

Netley Abbey Junior School Pupil Premium Strategy Statement



School mission statement

At Netley Abbey Junior School we believe that each child should have a secure and caring environment in which they are valued and respected as individuals. We encourage and support personal achievement and the development of independence and personal responsibility. Respect for other people and their property is central to this. We believe this helps to encourage self-confidence and pride in achievements which support the development of each child's full potential. We value close and positive relationships with parents and people in the wider community who work in partnership with the school, to enrich and expand the educational experiences of children in our school. We deliver high quality teaching and offer a stimulating and challenging curriculum. At all times, we endeavor to create a happy and positive atmosphere throughout the school.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2018/19:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £1,900 (September 18 to March 19) & £2,300 (April 19 to August 19) per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

Rationale for Pupil Premium Spending

Key objectives and principles:

Netley Abbey Junior School believe in enabling all children “To be the best they can be” by striving to provide a secure and challenging environment that stimulates the development of all pupils. We recognise that some students have different starting points in life and these pupils must be identified, supported and challenged in order to ensure their individual needs are met within and outside the curriculum. The aim of this policy is to provide guidance as to how we meet the needs of Pupil Premium Children in keeping with our ethos and aims of providing high quality learning experiences for all.

Aims

- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our Pupil Premium children and give them access to every opportunity to achieve to their potential and enjoy learning.
- To fulfil our schools’ role as corporate parents to promote and support the education of our Pupil Premium children, by asking the question, ‘**Would this be good enough for my child?**’
- Raise expectations and aspirations for all pupils.
- Be inclusive.

Pupil Premium Strategy Group

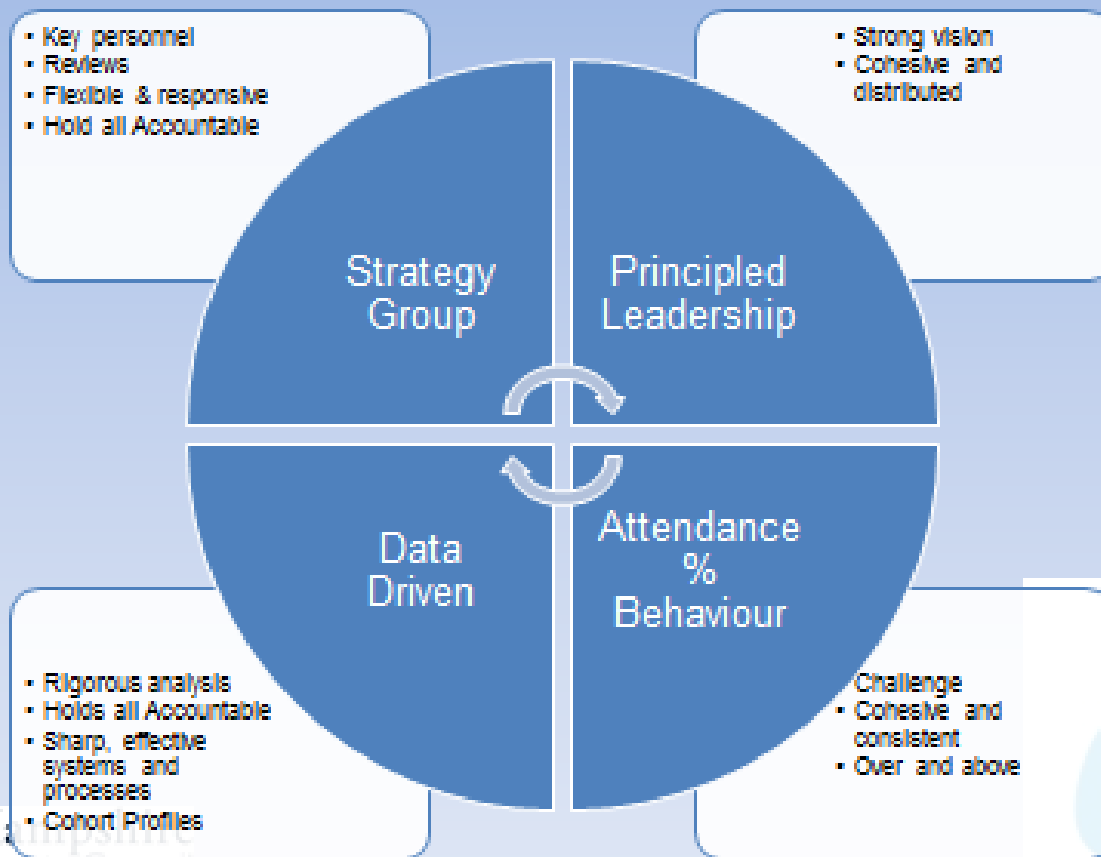
Team member	Role
Sarah Thomas	PP Governor
Shirley Nicholas-Bond	Headteacher
Rosie Tebbutt	Operational Head of School
Lizzie Piper	Pupil Premium Champion

Current Profile						
Year	2018-19	Number of Pupils eligible for PP	72	Breakdown of PP Pupils		
NoR	331	Total PP budget	£103,097 (Final)	FSM/Ever 6	Service	LAC
Date of Statement	20.09.18	Review Date(s)	17.12.18 01.01.19 01.07.19	71	2	7

Cohort Profile of Disadvantaged Pupils						
Year Group	Number and % of disadvantaged pupils eligible for PP		Number and % of pupils on SEN register	Lower Attaining Pupils from EYFS or KS1	Middle Attaining Pupils from EYFS or KS1	Higher Attaining Pupils from EYFS or KS1
Year 3	11	13%	3 27%	3	6	2
Year 4	20	22%	6 30%	3	12	5
Year 5	16	20%	4 26%	4	11	1
Year 6	19	23%	5 26%	3	10	6

School Pupil Premium Strategy





Pitch, Progression,
Potential

Culture &
Engagement

Great
Teaching

Access, Equality,
Strong Foundations

Thinking, Reflection
& Motivation

Current Attainment KS2 (2018)				
Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
Reading, Writing & Mathematics combined	53%	78%	25%	70%
Reading	59%	80%	21%	78%
Writing	65%	98%	33%	83%
Mathematics	65%	98%	33%	80%

Current Progress (2018)				
	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
Reading	-0.5	-0.2	-0.3	+0.3
Writing	-1.2	+2.9	-4.1	+0.2
Mathematics	+0.3	+1.0	-0.7	+0.3

Key Challenges for Pupil Premium Pupils

1 Each cohort has specific learning barriers which need to be quickly identified and gaps closed.	
2 High attaining pupils who are eligible for PP funding are making less progress than other higher attaining pupils.	
3 The low emotional literacy of some pupils eligible for PP funding is effecting their resilience in class and therefore having a detrimental effect on their academic progress.	
4 Attendance figures for children eligible for PP funding are below other pupils; this reduces the school hours and causes them to make less progress.	
Summary allocation of funding	Expenditure
Teaching and Learning <ul style="list-style-type: none"> • Targeted Teaching • HIAS support • Additional SENCO hours • Speech and Language Assistant • Booster classes • PPC TLR • Attendance officer • Home school link liaison 	£70,680
Emotional, social and behavioural support <ul style="list-style-type: none"> • Nurture provision • Thrive approach subscription • ELSA provision • Friends4Life training 	£30,600
Enrichment <ul style="list-style-type: none"> • Additional funding for trips and residential • Peripatetic music lessons • Letterbox Club 	£1980

Total Expenditure				£103,260	
School Improvement Plan priorities for disadvantaged pupils					
Area of Focus	Expected Impact	Actions	Resources/ Timings	Monitoring	Evaluation / Impact
To address cohort-specific areas for development	<p>Attainment in writing for disadvantaged pupils will increase for all year groups</p> <p>Attainment in maths for disadvantaged pupils will increase for years 4 and 5.</p>	<p>Increase of SENCO hours</p> <p>Pupil Premium Champion employed to ensure disadvantaged pupils make higher rates of progress</p> <p>Speech and Language Assistant employed</p> <p>Targeted Teaching allocated will be increased.</p> <p>All year 6 pupils to receive booster classes to make greater progress</p>	<p>Full time employment for SENCO</p> <p>TLR funding plus release time</p> <p>7 hours of Speech and Language intervention</p> <p>7 hours cover for key staff to deliver TT sessions.</p> <p>Overtime payment for teachers delivering booster classes</p>	<p>HT will monitor the progress of those pupils who are both SEN&PP</p> <p>DHT to line manage PPC with regular performance reviews</p> <p>SENCO to monitor assessment data of those receiving SALT</p> <p>Termly monitoring by DHT&PPC</p> <p>Half-termly monitoring by T&LL</p>	<p>In year 3, 4 and 6 attainment has increased in writing. In year 5 progress needs to be more to match KS1 entry data.</p> <p>In year 4, over the year the percentage of children achieving expected in maths has increased however more progress needs to be made to match KS1.</p> <p>In year 5, attainment for maths has significantly increased.</p>

<p>To ensure higher rates of progress for disadvantaged higher attaining pupils</p>	<p>High attaining, disadvantaged pupils will be making good progress across the school in line with other children.</p>	<p>Higher attaining pupils will be given higher level opportunities in all English lessons</p> <p>Higher attainers in year 6 will have booster sessions.</p>	<p>HIAS training to be delivered at a whole school level.</p> <p>Overtime payment for teachers delivering booster classes</p>	<p>English leader to monitor lessons, planning and books to ensure high level opportunities are evident in every lesson.</p> <p>Half-termly monitoring by T&LL</p>	<p>In writing, years 3, 4 and 5 GDS in writing is in line or above with entry data.</p> <p>In maths, years 4 and 5 GDS in maths is in line or above with entry data.</p> <p>In reading, years 3 and 5 GDS in reading is in line or above with entry data.</p>
<p>To ensure that disadvantaged pupils are accountable for their own learning and the metacognitive processes that drive this, including the Netley Learning Model</p>	<p>Pupils will more resilient and accountable for their achievements and barriers faced in their own learning.</p> <p>Children will be actively using the language and modelling metacognitive processes.</p> <p>Pupils will have access to wider opportunities outside the curriculum areas.</p> <p>Higher attaining pupils will be more confident in the fluency,</p>	<p>Children who are identified using Boxall Profiling will receive nurture provision.</p> <p>Whole school training delivered to introduce The Netley Learning Model to staff</p> <p>Disadvantaged pupils will have access to ELSA intervention where needed</p> <p>All staff will receive Friends4Life training in</p>	<p>Employment of a Nurture Group leader and assistant. Training of new leader.</p> <p>DHT to deliver training</p> <p>Employment of ELSA and training for new ELSA for 2019/20</p> <p>SENCO to deliver whole school training</p>	<p>Boxall profiles to be monitored by SENCO</p> <p>DHT to monitor classroom environments and lessons to ensure the NLM language is being taught and modelled</p> <p>SENCO to monitor SALT assessments</p> <p>SENCO to monitor how staff and pupils approach conflict management</p>	<p>Pupil voice: the Netley Learning model has helped with their learning. They understand what to look at when they are stuck and are becoming more resourceful. Based on feedback, children will learn about all aspects of the Netley Learning Model simultaneously.</p>

	<p>independence and resilience.</p>	<p>order to develop the mindset of disadvantaged pupils</p> <p>All pupils will be assessed using the Thrive Approach and be given intervention and support based on these needs</p> <p>Pupils will have access to all trips and visits</p> <p>Pupils will have access to peripatetic music lessons led by a specialist</p> <p>High attaining pupils will be invited to a lunchtime club to improve their confidence.</p>	<p>Annual subscription of Thrive assessments</p> <p>LSA hours to deliver key interventions</p> <p>Trips and visits will be subsidised where needed</p> <p>Music lessons will be subsidised</p> <p>PPC to run club in the spring term.</p>	<p>SENCO to monitor progress of pupils receiving Thrive intervention</p> <p>Business manager to offer funding support where necessary</p> <p>Business manager to allocate funding</p> <p>PPC to monitor the resilience of pupils who attend using staff and parent questionnaires</p>	
<p>The attendance figures of disadvantaged pupils will increase.</p>	<p>The work of the attendance officer and HSLL will have a positive impact on attendance and parental support/involvement.</p>	<p>Increase the capacity of the attendance officer</p> <p>HSLL will monitor attendance. The HSLL will</p>	<p>Additional hours for office staff in order to monitor attendance.</p> <p>HSLL employed to liaise with parents to support</p>	<p>PPC to monitor the attendance of disadvantaged pupils</p>	

		work closely with families.	where attendance is below expectations.		
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The impact of the funding allocations and improvements outlined in the PP strategy 2017/18

Teaching and learning

Improve oral language skills and vocabulary for pupils eligible for PP

- As pupils progress through the school, the gap between disadvantaged and non-disadvantaged closes.
- Teaching and learning of spellings and vocabulary is consistently good or outstanding.
- Higher level texts have engaged the children more in English lessons. Each year group has also been given a list of higher level reading books which has been sent home to parents.

High ability children eligible for PP will achieve higher rates of progress across KS2

- High ability pupils made good progress in English.
- Specific cohorts made less progress in maths. This needs to continue to be addressed.

Emotional, social and behavioural support

Emotional literacy and resilience of PP children will be addressed

- Children have successfully transitioned back to class following nurture provision intervention. Progress is tracked through Boxall Profiles and has shown progress for all children.
- All children have been assessed using the Thrive assessment tool. Key children have received individual or group intervention. All pupils have made progress in relation to their targets

Increased attendance rates for pupils eligible for PP

- The attendance gap between pupil premium and non-pupil premium has decreased.