



# SOLENT JUNIOR SCHOOL

## Pupil Premium 2018-2019 - Expenditure & Impact

### How is pupil premium money spent at Solent Junior School and how does it impact upon learning?

Solent Junior School receives 3 categories of pupil premium money, each of which is set at a different amount, and each of which is allocated in different ways according to need. Perceived need is assessed according to a range of factors including data outcomes, information from external professionals, discussions with parents and carers of the pupils and professional observation and discussion within school. Expenditure is allocated accordingly, reported to Governors and also publically on the school website.

The amount received in the academic year 2018-2019 is shown in the table below.

	Free School Meal	Service Premium	Looked After / Post Looked After Child
Amount Received	£38,280	£12,300	£9,200

The profile for the schools for the past 4 years is shown in the table below.

Pupil Premium	% of pupils FSM Ever 6		% of pupils Service		% of EAL pupils		% of SEN pupils		% ECHP		LAC / PLAC	
	SIS	SJS	SIS	SJS	SIS	SJS	SIS	SJS	SIS	SJS	SIS	SJS
Jan 2016	4.5	9.1	13.4	8.9	2.8	3.9	4.8	9.4	1.1	1.7		
Jan 2017	3.4	7.1	12.3	10.6	3.4	3.0	8.2	8.4	1.9	1.1		
Jan 2018	3.9	8.1	15	12	5.0	3.2	7.0	8.1	1.8	1.3		
Jan 2019 (364)	3.7	3.3	13.3	9.9	4.4	2.7	8.5	6.6	1.8	1.4	1.5	0.8





# SOLENT JUNIOR SCHOOL

Pupil Premium Spending Plan Evaluation – July 2019 (RAG rated for achievement against objectives)

## Quality of Education for all

Desired Outcome	Chosen Action / Approach	How will you ensure it is implemented effectively?	RAG Evaluation Statements
For all pupils to leave Solent Junoir School with strong fine motor skills that enable them to reach expected in writing by the end of Key Stage Two.	For all pupils from Year 3 to Year 6 to use Nelson Handwriting scheme.	Effective introduction with teaching and support staff. Frequent monitoring; book looks, lesson observation, standardisation and moderation exercises.	Handwriting and development of cursive script is showing significant improvement in books. Next Steps; in order to embed this it will need to continue to be a focus next academic year. This will track pupils as they move up to Year 6.
School to develop positive , regular communication will all families to ensure that all pupils benefit from these strong links – sharing success between home and school (and vice versa)	All pupils to have regular parent / home / teacher meetings with class teacher and HoS. Teachers to ensure that all pupils are regularly receiving home school communication opportunities and to monitor this.	Meeting records and appointments. SLT to monitor via engagement in school (parent teacher appointments – response to communication from school) Focus during Pupil Progress Meetings.	Most families across the school are communicating on a regular basis – all parents are engaging. Those that aren't have been referred for Early Help Next Steps; to include resources to be sent home with specific targeted pupils (include on 2019-2020 plan) and Home Learning Policy.
All pupils develop a broad language toolkit that will contribute towards both spoken and written language	Development of language rich learning environments. Focus on the use of challenging and engaging language used by adults in school.	Teaching and Support staff CPD – the importance of the use of language.	Highly successful – impact evident in quality of writing skills. Next Step; apply for participation in Reading project – review use of challenging texts across SJS.
<b>Total Budget Cost: £4,640</b>			





# SOLENT JUNIOR SCHOOL

## Other Approaches (including pastoral support)

Desired Outcome	Chosen Action / Approach	How will you ensure it is implemented effectively?	RAG Evaluation Statements
For Social and Emotional issues not to have a negative impact upon learning and progress.	Pastoral support worker/ELSA – to work directly with groups of pupils where S&E issues are seen to be having a negative impact upon learning. Rainbow Room Extended Provision.	Pastoral feedback to SLT and class teachers. Focus of termly pupil progress meetings. Pupil focus during development day; range of monitoring activities.	Highly effective – with additional funding this would be extended. Sessions are focused and raise self-esteem – notable difference in class performance as discussed at pupil progress meetings. Next Step; additional hours if funding is available. Young Carers group to be set up.
To ensure that the home life of all pupils does not have a negative impact upon progress in learning	Pastoral support worker / ELSAs – offering outreach to families and mentoring individual pupils when required  Allocated meeting times with HoS / EHT for positive discussion to take place.	Pastoral reports produced by pastoral support worker and shared with SLT and class teacher. Half termly data monitoring by SLT. Focus during termly pupil progress meetings. Focus on these pupils during monitoring exercises. Reporting to Governors in termly HT report and assessment updates.	Highly effective relationships developed between home and school. Pupil Progress discussions and focus during monitoring raises the profile amongst all staff. Governor pupil premium champion identified.  Next Step; Allocate new Pupil Premium Champion within existing hours. Young Carers Group to be set up Spring 2020.





# SOLENT JUNIOR SCHOOL

<p>To improve reading and writing outcomes and ensure that every Pupil Premium pupil makes expected progress by the end of the year.</p>	<p>Maintaining LSAs in each class 5x mornings a week – not always to work with PP pupils but to provide that additional layer of support when required in the class in general.</p>	<p>Focus on lesson observation analysing the impact of additional adults within the classroom.</p> <p>Attitudinal surveys with pupils and staff – impact of additional adults.</p>	<p>78% of PP pupils made expected progress in reading and writing across the school.</p> <p>This figure does not match the attainment of this group (this group includes a number with dual SEND profile)</p> <p>Next Step; Focused regular intervention boosting sessions</p>
<p>Ensure that all pupils have exposure to teaching and learning that means an increased number of PP pupils reach GDS in maths.</p>	<p>Maintaining LSAs in each class 5x mornings a week – not always to work with PP pupils but to provide that additional layer of support when required in the class in general.</p> <p>Staff development time – White Rose Mathematics materials</p>	<p>Focus on lesson observation analysing the impact of additional adults within the classroom.</p> <p>Attitudinal surveys with pupils and staff – impact of additional adults.</p>	<p>Not enough PP pupils are reaching GDS in Mathematics – progress reported as satisfactory.</p> <p>Next Step; 2019-2020 Consider engaging in provision offered by The Solent Maths Hub.</p> <p>Use of daily focused intervention to target these pupils in class and also additional times.</p>
<p><b>Total Cost; £33, 640</b></p>			
<p><b>Specific Service Pupil Premium Element</b></p>			
<p>School to use ELSA/Pastoral team to support those service families who are faced with mid-term admission to and from Solent to have little negative impact upon emotional development.</p>	<p>Family support worker to support transition into and leaving Solent – work closely with family to support them through the process.</p> <p>Social and Emotion group/individual intervention when appropriate.</p>	<p>ELSA/Family support worker to feedback to wellbeing lead and SLT.</p> <p>Family support worker communication with families and measured impact of move upon pupil data – focus at PP meetings.</p> <p>Report to Governors.</p>	<p>Significant impact upon service families joining and leaving the school. To continue with same model next year.</p>





# SOLENT JUNIOR SCHOOL

	Provision of Rainbow room before school.		
To ensure that service pupils and their families are proud of and feel part of the significant service group within the school – raise self-esteem and confidence. (all pupils to attend regardless of SEND status – staffing provided appropriately)	Establish service pupil – after school club provision. Bears for deploying parents to take away with them and report back to pupils and school.  Provision of a ‘service family’ picnic in the summer term to celebrate the year at school (at SIS)	Attitudinal surveys of pupils and their families. Exit reports from families and pupils.	Very positive feedback from all service pupils and their families. Repeat next year 2019-2020.
Enable Solent pupils to feel part of the wider armed forces community within the local area and nationally	Attendance at the November remembrance service – City Centre.	Attitudinal surveys of pupils and their families.	Very positive feedback from all service pupils and their families. Repeat next year 2019-2020.
Enrich the curriculum of this group of pupils to encourage them to have the confidence to engage in a range of opportunities. Ensure that they are not marginalised.	Boleh Sailing Trips. Attendance at Service pupil network meetings.	Attitudinal surveys of pupils and their families.	Very positive feedback from all service pupils and their families. Repeat next year 2019-2020.
<b>Total Budget Spend: £12,300</b>			

