <li>-Achievement for All coach to meet with DHT, EM and MM and lead a challenge conversation</li> <li>-Weekly LMT meetings evaluate the teaching and learning within the school</li> <li>-Pupil survey to be analysed and fed back to LMT and relevant and necessary changes to be made following the outcomes</li> </ul>	By end of Autumn Term	Achievement for All coach (13)	



## PUPIL PREMIUM SUMMARY & ACTION PLAN – 2019/20

Aims	Success Criteria	Actions	Timescale	Resources / Cost	Impact
To continue to rigorously assess and evaluate the impact of interventions and additional support for pupil premium children	-Pupil premium champion (or other member of staff) able to articulate and evidence the impact of interventions at each milestone through data -Pupil premium champion to have assessed the impact using a range of sources: pupil conferencing, pupil surveys, analysis of data and other sources as required.	-Ensure baseline assessments are conducted -Conduct pupil conferencing sessions and record findings -Meet with pupil premium governor to share impact and changes to policies and practices following evaluations	Analysis at each milestone at the end of each year	No additional cost required	

Planned Expenditure						
Review of all pupils takes place every term during pupil progress meetings, book monitoring or by analysing data outcomes.						
Activities selected for 2019/20		What this does	Targeted pupils	How we will ensure it is implemented well	Staff Lead	Estimated Cost
1	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. Our family support worker is also our Attendance Officer who takes the lead supporting families to raise attendance by supporting families to improve attendance and monitors closely the attendance of those children whose attendance falls below 93%.	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	£25,000



## PUPIL PREMIUM SUMMARY & ACTION PLAN – 2019/20

<b>Planned Expenditure</b>						
Review of all pupils takes place every term during pupil progress meetings, book monitoring or by analysing data outcomes.						
<b>Activities selected for 2019/20</b>		<b>What this does</b>	<b>Targeted pupils</b>	<b>How we will ensure it is implemented well</b>	<b>Staff Lead</b>	<b>Estimated Cost</b>
2	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	Termly pupil progress between ELSA, SENCO and class teacher to monitor impact of interventions.	ELSA SENCo	£6,800
3	Intervention LSAs	Two LSAs are dedicated to supporting pupil premium children in the afternoons by offering tailored interventions and delivering key programmes.	Identified children each half term.	Timetabled interventions and monitoring of progress of key children.	Pupil premium champion	£8,600
4	Junior Language Link	Further subscription of this assessment tool in order to ensure screening takes place and additional programme of support is identified.	Identified children each term.	Timetabled interventions and monitoring of progress of key children.	SENCO	£175
5	Junior Language Link interventions	An LSA is trained and offers junior language link interventions to identified children.	Identified PP children	Timetabled interventions and monitoring of progress of key children.	SENCO	£6,800
6	Speech and language interventions	A trained LSA equipped to deliver speech and language programmes and interventions to particular children.	Identified PP children	Timetabled interventions and monitoring of progress of key children.	SENCO	£10,000
7	Lexia support sessions offered before school	An LSA offers Lexia sessions before school to identified pupil premium children. Lexia is a software programme which provides phonics instruction and gives students independent practice in reading skills.	Identified PP children	Monitoring of progress of targeted pupils.	SENCO	£2,600
8	Proportion of salary for one-to-one support for vulnerable pupils	Offers one-to-one support for children that require such support, thereby supporting the progress of targeted pupil premium children and minimising disruption for all pupils	Identified PP children	Regular discussions with staff. Monitoring of progress and behaviour	Headteacher SENCO	£8,000



## PUPIL PREMIUM SUMMARY & ACTION PLAN – 2019/20

Planned Expenditure						
Review of all pupils takes place every term during pupil progress meetings, book monitoring or by analysing data outcomes.						
Activities selected for 2019/20		What this does	Targeted pupils	How we will ensure it is implemented well	Staff Lead	Estimated Cost
9	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. Supporting, analysing and improving behaviour across the school to further develop the learning environments for all.	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	£25,000
10	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	£10,000
11	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	£1,272
12	FSM Milk	Free school milk for Pupil Premium children offered daily so they are able to access learning.	All disadvantaged children across the school	Weekly checks that children are accessing milk, if required. Ongoing conversations with staff and parents.	SLT	£2000



## PUPIL PREMIUM SUMMARY & ACTION PLAN – 2019/20

<b>Planned Expenditure</b>						
Review of all pupils takes place every term during pupil progress meetings, book monitoring or by analysing data outcomes.						
<b>Activities selected for 2019/20</b>		<b>What this does</b>	<b>Targeted pupils</b>	<b>How we will ensure it is implemented well</b>	<b>Staff Lead</b>	<b>Estimated Cost</b>
13	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
14	Phonics Play	Subscription to an internet site with interactive phonics games, phonics planning, assessment and teaching ideas to support the learning in phonics for pupil premium children particularly in years 3 and 4	Pupil premium children in years three and four	Monitoring of pupil progress in phonics and reading. Pupil conferencing.	SENCO / Pupil Premium champion	£100
15	CPOMS	An in-school software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.	All disadvantaged pupils across the school	Safeguarding evaluations prove that CPOMS is being used effectively and supporting the school's safeguarding policy	Headteacher	£645
16	Life education mobile classroom	A life skills session delivered in a mobile classroom addressing children's knowledge, skills and attitudes and developing life skills in a range of areas.	All disadvantaged pupils across the school	Pupil conferencing following the December sessions	PSHCE manager	£710
17	Trickbox	An emotional management and personal development programme for primary children. Trickbox helps to develop Happy Life Habits through the use of simple, fun, evidence based 'tricks'. Trickbox also offers a box set series for parents which encourages them to polish their own skills, run by in-school trained facilitators	All disadvantaged pupils across the school	Pupil conferencing Session Observations	Family support worker  SLT	£2,110



## PUPIL PREMIUM SUMMARY & ACTION PLAN – 2019/20

<b>Planned Expenditure</b>						
Review of all pupils takes place every term during pupil progress meetings, book monitoring or by analysing data outcomes.						
<b>Activities selected for 2019/20</b>		<b>What this does</b>	<b>Targeted pupils</b>	<b>How we will ensure it is implemented well</b>	<b>Staff Lead</b>	<b>Estimated Cost</b>
18	Art Club Facilitator during lunchtimes	A member of staff to facilitate an art club during lunchtimes to give identified children an alternative to outdoor play at lunchtime. Encourages collaboration and develops art skills.	Identified children across the school	Pupil Conferencing and Pupil Surveys to take place at intervals throughout the year.	Pupil Premium Champion	£2,200
19	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	£2,200
<b>Total of Estimated Costs:</b>						<b>£117,947</b>