

## Pupil Premium strategy statement 2018-2019

Summary information					
<b>School</b>	Hampton Hill Junior School				
<b>Academic year</b>	2018-2019	<b>Total PP budget</b>	£62, 980 (financial year)	<b>Date of most recent PP review</b>	Rosemary Hafeez Summer 2018
<b>Total number of pupils</b>	364	<b>Number of pupils eligible for PP</b>	49	<b>Date for next review</b>	Autumn 2018 (TBC)
		<b>Number of pupils eligible for PP with SEND</b>	15		

### Attainment for Year 6 – percentage of students achieving Age Related Expectations (ARE) at HHJS compared to national figures (2017-18)

	Maths	Reading	Writing	Grammar, Punctuation and Spelling
National	76%	75%	78%	78%
HHJS students	85%	89%	91%	90%
PPG only	80%	80%	90%	80%
PPG (with SEN)	77%	69%	85%	69%

### Scaled scores (2017-18)

	Maths	Reading	GPS
National	104	105	106
HHJS students	107	109	110
PPG only	105	105	108
PPG (with SEN)	104	104	106

**By identifying and responding to barriers to learning we aim that all PPG pupils will make at least expected progress in English and Maths**

<b>Barriers to future attainment</b>	
<b>1</b>	Parental engagement with school and access to extra-curricular activities
<b>2</b>	The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
<b>3</b>	Specific social and emotional needs affecting learning

<b>Desired outcomes</b>		
<b>Barriers</b>	<b>How the outcomes will be measured</b>	<b>Success Criteria</b>
<b>1</b>	Improvement in parental engagement and increased number of PP children attending clubs	<p>Improved attendance at Teacher-Parent consultations and Meet- the – teacher sessions.</p> <p>Improved attendance at Maths &amp; English workshops run to provide families with the core skills necessary to help with their children’s learning.</p> <p>Improved access to extra-curricular activities and experiences.</p> <p>Measure:</p> <ol style="list-style-type: none"> <li>1. Increased number of PP children accessing day trips, residential trips, clubs and music lessons</li> <li>2. Increased number of parents attending workshops</li> <li>3. Increased number of parents completing annual questionnaire (15% returned in July 2017)</li> </ol>
<b>2</b>	Improved English and Maths standards in Year 3- 6 of all PP children (including those with SEND)	<p>At least 3 points progress expected from PP children across the whole year.</p> <p>Measure:</p> <ol style="list-style-type: none"> <li>1. SATS data</li> <li>2. ARE and progress made, Classroom monitor data, in-class assessment scores, moderation, reading and spelling ages</li> </ol>

		3. Impact of new interventions – Echo Reading; Third Space online Maths tutoring
<b>3</b>	Increase in confidence and self esteem	<p>Children feel more positive about school and their readiness to learn is improved. Learning behaviours embedded within the school ethos are displayed by the PP children.</p> <p>Measure:</p> <ol style="list-style-type: none"> <li>1. Random selection of PP children to complete half-termly evaluation form and an annual questionnaire completed by all PP children to monitor their feelings/thoughts about concerning their wellbeing and support received at school</li> <li>2. Monitor children in receipt of PPG accessing Place to Be and Place to Talk</li> </ol>

<b>PLANNED EXPENDITURE - STAFFING</b>				
<b>£55,614</b>				
<b>Barrier</b>	<b>Aim</b>	<b>Cost</b>	<b>Rationale (EEF toolkit)</b>	<b>Action taken</b>
<b>1</b>	To encourage attendance at all teacher-parent meetings	PP Lead	Aspirations are what children and young people hope to achieve for themselves in the future. Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. A number of approaches to raising	➤ All parents are expected to attend parent-teacher consultations. Follow up telephone calls are made to engage with parents who have not attended.
	To provide family involvement opportunities	PP Lead		➤ To run termly workshops for parents in English or Maths. ➤ To encourage parents to accompany children on trips with school.

			<p>aspirations have been tried across three broad areas:</p> <ol style="list-style-type: none"> <li>1. Interventions that focus on parents and families;</li> <li>2. Interventions that focus on teaching practice;</li> <li>3. Out-of-school interventions or extra-curricular activities, sometimes involving peers and mentors.</li> </ol>	<ul style="list-style-type: none"> <li>➤ To encourage more parents in to school as volunteers. Training provided by the SENCO in school.</li> </ul>
To provide emotional support for families	Safeguarding, Inclusion and Admissions Officer			<ul style="list-style-type: none"> <li>➤ Parent questionnaires and forums run by the SIA Officer– with an emphasis on inclusiveness and range of parents attending</li> <li>➤ SIA Officer to be available to support PP parents as necessary</li> </ul>
To provide financial support for trips and clubs	£6,715	Overall, the impact of arts (dance, music and drama) participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning.		<ul style="list-style-type: none"> <li>➤ Letter sent home to all PP parents, stating that free club spaces are available for children if requested</li> <li>➤ To track amount of PP children attending trips, clubs and music tuition</li> <li>➤ To offer additional enrichment and aspirational experiences on a termly basis</li> </ul>
To provide a weekly Homework and ICT club	PP Lead / LSA's	Common homework activities tend to be reading or practicing spelling and number facts, but may also include more		<ul style="list-style-type: none"> <li>➤ To offer a weekly homework and ICT club for children to attend for additional support and to gain access to resources / internet that may be</li> </ul>

			<p>extended activities to develop inquiry skills or more directed and focused work such as revision for tests.</p> <p>Due to the limited evidence that shows the amount of impact some homework activities have on the children's learning the homework policy was revised in 2016-17. Weekly spellings, times tables practise and daily reading are the only homework activities expected.</p>	required for a homework task (e.g. Mathematics)
<b>2</b>	To identify specific needs of PP/SEND children and provide appropriate support for them	PP Lead / SENCo / Specialist Skills teacher / LSAs / English Subject leader	<p>Importance of understanding and identifying specific barriers to learning to allow interventions (in and out of class) to take place to reduce these barriers.</p> <p>The role of the teacher is to support lower attaining learners or those who are</p>	<ul style="list-style-type: none"> <li>➤ PP lead and SENCO to liaise and lead on the identification of any PP children who may need extra support to make at least expected progress</li> <li>➤ PP lead and SENCO to lead on, promote and coordinate intervention groups</li> <li>➤ PP lead and Specialist Skills Teacher to teach small groups of PP children in relation to their individual needs</li> </ul> <hr/> <ul style="list-style-type: none"> <li>➤ PP lead to establish new Reading intervention (Echo reading scheme). To</li> </ul>

			falling behind to ensure effective progress.	train and monitor LSA's using this intervention
				<ul style="list-style-type: none"> <li>➤ PP lead to identify 10 children who will access Third Space Online maths tutoring each term (Year 4 in Autumn Term, Year 6 in Spring Term and Year 5 in Summer Term)</li> </ul>
				<ul style="list-style-type: none"> <li>➤ English Subject leader to establish new spelling scheme across the Federation to help aid consistency of the teaching of spelling patterns (Spelling Shed)</li> <li>➤ English Subject leader to develop new spelling intervention (Envelope spelling) and liaise with YGL's about how it's being implemented in all year groups</li> </ul>
	To provide LSA and TA support for PP children's specific needs	PP lead/ SENCo/ Specialist Skills teacher / LSAs		<ul style="list-style-type: none"> <li>➤ Two designated LSAs to support with a range of intervention groups in Years 3 / 4 and in Years 5 / 6. Focus on Maths, reading / comprehension and pre-teaching groups.</li> <li>➤ Daily reading with LSAs for particular PP children</li> <li>➤ To have a weekly interventions-team meeting to discuss any individual children, any specific barriers and type of intervention being provided</li> </ul>
	To provide release for class teachers to analyse Classroom Monitor data and attend Pupil Progress Meetings	Guest teachers		<ul style="list-style-type: none"> <li>➤ To ensure that PP children are continuously monitored and any areas</li> </ul>

				for concern are highlighted and responded to quickly
	To deliver relevant CPD for teachers and support staff to allow for individualised learning, clear differentiation, resourcing ideas shared and completion of PP Action Plans	FOC	Individualising instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners are different and have different needs, and that therefore a personally tailored approach - particularly in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum - will be more effective	<ul style="list-style-type: none"> <li>➤ To ensure staff set half-termly targets on the individual Action Plans that are evaluated and responded to regularly. The Action Plans need to show the in-class and out-of-class provision begin provided and evidence of any progression</li> <li>➤ To ensure that the Higher Achieving pupils are provided with extra support to allow them to reach their full potential (e.g. great depth writing groups)</li> <li>➤ CPD in Autumn term about how to 'Close the Vocabulary Gap' providing teachers with a greater understanding of one the main barriers PP children may face and providing ways the teachers can support with this</li> <li>➤ To provide staff with regular opportunities to share good practise</li> <li>➤ To ensure staff continually monitor and respond to any causes for concern</li> </ul>
	To enlist the support of relevant professionals, such as SALT and Educational Psychologist	£5,280		<ul style="list-style-type: none"> <li>➤ To ensure that advice and guidance on how to support individual pupils is applied by staff members working with the pupil</li> </ul>
<b>PLANNED EXPENDITURE - CURRCLUM SUPPORT AND RESOURCES</b>				
<b>£21,984</b>				

3	To provide the children with the skills needed to cope with any specific emotional and social need	£19,888	<p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p>	<ul style="list-style-type: none"> <li>➤ Place to Be and Place to Talk counselling services available to pupils</li> <li>➤ Family support available from the SIA officer</li> <li>➤ Lunchtime 'Friendship Club' to support children with any kind of social issues</li> <li>➤ Garrick Garden – children identified by SENCo and YGL's that would benefit from extra emotional and social support</li> <li>➤ 'Mentoring' sessions with designated LSA to support children on a 1:1 basis in a regular weekly session</li> </ul>
	To provide opportunities for aspirational experiences	£200	Aspirations are what children and young people hope to achieve for themselves in the future.	<ul style="list-style-type: none"> <li>➤ A wide range of enrichment and aspirational trips and activities available termly</li> </ul>

			Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success.	
	To provide a learning environment that helps focus and concentration	£1,900	Many studies shows a link between nutrition and cognitive development. Cognitive development can be defined as the ability for the brain to develop so that learning becomes easier.	➤ Fresh fruit and milk available daily for pupils

<b>Review of expenditure</b>		
<b>Barrier</b>	<b>Desired outcome</b>	<b>Impact: Did this meet the success criteria?</b>
<b>1</b>	Improvement in parental engagement and increased number of PP children attending clubs	
<b>2</b>	Improved English and Maths standards in Year 3- 6 of all PP children (including those with SEND)	
<b>3</b>	Increase in confidence and self esteem	

