

New Milton Junior School – Report on Pupil Premium Children

Under current government regulations all schools receive a certain amount of money (PPA), which is solely for the purpose of raising attainment for children receiving a Free School Meal (FSM), due to the family income falling below a certain threshold. The government has widened the coverage of the Pupil Premium to include those eligible for FSM at any point in the last six years. Currently for each FSM child we receive £1320.

Please register your child if you are eligible using the easy online facility which has been launched by Hampshire County Council Catering Services (HC3S). You can now check your eligibility for FSM. This self-service option is available at:

www.hants.gov.uk/caterers/hc3-freeschoolmeals

Schools decide how the Pupil Premium is spent since it is recognised that they are best placed to assess what additional provision should be made for the pupils within their responsibility.

We also receive the Service Children Premium for children whose parent is employed in the armed forces. This has been extended to include children whose parent has left the service up to three years ago.

All schools are required to report on the amount of funding received and how this is being used. For the academic year 2017/18 the school has received £165,860 in Pupil Premium funding, equating to 130 children (34%). The tables below show the outcomes for pupils on Pupil Premium in 2017, the provision and cost for 2017-2018 and the intended outcomes for 2018

Impact of 2017/18 Funding

2018 Outcomes for Pupil Premium Children

Y6 KS2 Test Attainment

		2018 Pupil Premium	2018 Non Pupil Premium	2017 Pupil Premium	2018 Pupil Premium Improvement
Reading	ARE+	67%	83%	62%	+5%
	High Score	17%	35%	8%	+9%
Writing	ARE+	58%	90%	79%	-21%
	High Score	4%	30%	5%	-1%
Mathematics	ARE+	58%	78%	60%	-2%
	High Score	21%	29%	0%	+21%
EGPS	ARE+	54%	77%	77%	-23%
	High Score	29%	40%	13%	+16%
Reading, Writing and Mathematics	ARE+	42%	70%	38%	+4%
	High Score	0%	16%	0%	0%

What does this mean?

In reading, attainment of pupil premium children increased at a greater rate than national improvements.

In maths, the gap between PP children and others in attainment of the high score was significantly reduced.

In EGPS (punctuation and grammar) the gap between PP children and others in attainment of the high score was significantly reduced.

In writing, pupil premium children did not make as much progress as in 2017 but were in line with the national average. It is an area of school improvement in 2018/19

In maths, attainment and progress of pupil premium children improved at a greater rate than national improvements but progress still remains an area of school improvement

In subjects assess through the SATs (reading, maths, grammar) a significantly higher proportion of pupil premium children achieved the higher score than in any previous year.

Other Impact of Pupil Premium funding in 2016/17

In March 2017, OFSTED remarked that *'standards have improved, especially in reading and writing' and that 'pupils are beginning to show more progress in mathematics, especially those that are disadvantaged.'*

Over the last three years, the trend in pupils' outcomes for reading and writing has been 'upwards' and 'differences between the achievement of disadvantaged pupils and other pupils are diminishing.'

- Reading ages and spelling ages increased by twice the expected rate for Pupil Premium children (ratio gain over 2.0)
- Pupil Premium children have maintained their attendance after two years of improvement in 2016 and 2017.
- A reduction in the number of fixed term exclusions and a reduction in the number of behaviour incidents involving Pupil Premium children
- Embedding of NGRT (reading assessment) has led to greater understanding of strengths and weaknesses for all children and in particular for those with complex needs
- In year 4 better than progress was made by pupil premium children in reading.
- Writing progress across the school for children in receipt of pupil premium was below expected and is a key area identified for 2018/19 School Improvement
- Easter holiday boosters had a significant impact on readiness for school for the summer term
- Teaching of maths improved and was more focused and consistent throughout the whole school
- Paired reading sessions introduced and attendance has continued to improve
- Refined Pupil Premium Plans to ensure consistency across the school and ensure that teachers have a very clear understanding of strengths and barriers
- All staff, including teaching assistants have a greater understanding of the needs of the most vulnerable children as a result of dedicated pupil premium time and discussions
- Small scale buddy system in place to support Pupil premium children which reduced levels of anxiety
- High levels of adults support enable pupil's anxiety levels to be reduced and leads to greater engagement with learning e.g. meet and greet, social stories
- A continued growth in the range of opportunities for Pupil Premium children e.g. free clubs, day trip, aspirational days, inspirational visitors

Pupil Premium School Improvement Objectives for 2017/18

- To maximise the progress of Pupil Premium children in writing
- To further develop transition arrangements for children entitled to Pupil Premium
- To ensure provision for children with Social, Emotional and Mental Health need is effective and fit for purpose

What are we doing to make this happen? (How is the money being spent?)

April 2018-2019

Provision	Intended Outcome	Cost
<p>Structured Literacy Programmes</p> <ul style="list-style-type: none"> • Paired and shared reading • Precision Teaching • Keep up/ Catch Up/ Pre-teaching • SOS Spelling • Continued implementation of Get Spelling scheme • Read Write Inc. Y3/4 • 1:1 small group tuition • Reduced class size for teaching of Y6 reading, writing and maths(4 x teachers) • Purchase of rich guided reading books • Extended day for teaching assistants to ensure daily reading for Pupil Premium children with low reading age • Fully implement BUG club – online interactive reading resource • Fully implement GL reading and spelling assessments develop next steps of planning and learning • Whole staff INSET on developing writing for PP children • Spelling Frame website support • Parent/Pupil partnership for reading • Alan Peat Structured Sentence approach • Mr P ‘Battle Cry’ writing approach 	<ul style="list-style-type: none"> • Increase ratio gain in spelling and reading to at least 2 (ratio gains) • Increase proportion of children achieving age related expectation in reading and writing • Further reduce the in school gap between Pupil Premium and other children • Increase progress made by all Pupil Premium or targeted children • Provide further and regular opportunities for writing for a purpose: as a result of stimulus; visit; radio presentation; use of media; performance • Reading curriculum is revamped to promote a love of reading alongside building fluency and stamina. • Staff attending professional research project for reading 	<p>£23000 teacher support</p> <p>£23000 additional TA time</p> <p>£1000 for BUG club</p> <p>£3000 GL assessments</p> <p>£2000 Staff training</p> <p>£1000 Inspector support</p>
<p>Structured Maths Programmes</p> <ul style="list-style-type: none"> • New staff to be trained in delivery of Inspire maths - based on Singapore maths • Whole staff subject knowledge INSET • Maths Subject Leader ongoing 	<ul style="list-style-type: none"> • Increase proportion of pupil premium children achieving age related expectations in maths • Increase staff subject knowledge and confidence in teaching emerging mathematicians 	<p>Inspire Maths - £2500 ongoing</p> <p>£3000 staff</p>

<p>training</p> <ul style="list-style-type: none"> • Increase purchase/ use of practical equipment • Keep up/catch up sessions • Reduced class size in Y6 (5 sets) • Extended day for teaching assistants for handover • Advisor for 2 day with Maths Leader • Subject leader monitoring of consistency and confidence throughout the school • Rockstar maths to support understanding of tables 	<ul style="list-style-type: none"> • Further reduce the in school gap between pupil premium and other children • Increase the proportion of pupil premium children achieving age-related expectations • Ensure quality feedback between teaching assistants and teachers 	<p>training</p> <p>£26000 Qualified teaching support</p> <p>£3000 practical maths equipment</p>
<p>Social Skills</p> <ul style="list-style-type: none"> • Increase level of self confidence through structure support of ELSA and Home Link worker • Whole school buddy system; for our more vulnerable children and daily readers • Milton Motivators for playtimes • Privilege Card given to children who have fully engaged within lessons • Alternative provision with Eaglewood School to support the most vulnerable children • Equine Assisted Therapy to support the most vulnerable children 	<ul style="list-style-type: none"> • Increase in attendance of Pupil Premium children • Reduction on behaviour incidents at playtimes and lunchtimes • Reduce the number of fixed term exclusions • Children taking a more active role in lessons • Lower anxiety and levels of disruptive behaviour 	<p>£9000 2 additional trained ELSA and Link worker support</p> <p>£12000 AP payment</p> <p>£3000 Equine and travel</p>
<p>Specialist Support</p> <ul style="list-style-type: none"> • Educational Psychologist • Behavioural team • School family support worker • Parent group led by family support worker • Training and support for new school SENCO in order to improve progress of the most vulnerable pupils • Art Therapist to support individual needs 	<ul style="list-style-type: none"> • Increase in attendance of all children • Raise levels of self esteem and reduce number of behaviour incidents • Increase parental involvement • Develop support between school and home 	<p>£3000 EP £1000 BST £5000 SENCO admin</p> <p>£8000 Family Support Worker</p>

<p>Training and development</p> <ul style="list-style-type: none"> • Continuation of role of Pupil Premium champion: regular meetings with all staff to ensure consistency and accountability; conferences; visited recommended school; liaised with local junior school • Shared practice as a school who are doing things well • Targeted county led training on teaching Pupil Premium children • Family support worker development • Teacher coaching and development sessions with staff • Ongoing development of mindset and 'magic' learning habits to promote independence and positivity in habits of learning • Consistent practice across all teaching staff in: documentation of monitoring Pupil Premium children's progress; transition and all Pupil Premium children's books to be marked first • Release time to attend progress review meetings • Development of IRIS (a self-reflection tool for teachers to improve the quality of teaching) • Year Leaders provided with extra release time to monitor quality of teaching and whole school improvements; plus, four meetings per term to evaluate progress of Pupil Premium children with Assistant Head (Pupil Premium Champion) • Introduction of transition timetable and increased links with feeder and linked secondary school 	<ul style="list-style-type: none"> • Consistent approach to Pupil Premium children, ensuring teaching matches learning needs • Ratio gains in maths • Improvement in overall quality of teaching and outcomes for Pupil Premium children • Promote a consistent positive attitude towards developing independent learners <ul style="list-style-type: none"> • Whole staff awareness of the needs of Pupil Premium children and response time is the following day <ul style="list-style-type: none"> • For staff to reflect and improve practice in order to accelerate the rate of progress made by Pupil Premium children 	<p>£20000 Coaching and PP champion</p> <p>£2500 training</p> <p>£2000 IRIS subscription</p>
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<p>Resources</p> <ul style="list-style-type: none"> • Breakfast Club Provision • School minibus • Increase IT availability to support home learning and reduce digital poverty 	<ul style="list-style-type: none"> • Support: a 'good start to the day' • Increase involvement of Pupil Premium children in school events • Provide a wider range of opportunities for learning outside of the school environment • Increase motivation using modern technology 	<p>£1000 Breakfast Club</p> <p>£4000 minibus</p> <p>£3000 IT equipment</p>
<p>School Sports/ After School</p> <ul style="list-style-type: none"> • 'Free' after school clubs • Subsidised residential • External inspirational speakers • 'Special Weeks' ('HOLIDAY', Film Week) • 1:3 small group catch up tuition 	<ul style="list-style-type: none"> • All children to have access to all opportunities regardless of cost and individual circumstances • Increase participation of Pupil Premium children 	<p>£8000</p>
<p>Building Aspirations</p> <ul style="list-style-type: none"> • Building Aspirations: 'Oh, The Places I'll Go' talks (half-termly) and follow up trips using our minibus • 'Film week' specific roles for pupil premium children • A Day of Words 	<ul style="list-style-type: none"> • Increase participation of Pupil Premium children • Increase all children's desire to aim high • Involvement in creating a day away from the curriculum as we know it, devised by our Pupil Premium children • To help narrow the gap 	<p>£2000 trip costs</p>
<p>Attendance</p> <ul style="list-style-type: none"> • Monitoring and minibus purchase to help children attend school • Free clubs outside of the school day • Closely monitored and communication process with parents developed by Deputy Head 	<ul style="list-style-type: none"> • To improve Pupil Premium children's progress • To improve Pupil Premium children's attendance 	
		<p>Total:</p> <p>£171000</p>

Figures are rounded