

Pupil premium strategy statement: Hampton Junior School

Summary information						
School	Hampton Junior school					
Academic Year	2016-2017	Total PP budget	£81,840	Date of most recent PP Review	July 2016	
Total number of pupils	375	Number of pupils eligible for PP	54	Date for next internal review of this strategy	June 2017	

1. Current attainment (2015-2016)						
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP average scale score (school)</i>	<i>National pupils not eligible for PP average scale score</i>	<i>Pupils eligible for PP progress score (school)</i>	<i>Progress score (other)</i>
Reading	67%	71%	103.3	103.8	1.77	0.33
Writing	78%	79%			-0.8	0.12
GPS	78%		104.1	104		
Maths	78%	75%	103.6	104.1	1.8	0.24

2. Barriers to future attainment	
In-school barriers	
A.	Application of arithmetic skill to problem solving activities in Year 5 and year 6.
B.	Children with High prior attainment making expected progress from Key stage 1
C.	Gaps in grammar and writing skills which impact on sentence structure and content of writing
D.	Emotional aspects affecting learning
External barriers	
E.	High level of persistent absence and unauthorised absence for PP and FSM
3. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<p>A.</p>	<p>Improved arithmetic skills which are applied successfully to word problems</p> <p>Measure: Age Related Expectation and Progress, Target Tracker, Rising star assessments.</p>	<p>Pupils in year 5 and 6 make rapid progress in their mathematics skills which equates to a Target tracker average of greater the 6 steps for the year.</p> <p>In year 6, 71% of PP pupils achieve the national expectation for maths</p> <p>By the end of year 5, 60% of PP pupils achieve the national expectation.</p>
<p>B.</p>	<p>Improved writing standards in year 4, 5 and 6 of all PP children</p> <p>Measure: Age Related Expectation and Progress, Target Tracker, HJS writing assessment sheets, moderation</p>	<p>On average, more than 6 steps on Target tracker are achieved in years 4, 5 and 6 for writing.</p> <p>A 20% increase in attainment for writing is seen in each year group (4,5 and 6)</p>
<p>C.</p>	<p>Children with High prior attainment all make expected progress to ensure a scale score equivalent to greater depth.</p> <p>Measure: Age Related Expectation and Progress, Target Tracker, HJS writing assessment sheets, moderation, SATs attainment</p>	<p>100% of children with high prior attainment from key stage 1 make 6 steps of more in the academic year.</p> <p>100% of pupil with High prior attainment achieve a scale score that represents greater depth (e.g. over 110) in all identified subjects.</p>
<p>D.</p>	<p>Pupils are more settled emotionally and subsequently are able to engage in learning more effectively.</p> <p>Measure: Age Related Expectation and Progress, Target Tracker</p>	<p>Surveys of pupil show a positive evaluation of intervention and support. Children feel more positive about school and their readiness to learn.</p>
<p>E.</p>	<p>Increased attendance rates for pupils eligible for Pupil Premium</p> <p>Measure: Integris is used to track attendance of all pupil group including PP.</p>	<p>The gap in absence between FSM and all pupils has closed. Previously the gap was 2%.</p> <p>Reduce the number of persistent absentees among pupils eligible for PP pupils to below 10%</p>

4.	Planned expenditure			
Desired outcome	Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
A	Additional maths teacher and CPD support for teachers	£13,278	<ul style="list-style-type: none"> ✓ EEF toolkits identifies that groups smaller than 15 have a greater impact. This group will be less than 15. The teacher is able to adapt their teacher and therefore children change their learning behaviour. ✓ A small groups of pupils to be identified from current data to allow for personalised planning and assessment allowing for greater feedback and reinforcement. ✓ To develop a system for teacher peer observations with a focus on child centred learning and feedback. 	<ul style="list-style-type: none"> ✓ Current in house tracking data used to identify key children ✓ Target tracker statements used to identify key gaps in learning. ✓ Previous assessments used to identify misconceptions ✓ Children to work with the adult 4 times per week for 60 mins. ✓ Feedback given to class teacher regularly <p>To be reviewed June 2017</p>
	Rapid maths teacher	£4700	<ul style="list-style-type: none"> ✓ EEF toolkit suggests that small group support (maximum of 5) can have a positive impact of 4 months. ✓ To develop early number and calculation skills in year 3 and 4 pupils to ensure they can answer simple number problems and arithmetic questions. 	<ul style="list-style-type: none"> ✓ Current in house tracking data used to identify key children ✓ Target tracker statements used to identify key gaps in learning. ✓ Previous assessments used to identify misconceptions ✓ High levels of practical resources used ✓ High levels of overlearning ✓ Work will be linked to the learning in class and supported by the Rapid maths materials. ✓ Children to work with adult 4 times per week for 60 mins. ✓ Feedback given to class teacher regularly <p>To be reviewed June 2017</p>
	Math tuition	£4500	<ul style="list-style-type: none"> ✓ EEF toolkit identifies that if there are explicit links to learning in class and that tutoring is in addition to the learning then this can add 5 months progress. ✓ To support pupils in year 5 and 6 in ensuring they have support in developing their understanding and application of number and calculation skills. 	<ul style="list-style-type: none"> ✓ Identify and interview suitable tutors ✓ Ensure that they are clear about the expectations for each year group ✓ Provide them with information from TT and other assessments to focus sessions. ✓ Review sessions regularly to ensure high standards of teaching ✓ Ask for planning to be completed on a weekly basis ✓ Monitor books to review learning

				To be reviewed in January 2017
	After school tuition (maths)	£8000	✓ See Maths tuition	See maths tuition To be reviewed January 2017
	Target maths support – LSA support	£8528	<ul style="list-style-type: none"> ✓ The LSA are to have a focus child which they will run a 1:1 programme called Power of 2. EEF states that intervention often works best when done little and often therefore this support is provided daily for 10 mins. ✓ To support pupils on a 1:1 basis in developing their understanding of mathematical language, number and arithmetic skills. 	<ul style="list-style-type: none"> ✓ PPG lead to identify 13 children from the in house data ✓ PPG lead to run training session in how to use the programme Power of 2 ✓ LSA's to run sessions daily. ✓ Data to track intervention and the impact of this. To be reviewed in May as part of LSA performance management
	Maths breakfast club	£935	<ul style="list-style-type: none"> ✓ To support the development of basic number and calculation skills ✓ NFER's research identified that small group additional teaching was seen as one of the most effective ways of adding value. 	<ul style="list-style-type: none"> ✓ PPG lead to identify the most suitable LSA's to run the provision. ✓ Support / training provided so that there is a clear system to follow which is repetitive and runs 3 times per week. ✓ Identify 5 children from data keeping size of group small for effect (EEF recommendation) ✓ Provide suitable programme to follow (Power of 2) To be reviewed in March 2017 prior to Easter holidays.
	Power of 2 maths resource	£536	<ul style="list-style-type: none"> ✓ Power of 2 is a proven success of 2 people working together. It stems from the need some people have to reinforce and practise basic mental mathematical skills ✓ Resources to develop early number and calculation skills. 	
B	English tutor – year 5	£5655	<ul style="list-style-type: none"> ✓ Evidence see Math tuition ✓ to support pupils reading accuracy, comprehension and reading rate. To also develop grammar, punctuation and spelling skills within writing. 	As with maths tuition To be reviewed January 2017
	Year 6 revision booklets	£2000	✓ To support pupils in year 6 in their preparation for the Key Stage 2 assessments.	

	Reflection coach	£5568	<ul style="list-style-type: none"> ✓ EEF toolkit shows that reflection is one of the most successful ways of improving learning as it has a low cost and high impact. It is important to ensure the reflection is specific, accurate and clear. ✓ Previous years assessment has also shown that the children really value these session and would all recommend to others. Most effective with year 5 and year 6. ✓ A teacher who can facilitate the reflection of learning, identify strengths and work on development points in their work. 	<ul style="list-style-type: none"> ✓ Identify a reflection teacher ✓ Develop reflection book / worksheet to help facilitate the session. ✓ Teacher to make regular contact with class teacher to ensure that in the sessions small, specific aspects are worked on and reviewed. <p>To be reviewed in June 2017</p>
	Library / Homework support	£1308	<ul style="list-style-type: none"> ✓ To ensure that the library is open for longer hours to allow pupils greater access to high quality texts which they can then take home. 	
	Mini take home library	£100	<ul style="list-style-type: none"> ✓ Surveys from last year showed children enjoyed having access to a greater range of books at home and that this inspired them to read more often. ✓ To update the books in the take home library system 	<ul style="list-style-type: none"> ✓ Review books currently in the boxes ✓ Order a new set of books to distribute across the boxes. ✓ Identify children that may benefit from the additional resources.
C	English tutor – year 6	£6542	<ul style="list-style-type: none"> ✓ Evidence – as with math tutor ✓ To support pupils reading accuracy, comprehension and reading rate. To also develop grammar, punctuation and spelling skills when writing. 	<p>To be reviewed in June 2017</p>
D	Additional Educational Psychologist	£5280	<ul style="list-style-type: none"> ✓ To allow for the assessment and support of pupils with additional needs with the school. 	
	School counsellor	£5328	<ul style="list-style-type: none"> ✓ Assessments taken over the last 3 years have shown a positive impact on pupils seeing the counsellor. Teaching staff and parents have also commented on the great value that this provides their children. ✓ To support pupils social and emotional development ensuring that they feel safe, secure and able to talk about any concern they may have 	<ul style="list-style-type: none"> ✓ Raise awareness of counselling with staff ✓ Ensure leaflets are available in the office ✓ Regular review meeting with counsellor <p>To be reviewed in May 2017 during counsellor review meeting.</p>

	Drawing and Talking Training	£180	<ul style="list-style-type: none"> ✓ This programme was endorsed by the AfC SEN lead at the SENCO conference. ✓ To enable children with complex social and emotional difficulties to express themselves in a safe and secure environment. 	<ul style="list-style-type: none"> ✓ PPG lead to meet with Drawing and Talking staff and evaluate programme ✓ 3 staff members to attend training ✓ 3 staff members to meet termly to discuss programme and provide support for one another ✓ All 3 staff to attend advance training. <p>To be reviewed as part of LSA performance management May 2017.</p>
	Gardening groups and resources	£2208	✓ To develop social skills and an understanding of nature and healthy eating.	✓ Both groups are run to enable children the opportunity to experience activities that they might not have access to at home.
	Cooking groups and resources	£930	✓ To develop social skills and an understanding of basic cookery and hygiene.	
	Playtime resources	£300	✓ To support the development of social skills and enjoyment	
E	Attendance <ul style="list-style-type: none"> • Increase the number of monitoring meetings to twice a half term. • Develop a spread sheet to monitor and capture the progress of all key groups • Ensure all teaching staff are aware of PA children. • Letters sent out to all children under 90% • Follow up meetings to monitor progress. • EWO to work with school on focus on group attendance • Leadership team to meeting with families if attendance doesn't improve after the initial letter. 			
Other targeted support	Financial support for visits, school uniform, music lessons	£2550	✓ To ensure all pupils have equal opportunity to attend visits, music classes and other school events.	
	1:1 Beanstalk reading	£2160	<ul style="list-style-type: none"> ✓ To support the development of basic reading and comprehension skills ✓ This support provides children with an adult that they will read regularly with. 	
	School milk	£1254		

5. Review of expenditure			
Previous Academic Year		2016-2017	
Priority A			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improved arithmetic skills which are applied successfully to word problems	<ul style="list-style-type: none"> Additional maths teacher Rapid maths teacher Maths tuition After school maths tuition Maths Breakfast club Power of 2 resources 	<ul style="list-style-type: none"> 86% of Y6 pupils made 6 steps of progress 100% of Y6 made 5+ steps 73% of Y5 pupils made 6 steps. Those that did not had significant SEND needs. 67% of Y6 made expected according to in-house data. SATs results show 62% made expected. In year 5 at the end of the year only 33% of PPG pupils met expected standard. This figure increases to 50% when SEND children are removed. 88% of the additional maths teacher group made 6 steps or more with 100 % making 5 steps. Pupils that attended maths tutors made on average 7.3 and 6.7 steps within the year. Pupils that attended maths breakfast club made 4.7 steps on average over two terms. Pupils that received the Power of 2 programme made 5.6 steps on average Pupils who attended Rapid maths group made on average 2.8 steps. These pupils have significant SEND needs. 	<p>The additional maths set provides pupils with a higher level of pupils – teacher reflection and progress has been positive considering the level of SEND within the group.</p> <p>The maths tutors have has a very positive effect on progress and will continue next year.</p> <p>The use of the SEND teacher to teach a small rapid maths group has not shown good results so will be reviewed next year.</p> <p>A focus for next year will need to be year 5 (new year 6) maths attainment.</p>

Priority B			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improved writing standards in year 4, 5 and 6 of all PP children	<ul style="list-style-type: none"> English tutor (Y5) Y6 Booklets Reflection mentor Library support Take home library English tutor (Y6) 	<ul style="list-style-type: none"> Y4 pupils made on average 6.2 steps with 79% making good progress. Y5 pupils made on average 5.5 steps with 60% making good progress. Y6 pupils made on average 7.1 steps with 95% making good progress. The following increase in writing attainment was seen over the year Year 4 = +31% Year 5 = +25% Year 6 = +38% Pupils who attended the English tuition in Y5 made on average 6.5 steps in reading and 6.6 steps in writing. Pupils who attended the English tuition in Y6 made on average 8 steps in reading and 7.3 steps in writing. Pupils who attended the Reflection coach on average made 6.3 in writing. 90% of pupils surveyed said that the sessions were useful, 91% felt their writing had improved, 92% said that they felt more confident about their writing and 100% would recommend this support to others. Y6 pupils and teachers all benefited from the revision booklets as this helped to reinforce learning from class and allow parents to support at home 	<p>The reflection mentor has shown to be a very positive intervention which allows pupils to reflect on specific aspects of their writing with a qualified teacher. This will continue.</p> <p>The English tutors has shown exceptional progress for reading comprehension and this will continue to be a focus next year.</p> <p>Staff, parents and pupils have responded well to the revision booklets and this is something we will continue.</p>

Priority C			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Children with High prior attainment all make expected progress to ensure a scale score equivalent to greater depth.	<ul style="list-style-type: none"> English tutor 	<ul style="list-style-type: none"> 100% of high prior attainment pupils made at least 6 steps. In writing and reading the figure was 6.3. There were only 3 HPA pupils All 3 pupils attained over 110 in GPS One pupils got over 110 in all three test areas All 3 pupils achieved expected for their writing result 	A more focused approach has been taken to tracking this group. Due to the raised expectations of the curriculum it has been challenging this year to get these children to the expected greater depth level. This group of pupils are now being track on data and will be a focus when looking at intervention for next year.

Priority D			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Pupils are more settled emotionally and subsequently are able to engage in learning more effectively.	<ul style="list-style-type: none"> School counsellor E.P support Drawing and Talking therapy Cookery Gardening 	<ul style="list-style-type: none"> Counsellor end of year report shows a more even spread of boys and girls assessing the service. There is also a fairly even mixed of pupils from different year groups. The main reasons for referral are anxiety / stress. On average there is a 44% positive change following sessions with 100% of pupils saying it was valuable. Drawing and Talking has shown a significant impact on pupils well-being at school. Staff who work with the pupils see a change week on week which in turn is having a positive effect on their access to the curriculum. 100% of pupils who attended gardening and cookery rated the sessions 10 out of 10 with also 100% saying others would benefit from this support. 	The school counsellor is very successfully and we are fortunate to have such a highly professional person. Staff, children and parents respond positively to this service and are relieved that support can be offered within school in a timely way. Drawing and Talking will be developed further by the trained members attending an enhanced training course.

Priority E			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<p>Increased attendance rates for pupils eligible for Pupil Premium</p>	<p>Increased number of meeting between DHT and PA to HT.</p> <p>Letters copied to staff so they are aware.</p> <p>Higher number of referrals to EWS.</p>	<ul style="list-style-type: none"> • The difference between whole school absence and FSM absence is 1.47 which is better than the target set. • By the end of the academic year there were 6 PA who were identified as PPG. This equates to 8.7% of the PPG cohort. 	<p>An improvement to attendance has been seen however we need to continue to work with key families and support them to ensure that children attend school regularly. Earlier meetings with parents are required to ensure messages are clear. Pupils should also have a better awareness of their own attendance record.</p>
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