

# Pupil premium strategy statement

## School overview

Metric	Data
School name	New Milton Junior School
Pupils in school	368
Proportion of disadvantaged pupils	27%.
Pupil premium allocation this academic year	£171 820
Academic year or years covered by statement	2019-2020
Publish date	November 2019
Review date	September 2020
Statement authorised by	Emma Grinyer
Pupil premium lead	Emma Grinyer
Governor lead	Jo Corrigan / Dini Usill

## Disadvantaged pupil progress scores for last academic year

Measure	Achieved ARE	Achieved GDS
Reading	56% - 2.6	13%
Writing	81% - 0.2	13%
Maths	69% - 3.3	16%

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	67%
Achieving high standard at KS2	10%
Measure	Activity
Priority 1	Pupils are confident users of language
Priority 2	Children are able to take more ownership in their learning journey.
Barriers to learning these priorities address	For staff and children to identify each barrier, and be able to match a small step that is reviewed in a timely custom.
Projected spending	<b>£89 000</b>

## Teaching priorities for current academic year

Aim	Target	Target date
To increase progress in reading for disadvantaged children	Scaled scores across the school are in line or exceed progress targets	July 2020.
To increase progress in writing	Scaled scores across the school are in line or exceed progress targets	July 2020.
To increase progress in mathematics	Scaled scores across the school are in line or exceed progress targets	July 2020
To increase the attendance of all children, particularly those who are disadvantaged	For pupils and parents to be clear of the impact of 100% weekly attendance	July 2020
To develop all children's sense of resilience and independence	Increase all children's willingness to have a go and not give up at stage 1 when problem-solving	July 2020

## Targeted academic support for current academic year

Measure	Actions
<p><b>Priority 1:</b> In order to raise attainment in reading to be at least in line with national data, we will stretch our pupil's range of vocabulary</p>	<ul style="list-style-type: none"> <li>• Ensure all staff are receive development in delivery of stretching vocabulary both in and out of an 'English' lesson to ensure consistency and regularity in delivery</li> <li>• Develop Talk for Writing approach for individual need</li> <li>• For children to demonstrate their growth in reading progress through a wide range of evidence</li> <li>• Invite all parents in for ways to support your child at home.</li> <li>• Send home word lists of new learning for children where pre-teaching would benefit</li> <li>• Paired and shared reading</li> <li>• Bug Club</li> <li>• PIRA assessment, supporting detailed analysis of need</li> </ul>
<p><b>Priority 2:</b></p>	<ul style="list-style-type: none"> <li>• Staff development in quality first teaching</li> </ul>

<p>In order to raise attainment in writing to be at least in line with national data, we will identify, act on and review barriers within clearly stated time periods</p>	<ul style="list-style-type: none"> <li>• Meetings to unpick barriers for individual writers</li> <li>• Intervention groups</li> <li>• Alan Peat sentence structures to support particular text types</li> <li>• Weekly conferencing with child</li> <li>• Clear communication with parents and knowledge of how to support at home</li> <li>• Develop Talk for Writing approach</li> <li>• Clarity of editing process</li> <li>• Stretching vocabulary</li> <li>• Precision teaching</li> <li>• Keep up Catch up/ pre teaching</li> <li>• Extra teaching staff in two year groups</li> <li>• Twilights : professional development in achieving greater depth</li> </ul>
<p><b>Priority 3:</b> To raise attainment for all, with a particular focus on disadvantaged children, in maths.</p>	<ul style="list-style-type: none"> <li>• Ensure all children's gaps in learning in maths have been identified by October half-term</li> <li>• Children readily seek concrete and pictorial resources as required to support during maths lessons</li> <li>• To ensure pre teaching takes place for all children who are falling behind age-related expectations</li> <li>• Child, parent and teacher are all clear on where the child is on their journey of 'on trackness', and regular meetings update all parties throughout the year</li> <li>• SLT to meet a child daily to support journey of progress by looking at the day's work</li> <li>• PUMA assessment, supporting detailed analysis of need</li> <li>• Extra teaching staff in two year groups</li> <li>• Twilights : professional development in achieving greater depth</li> <li>•</li> </ul>
<p>Children's barriers to learning are identified and actions are placed in order to maximise greater progress for all children in all areas</p>	<ul style="list-style-type: none"> <li>• Identify gaps in individual's learning</li> <li>• Clarify if need for an individual is down to 'new learning: subject specific</li> <li>• Resilience</li> <li>• Strategies to support on the road to independence</li> </ul>

	<ul style="list-style-type: none"> <li>• Class teachers to seek support from within school as required to initiate timely interventions that are reviewed within a 4-5 week period</li> <li>• Liaise with parents weekly to identify progress</li> <li>• Use the expertise and support from within school to support individual need.</li> <li>• ELSA</li> <li>• Teaching assistant extended hours to ensure timely communication and support for vulnerable children</li> <li>• Teaching assistants enhancing lunchtimes</li> </ul>
Projected spending	<b>£127 000</b>

### Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>To build a genuine ethos where it is more than acceptable to want to succeed</p>	<ul style="list-style-type: none"> <li>• Expect Success</li> <li>• Staff awareness of language used within all aspects of the school day</li> <li>• CPSHE drive throughout the school</li> <li>• Investment for all in our school's visions and values (meetings, reflections, adaptations and delivery to the children on a day-to-day)</li> </ul>
<p>Priority 2:</p> <p>To ensure all children have access to a broad, balanced and progressive curriculum</p>	<ul style="list-style-type: none"> <li>• Staff audit: identifying strengths and weaknesses</li> <li>• Professional learning opportunities for all staff in all areas, but particularly non-core</li> <li>• Specific subject related training in Music and ICT</li> <li>• Investment in resources for specific non-core subjects (firstly, Music and ICT)</li> <li>• Books and texts investment to support stretching of vocabulary and richness of text quality outside of English</li> <li>• Development of the role of assessment in subjects outside of English and maths</li> <li>• Subject Leader development in and out of school, linking with cluster schools and wider (World Education Project)</li> </ul>

Priority 3: To improve 'readiness' to learn for the most disadvantaged pupils	<ul style="list-style-type: none"> <li>• QFT</li> <li>• Expect Success</li> <li>• Family Support Worker</li> <li>• Breakfast clubs</li> <li>• Minibus</li> <li>• Residential support and day trips</li> <li>• Free after school clubs</li> <li>• Staff club days</li> </ul>
Projected spending	<b>£107 000</b>

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development (English lead)	Use of INSET or CPD meetings Release cover for further support with planning or paired book monitoring. Use of IRIs and support through coaching.
Targeted support	Ensuring enough time for school maths lead to support small groups	Maths lead paired with staff to support planning through to delivery. Maths lead to Teaching assistants' support in and out of class ( interventions, pre teaching , Keep Up Catch Up sessions etc.)
Wider strategies	To improve attendance and readiness to learn for the most disadvantaged pupils	Work with our families to share, attendance, reading and spelling levels, PIRA and PUMA scores and what this means in terms of commitment to our shared journey for each of our

### Review: last year's aims and outcomes

Aim	Outcome
Increase progress made by all Pupil Premium or targeted children	>>>>>
Children taking a more active role in lessons	LLP inspector Learning Walk December 2019: significant shift noticed: all children engaged and on task in learning.
Further reduce the in school gap	>>>>>>.

between Pupil Premium and other children	
Increase in attendance of Pupil Premium children	Pupil Premium children's attendance has improved across the school by a minimum of 1% per year group.
Increase proportion of pupil premium children achieving age related expectations in maths	2018 – 58% 2019 – 69%
Lower anxiety and levels of disruptive behaviour	Reduced exclusions; reduced number of repeat offenders missing Golden Time; general classroom management allows for all to learn, following our consistent reference of school's values.
Develop support between the school and home	Family Support Worker working alongside greater percentage of families, resulting in increased attendance in child/children attending school and parents happy to overload and be supported wherever the need arises.
Consistent approach to Pupil Premium children, ensuring teaching matches learning needs	Progress evidenced in books as well as in data. Children having greater awareness of own small, next step. R & R matching need of individual on a more consistent basis Expectations of involvement within class is consistent across the school and as a result the children remain more engaged in their learning. This is reflected through pupil conferencing and the children's books.