# PUPIL PREMIUM 3 YEAR STRATEGY

2020-2023

Hamworthy Park Junior School

| **SUMMARY INFORMATION** - CURRENT PUPIL INFORMATION 20-21 | |
|---|---|
| Total number of pupils: | 462 |
| Number of pupils eligible for pupil premium: | 118 |
| Number of pupils eligible for Free School Meals £1345 | 85 |
| Number of pupils eligible for Service grant (not PP) £310 | 48 |
| Number of pupils eligible for Looked After Children grant £2345 | 2 |
| Pupil premium budget:<br>Total LAC budget:<br>Total service:<br>Total: | **£ 158,710**<br>**£ 4,690**<br>**£ 12,400**<br>**£ 175,800** |

| **PUPIL PREMIUM COHORT INFORMATION 20-21** | | |
|---|---|---|
| CHARACTERISTIC | NUMBER IN GROUP | % OF GROUP |
| Boys | 72 | 34% |
| Girls | 98 | 40% |
| SEN support | 31 | 47% |
| EHC plan | 1 | 20% |
| EAL | 6 | 19% |

| **Potential Barriers for Future Attainment** | **Success Criteria** |
|---|---|
| 1. Poor attendance of pupil premium children (19-20 was 94.9), in particular the FSM children | Attendance strategy ensures PP children attend at 96%+ in order to fully access education |
| 2. Turbulence, with in the junior school impacts on the amount of time available for children to catch up, particular as children enter Y5&Y6 | Effective support is targeted to enable those 'in year' entry children to make at least expected progress |
| 3. % of families needing access to Early Help | Effective support and sign posting with multi-agencies better support families to thrive |
| 4. Embedding of secure phonological knowledge – those not attaining 38 in phonics screening | PP children achieve a phonics screening score of 38+ |
| 5. Limited acquisition of fluency in reading through effective application of phonics alongside limited exposure to broadened vocabulary | Quality first teaching enable children to overcome delays and acquire a language rich environment and curriculum |
| 6. Additional value-added for PP children limited in writing due to limited exposure to wider experiences in life, broader text choices | Over time with the 3-year strategy, English text choices are varied and engaging, alongside widening children's experiences to develop secure understanding of a broader vocabulary |

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## Assessment data – Trends over time

| **KS1 2019-2020** (covid year) | **PP pupils** | **All pupils** | **National disadv average 2018-2019** | **2017-18 PP** | **2018-19 PP** |
|---|---|---|---|---|---|
| Reading | 64% | 75% | 62% | 58% | 75% |
| Writing | 57% | 72% | 55% | 42% | 65% |
| Maths | 57% | 77% | 62% | 63% | 75% |

| **Phonics Screening 19-20** (covid year) | **PP children** | **All pupils** | **National average 18-19 all** | **2017-18 disadv** | **2018-19 disadv** |
|---|---|---|---|---|---|
| Year 1 | 100% | 87% | 71% | 75% | 71% |
| Year 2 retakes | 86% | 82% (11 new) | n/a | | |

| **END OF KS2 - 19-20 (Covid – approx.)** | **PP children** | | | | | **School Disadvantaged pupils** from previous 3 years | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | **2017-18** | | | | | **2018-19** | | | | |
| % achieving **expected standard or above** in R/W/M | **R** 72% | **W** 79% | **M** 69% | **GPS** 83% | **RWM** 66% | **R** % | **W** % | **M** % | **GPS** % | **RWM** 55% | **R** 58% | **W** 72% | **M** 78% | **GPS** 71% | **RWM** 64% |
| Non-PP (other): sch | 75% | 74% | 76% | 79% | 60% | | | | | | 70% | 88% | 88% | | |
| Non-PP (other): national | na | na | na | na | na | | | | | | 78% | 83% | 84% | | |
| % making **expected progress or more** | R 79% | | W 90% | | M 83% | **R** | | **W** | | **M** | **R** 52% | | **W** 70% | | **M** 76% |

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**LONG-TERM PLAN** (3 YEAR TIMESCALE):

Due to the existing barriers identified above these 3 key areas will be our priorities:

**1) Improve attendance: to ensure children eligible for pupil premium funding have attend school regularly and punctually**

**2) End of KS2 attainment and progress data, for each child, best prepares them for success in secondary: in particularly reading, writing and combined**

**3) Positive well-being and the mental health of pupils eligible for pupil premium, enables them to thrive at school**

**4) Growth mindset enables children to manage the barriers they face and see possibilities and success, enriching experiences/ visitors create aspirational thinking**

**Objective 1: Improve attendance:** to ensure children eligible for pupil premium funding have attend school regularly and punctually

| Objectives | Actions to be taken | By whom | Resources needed | Progress indicators | Success criteria |
|---|---|---|---|---|---|
| 1. Embed the Attendance Policy | • Review and amend Attendance Policy<br>• Communicate the Policy to all stakeholders<br>• Review Policy and procedures | HT | LA and Trust documentation<br>Attendance data | Termly attendance data analysis shows improvements (Covid) | Policy understood by all stakeholders |
| 2. Embed the whole school attendance strategy | • Review the attendance procedures – 4 stage approach<br>• Review and establish roles and responsibilities<br>• Early identification and clear action plans applied<br>• Engagement with new BCP Hub agencies are established<br>• Monitoring half termly the effectiveness of procedures | HT<br>AHs<br>Admin team | BCP First response<br>SAW meetings<br>Bromcom -analysis<br>Pastoral time: 25%<br>HT time<br>AH time : 25%<br>Admin time: 30% | Half termly data analysis | AH (inclusion leads) hold the lead in improving attendance of PP children 2022 |
| 3. Effective use of Bromcom enables attendance team to quickly identify and tackle poor attendance (lates and absent) | • Bromcom established<br>• SLT clear on how to analyse data, reporting<br>• Teachers engaged with low level attendance<br>• Administrators are effectively using Bromcom and parent communication to ensure efficient and timely challenge to poor attendance | HT<br>admin | Bromcom<br>Bromcom helpline<br>Hamwic Trust advisor<br>BCP – Hub | Regular data analysis identified targeted groups improving attendance rate | PP attendance data improves each half term<br>Timely support/challenge strategies impact on improving attendance for PP children |

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| 4. Families with attendance barriers are challenged and supported to overcome them | • Regular meeting with identified families<br>• Regular engagement, support and monitoring by Pastoral team<br>• Timely referral to BCP First Response<br>• Analysis of military in term holiday requests<br>• Transportation barriers identified<br>• Holiday request unauthorized and fining timely<br>• Expert knowledge about family's context understood and used to support and challenge | HT AH | Half termly BCP meetings<br><br>Bromcom<br><br>Meetings with HT/ Admin/ AH and Pastoral<br>Resources | Data analysis highlights improving attendance<br><br>Records show diligence to support and challenge process with BCP, impact from BCP clear | PP attendance data improves each half term<br>Timely support and challenge strategies impact on improving attendance for PP children |

| **Objective 2) End of KS1 attainment and progress data, for each child, best prepares them for success KS2:** in particularly phonics, reading and writing | | | | | |
|---|---|---|---|---|---|
| **Objectives** | **Actions to be taken** | **By whom** | **Resources needed** | **Progress indicators** | **Success criteria** |
| 1. Identify and support children to embed age appropriate CLL skills to effectively access national curriculum in KS2 | • Language rich environments across KS2<br>• Quality first teaching that addresses gaps in speech and language and vocabulary<br>• Early identification process effective<br>• Targeted support for those with specific needs or disorders in place<br>• Use of KS1 phonics information – better supports provision plan for identified children not secure at KS1 | Y3 leader<br>DHT<br>AH | Support teacher – targeted phonics, language programmes<br>Dyslexia screening – Dyslexia referral assessments<br>Dyslexia Gold / NESSIE<br>Phonics CPD - teachers/ TA<br>Teacher to support target additional phonics/ language | Termly data analysis shows improvements<br>Phonics tracker analysis<br>Reading test<br>Salford analysis<br>Access to Reading | Consistent high-quality learning environments and teaching<br>Targeted children receive timely support and make progress |
| 2. SEND strategy and provision map effectively supports CLL needs and delay | • AHs review existing provision<br>• Research other S&L / vocabulary programmes<br>• Train key persons to deliver<br>• Identification process in place | HT<br>AHs | Language assessment & support programmes | Half termly data analysis | PP children with CLL needs are quickly identified & supported to diminish the gap |

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| 3. The English curriculum offer is high quality and enables all children to have a secure phonological awareness and therefore develops age appropriate reading skills | • Quality first teaching – teachers have strong subject knowledge, effective resources and opportunities for application in reading and writing<br>• Investment in phonically matched books to children's ability<br>• Learn to read environments are supportive<br>• Provide additional resources to support pupils' reading at home – toolkits/ learning aids<br>• Use of IT platforms that are used everyday to develop word recognition<br>• Targeted programmes for identified children<br>• Identify and ensure frequent opportunities for children to develop a love of reading and to be heard frequently | DHT<br><br>English Leaders | INSET<br>DHT/ DH – leading cpd<br>Reading bags<br>Phonics strings<br>Volunteer readers<br>On-line resources<br>Enrichment experiences that develop love of books<br>Extra reading avenues – Pre-teach resources<br>Additional teacher: LT/ RC | Data drops allows early identification<br>Catch up strategies measure impact rapidly<br>Phonics tracker identifies gaps and progress<br>Book look highlights application | All PP children securely pass the Y1 screening check with more than a score of 38<br><br>Children needing intervention receive high quality support<br><br>Most children are attaining ARE by the end of KS1 |
| 4. The English curriculum offer is high quality and enables all children to make at least expected progress or better in reading and writing, and the disadvantage is diminished for the most vulnerable | • INSET develops staff knowledge on effective teaching of Reading and Writing<br>• Reading and writing curriculum map ensures coverage of all skills and knowledge, includes the use of high-quality texts, visual literacy<br>• Early identification, tracking and targeted support focuses on closing gaps<br>• Provision planning identifies key areas for targeted support<br>• Monitoring activities including data drops ensure effective support is targeted and timely<br>• Awareness of the families most in need to be better supported during lockdowns with devices, connectivity and live teaching | DHs<br>DHT<br>AH<br>English Leaders | Reading books that match phonetical ability<br>Writing packs<br>Class readers, extra home readers for the most vulnerable<br>Visual Literacy Shed / Tree membership<br>Library visits<br>Love of Reading books<br>Development of library<br>Parent survey about devices & connectivity<br>Invest in technology to loan for lockdown | Parent survey identifies families with no remote devices<br>Loan agreements in place, on-line resources accessible<br>Monitoring by SLT and English Leaders<br>Book look for most vulnerable and targeted shows accelerated progress targeted support<br>Data drop, pupil progress meetings | PP children make expected progress or more for Reading, writing<br><br>Most PP children are meeting ARE in Reading and Writing by the end of KS1 |

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| 5. KS2 RWM combined % are improved to national | • Use of Bromcom to identify those at risk<br>• Data analysis each term – formative and summative identifies gaps – and how to diminish them<br>• All year leaders are able to better support underperforming PP children through timely high-quality intervention – R/ W/ M<br>• Assessment of basic calculation skills identify children needed regular support with fluency and competence<br>• Use of timetable check Y4 ensures PP children better prepared for speed and accuracy UKS2<br>• Teaching of spelling, tracking of reading skills and fluency enables effective teaching and diminishing gaps<br>• Provide targeted home-learning club and support<br>• Review home learning policy<br>• Provide targeted home learning support club for UKS2 | HT<br>DH<br>Yr Ldr | Bromcom<br>Intervention and support programmes<br>Observation and monitoring<br>Formative summative gap analysis<br>CPD – Loopy Maths, timetable, bar model, calculation policy<br>Reading into Writing CPD<br>Specialist support – teachers and TA additional hours | Combined data at end of each year group is improving year on year<br>Pivot tables/ Venn diagram targets children swiftly | 2023 combined scores are at national or above for PP children |

| **Objective 3): Positive well-being and the mental health of pupils eligible for pupil premium, enables them to thrive at school** | | | | | |
|---|---|---|---|---|---|
| **Objectives** | **Actions to be taken** | **By whom** | **Resources needed** | **Progress indicators** | **Success criteria** |
| 1. Review and create a Well-being & Mental Health Strategy that develops our existing provision for at individual & whole school level | • SLT review existing processes and supports for individual children<br>• Map out the desired provision at different tiers<br>• Clarify roles and responsibilities across the Pastoral team and Inclusion team | SLT | Agreed programme i.e. Stormbreak<br><br>Training of staff – cpd costs | End of year 2021 – Pastoral strategy clearly defined and in place | Well-being and mental health strategy are in place |

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| 2. Research and adopt whole school and targeted mental health initiatives for children | • Research effective mental health approaches<br>• Understand the national documentation n schools<br>• Agree which approaches to adopt and create a timeline for implementation<br>• Engage with Hamwic 'behaviour specialist' to deliver cpd to leaders and staff<br>• Develop staff understanding of mental health & well-being<br>• Clarify every body's role/responsibilities<br>• Establish a whole Federated programme to support all pupils, with particular focus on the most vulnerable, with well-being/ mental health<br>• Understanding the barriers and impact of these, to ensure the support pathways are effective for the child and family<br>• Work with other agencies to better support identified children / families<br>• Explore the extended use of Boxall profile, nurture groups, forest schools, THRIVE etc. | SLT & PHSE leads Pastoral Leads | PHSE leads research of approaches<br><br>LA health schools attended by PHSE leads<br><br>Feedback to SLT Action plan created<br><br>Agreed programme i.e. Stormbreak<br><br>Training of staff – cpd costs | Mental health initiatives in place by end of 1st year | Well-being approaches and mental health support strategies are in place.<br><br>Timely impact measures indicate good progress on the child/ and or family<br><br>All staff are able to deliver a well-being curriculum effectively<br><br>Successful identification and support processes for the most vulnerable are effective |
| 3. Identification processes are established, enabling clear pathways for effective targeted support | • AHs and Pastoral team generate a clear pathway of support through the tiered approach<br>• Teachers are clear about the processes for identifying children's needs and the available pathways for support, within school and with the use of external resources and the monitoring<br>• Parents are clear of the support their child is receiving & the impact it has had<br>• Breakfast club and after school club for targeted children | AHs Pastoral | PAT dog<br><br>Snacks/ food costs | Tiered approach clearly understood by teachers and team<br>Referral processes defined<br>Impact measures identified | Parents are clear on the strategies available to support their child<br>Parents are confident the support their child has received is effective |
| 4. Enable children to access enrichment activities to inspire, motivate and engage them beyond academic school life | • Offer musical tuition for identified children to trial 6 week offer with peripatetic teacher<br>• Offer swimming club to enable targeted children to become 'swimmers'<br>• Use of the mini bus to access clubs/ match | DHT<br>Yr Ldrs | Musical instruments<br>Peripatetic teacher<br>Theatre visit<br>Trips<br>Resources | | Identified children selected for musical instrument trials,<br>Gifted children access funded term of lessons |

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| **Objective 4: Growth mindset enables children to manage the barriers they face and see possibilities and success** | | | | | |
|---|---|---|---|---|---|
| **Objectives** | **Actions to be taken** | **By whom** | **Resources needed** | **Progress indicators** | **Success criteria** |
| Develop a growth mindset culture and ethos across the Federation | • Deliver CPD to all staff to develop share understanding of growth mindset principles<br>• Set expectations for applying this in the school life: classroom, lunch, celebrations etc.<br>• Use EEF materials to support the delivery and understanding of metacognition<br>• Develop clear understanding of metacognitive strategies that better support learners | HT<br>DHT | Displays<br>Learning pits individual/ class<br>Parent tracker<br>Metacognition strategy packs | Monitor the implementation through talking to children and observations | Classroom & wider school dialogue both adults and pupils indicates application of growth mindset ethos |
| Develop a target programme of support for the most vulnerable that focuses on growth mindset development | • Develop strategies to support those with fixed mindset alongside<br>• Staff are able to use specific metacognitive strategies to support targeted vulnerable children<br>• Specific staff are trained to deliver growth mindset intervention support, which is measurable in the classroom | HT/DHT<br>AH | Use of learning spaces for more bespoke workshop groups | Targeted children's tracker | The most vulnerable children are provided |
| Parents understand the growth mindset ethos, how their child applies these skills to enable them as learners, | • Parents are aware of the growth mindset ethos and approaches<br>• Parents whose children are vulnerable and targeted for specific growth mindset workshops are clear | SLT | Website<br>Parent consultations<br>Parent workshops | Tracker for growth mindset skills & attributes | Parent feedback indicates understanding |

**EXPENDITURE:**

| **STAFFING COSTS: £158,000** | **NON-STAFFING COSTS: £16,850** |
|---|---|
| Pastoral Team<br>Assistant and Deputy Headteachers time<br>Additional teaching staff upper / lower KS<br>English Leaders & PHSE Leaders time<br>CPD time & INSET days<br>Attendance at Hamwic courses/ partnership sessions | Additional resources<br>Tablets devices, learning support platforms,<br>PAT dog, Specialist resources/ assessments and experts<br>Additional screening and support programmes<br>Enriching experiences: outings, musical experiences, visitors<br>Bespoke support to improve absence<br>Mental health and well-being whole school programme/ approach |