

Pupil Premium (PP) Strategy Statement 2019-2020

Summary Information					
School	Solent Junior School				
Academic Year	2019-2020	Total PP budget for the academic year	FSM £27,720 Service £11,100 Total £38,820	Date of most recent PP review by the governing body	<ul style="list-style-type: none"> • Sports Premium Review November 2019 • Pupil Premium Review November 2019
Total Number of Pupils	362	Number of Pupils eligible for PP	FSM 21 (5.8%) Service element 37 (13.3%)	Date of next internal review of this strategy	Spring 2020



Planned Expenditure				
Academic Year 2019 - 2020				
The headings below enable the school to demonstrate how we 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: For all pupils to make at least expected progress in maths.				
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?
School to engage in Readiness for Mastery programme for maths delivery throughout the school (Year 1)	Readiness for Mastery is led by The Solent Maths Hub with proven impact across a range of schools with a strong evidence base of proven success. It is a transformational approach to maths teaching which stems from high performing nations such as Singapore. The school will start at year 1 with the intention of engaging in a 3 year project to ensure that it is embedded across the school. https://www.mathematicsmastery.org/	-Identification of project leads within school – monitor staff training input and impact upon learning -Year group meetings to agree strategies and learning profile -Oversight of training attended by lead (HoS and EHT) - Observations	Maths Lead – H Pye Maths Project Lead – S Smith Head of School – L Peterkin-Aldred	This will be reviewed termly when analysing whole school data. Pupil Progress termly meetings when appropriate Expected Cost £8,000
Desired outcomes: Pupils will leave the school with higher levels of enriched spoken and written language				
For all pupils to reach expected in reading and writing	Participation in Reading Research Project led by Portsmouth Teaching School Alliance alongside the National Teaching School, EEF with support from Steve Smith. Research in action focusing on the impact on reading interventions with pupil's outcomes related to reading and writing. Language development would be enhanced through the reading interventions with vocabulary being developed and through reading opportunities. Connections between reading and writing being made explicit for learners to support developments in their writing – main focus on vocabulary and spelling.	Launch Day 3 rd October attended by English Lead and HoS. 4 follow up training days throughout the school year to review the outcomes and impact. Information about research shared with staff during inset day in November. Staff meeting time and CPD opportunities planned throughout the year for both teachers and LSAs.	HoS Mrs Peterkin-Aldred English Lead – Miss Hill	Half termly following visits from the trainer Discussions at staff meetings, moderation meetings, and pupil progress meetings regarding impact Expected Cost £5,200

Desired outcomes: We want children to leave our school with strong fine motors skills. Fine motor skills should not be a barrier for them achieving at least the expected standard in writing.				
All pupils from EYFS to Year 6 to use Nelson Handwriting schemes	Children have weaker than typical fine motor skills – and some pupils have handwriting as a barrier to achieving the expected and above standards of writing. We want to ensure that all pupils are taught handwriting to a high standard across the school. Last year, staff reported that they saw huge improvements in their children’s writing however SLT are aware that the implementation of these lessons was inconsistent meaning there will be a stronger focus on it this year.	Teachers will teach handwriting daily. SLT will ensure this is on class timetables. SLT will look for evidence of lessons taught during half termly book looks. At this stage, progress of individual children will be monitored.	English Lead – D Hill Head of School – L Peterkin-Aldred Year Group Leads	Book Looks during half termly development. Focus of moderation sessions during staff meeting Discussion during pupil progress meetings and planning meetings Expected Cost £400
Desired outcomes: To ensure high quality catch up / intervention groups run throughout the school.				
Learning Support Assistants to run intervention groups to support those pupils who have demonstrated that they have gaps in their learning	National research into marking and quality feedback has shown that unless misconceptions are addressed quickly progress can be limited. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback/ Class based LSAs to work alongside teachers to deliver sessions aimed at targeted pupils. These ‘catch up’ hybrid sessions have had a proven impact with pupils in years one and two in previous years.	Termly pupil progress meetings. Monitoring of class data by SLT and external verification. Monitoring of sessions as part of monitoring cycle. Work scrutiny to involve planning and learning associated with sessions.	L Peterkin-Aldred – Head of School K Young – Senco S Warner & L Witt – Lead LSAs H Pye – Maths Lead D Hill – English Lead	Half termly Expected Cost £9,000
ii Other Approaches				
Desired outcome: To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subjects.				
Pastoral team to dedicate 0.5 FTE to supporting pupils with social and emotional that are either causing or could potentially cause a barrier to learning	2017-2018 and 2018-2019 – resources applied during Rainbow sessions, themed approach and group structure supported a range of pupils in developing strategies to cope with social and emotional challenges such as self- confidence, resilience and social communication skills – they were ready and able to learn – progress academically has mirrored this success. This support is to be extended to 2019-2020 and an additional adult introduced to the team.	Identified pupils progress monitored during termly pupil progress meetings, monitoring, book looks and as part of monitoring cycle. Pastoral team to provide verbal and written feedback to class teachers and Head of School as sessions evolve.	S Warner & L Witt – Pastoral Team K Young – Senco L Peterkin-Aldred – Head of School	Feedback half termly During termly pupil progress meetings Expected Cost: £6,000

Desired outcome: To ensure higher attaining pupils experience stretch in maths which allows continued progress.				
Work alongside Maths Mastery specialist teacher to identify how resources can be enhanced to support further stretch within mathematics.	White Rose resources have been used successful to support planning and teaching of mathematics. The aim is to embed this approach this year and to enhance this with resources that can be used to stretch these pupils yet further most specifically with critical thinking and problem solving skills.	Termly pupil progress meetings. Monitoring as part of ongoing cycle; book looks, work moderation and pupil conferencing.	H Pye – Maths Lead S Smith – Maths Mastery Project Lead Pippa Andrews – school mentor	Feedback following school review visits Shared with Governing Body Expected Cost: £2,000
Desired outcome: To ensure that our service pupils feel part of a consistently caring community where their status is celebrated and supported.				
Continued provision of an after school service pupil club to attend alongside one another to develop community and support for a variety of circumstances	An after school enrichment club for service pupils has proven to promote positive attitudes towards school enabling our service pupils to feel part of a community and able to celebrate their service status. This has proven to be particularly successful for those pupils who have moved into area mid-term and mid school as they are able to quickly develop a support network. Bears for deploying parents to take away with them and report back to pupils and school. Attendance at events run by local armed forces support networks and those led by local military groups.	Termly attitudinal surveys. Progress reports. Progress data. Feedback from families and pastoral team.	L Witt – Pastoral Team	Termly. Anticipated Cost £8,600