



Pupil Premium Spending Review and Action Plan

2019/2020

Position Statement

In the financial year 2018/19 (April 2018 – March 2019) we received £55,960.00 based on 44 children, including 0 children currently looked after by the Local Authority, 2 children adopted from Local Authority care and 4 children from the families of military personnel.

In the financial year 2019/20 (April 2019 – March 2020) we are expecting this figure to be £49,400.39 based on 39 children, including 0 children currently looked after by the Local Authority, 1 child adopted from Local Authority care and 3 children from the families of military personnel.

The provision for this group at Lymington Junior School is **at least good** over time due to the fact that the group consistently achieve results that are higher than those achieved by non-Pupil Premium children in other schools across the Country.

Our Guiding Principles for the effective use of the Pupil Premium Funding

At Lymington Junior School we believe the facilitating the following should be the focus of Pupil Premium funding:

- A high level of expectations are maintained for the target group
- There will be a senior member of staff, in addition to the Headteacher, with oversight of how Pupil Premium funding is being spent
- High quality teaching is vital, rather than interventions to compensate for poor teaching.
- Teachers will know which of their pupils are eligible for pupil premium
- The school should thoroughly analyse which pupils are underachieving and why
- Where 'additional to and/or different from' is required, the school will use evidence to allocate funding to 'high-impact' strategies, based on research from reputable sources
- The school will make effective use of achievement data to check the impact of planned interventions and to make adjustments where necessary
- Highly trained support staff
- The school will be able to demonstrate impact on the group
- Governors will be involved routinely

Achievement of the Group in 2015/2016

- 82% of disadvantaged children reached the required standard in Reading, Writing and Maths. This was 22% above the average figure for *all pupils* Nationally.
- Progress of the group was significantly above average in Reading (+4.8); Writing (+2.46) and Maths (+5.21)
- 18% of disadvantaged children reached the higher standard in Reading, Writing and Maths. This is 11% higher than the national average.
- The average scaled score of the group was significantly above National in Reading (+5.5) and Maths (+5.6).

Achievement of the Group in 2016/2017

- 88% of disadvantaged children reached the expected standard in writing. This is 7% higher than the 2017 equivalent measure for non-disadvantaged children nationally.
- 88% of disadvantaged children reached the expected standard in maths. This is 7% higher than the 2017 equivalent measure for non-disadvantaged children nationally.
- 75% of disadvantaged children reached the expected standard in Reading. This is in line with the 2017 equivalent measure for non-disadvantaged children nationally.

Achievement of the Group in 2017/2018 (comparison to National to be added following the Government's release of Analysis School Performance in December 2018)

- 81.25% (13/16) of disadvantaged children reached the expected standard in writing. This is 5% higher than the 2017 equivalent measure for non-disadvantaged children nationally.
- 87.5% (14/16) of disadvantaged children reached the expected standard in maths. This is 7% higher than the 2017 equivalent measure for non-disadvantaged children nationally.
- 93.8% (15/16) of disadvantaged children reached the expected standard in reading. This is 14% higher than the 2017 equivalent measure for non-disadvantaged children nationally.

Key Priorities for the Group in 2019/20

- Maintain the excellent attainment of disadvantaged children at LJS over time

How will success for the group be measured?

At Lymington Junior School, as is the case with all children, we measure success for our Pupil Premium children in terms of both academic and personal development.

As such, we monitor the children's progress in the following areas:

- Attainment/Progress - Closing of the gap between Pupil Premium children; Peers and non-pupil premium children in other schools.
- Attitude to self and school – Attendance rates and behaviour analysis.

How will we allocate the additional funding to facilitate this...?

Provision	EEF Approach and Potential Gain	Cost	Rationale	Success Criteria	Evidence of Impact
Non-Class based (0.6) Inclusion Leader (DHT) – Salary Contribution	Early Intervention +6 months	£10, 000	- ‘Champion’ for the group to ensure that ambition for achievement remains high. - Early identification of underachievement and guidance regarding next steps.	- Provision for PP children effectively tracked across the school and matched to need. - At least 90% of PP children across the school working at or above ARE.	Pupil Progress Outcomes in books Lesson Observations Focus List Provision RAP information
Small group/1:1 Catch Up Provision for identified children – Salary Contribution (0.4 booster teacher)	1:1 Tutoring (+5 months) Individualised Instruction (+2 months)	£12, 000	- Facilitating opportunities to ensure that gaps in learning are filled as required.	- Additional support for target children robustly provided. - Quality of intervention provision is at least Good over time. - At least 90% of PP children across the school working at or above ARE.	Pupil Progress Outcomes in books Lesson Observations Focus List Provision RAP information
Small group/1:1 Catch Up Provision for identified children – Salary Contribution (teaching assistants)	1:1 Tutoring (+5 months) Individualised Instruction (+2 months)	£15, 000	- Facilitating opportunities to ensure that gaps in learning are filled as required.	- Additional support for target children robustly provided. - Quality of intervention provision is at least Good over time. - At least 90% of PP children across the school working at or above ARE.	Pupil Progress Outcomes in books Lesson Observations Focus List Provision RAP information
Contribution towards development of whole school tracking system, related materials (life after levels) and training.	Early Intervention (+6 months) Assessment for Learning (+3 months)	£2,000	- All staff aware of PP children and their academic performance compared to national expectations and peers. - Early intervention for	- Provision for PP children effectively tracked across the school and matched to need. - At least 90% of PP children across the school	Pupil Progress Outcomes in books Lesson Observations Focus List Provision RAP information

			those children requiring additional intervention/personalised provision.	working at or above ARE.	
Contribution to Staff CPD and related equipment	Effective Feedback/Quality first Teaching (+9 months)	£5,500	- Ensuring that all staff working with children have the requisite knowledge and skills to raise attainment and increase rates of progress.	- Quality first Teaching is consistently Good over time. - At least 90% of PP children across the school working at or above ARE.	Pupil Progress Outcomes in books Lesson Observations Focus List Provision RAP information Training Records
Contribution to Educational Psychologist Service Level Agreement	Meta-cognition and self-regulation strategies (+8 months)	£1,750	- Acquisition of specialist advice where necessary to tailor provision and help staff overcome specific barriers to learning.	- At least 90% of PP children across the school working at or above ARE. - Where children are working below ARE, specific approaches are in place to ensure at least Good progress over time.	Pupil Progress Outcomes in books Lesson Observations Focus List Provision RAP information Notes of visits
Emotional Literacy Support Assistant – Salary Contribution	Meta-cognition and self-regulation strategies (+8 months)	£5, 000	- Member of staff trained to address aspects of personal development/social challenges that may present barriers to learning.	- Children are able to self-regulate and control behaviour. - Behaviour of disadvantaged children in Good or better over time. - At least 90% of PP children across the school working at or above ARE.	Pupil Progress Outcomes in books Lesson Observations Focus List Provision Intervention records Behaviour Records
Cluster Parental Support Officer – Salary Contribution	Parental Involvement (+3 months) Homework (+5 months)	£5, 000	- Member of staff trained as family liaison to provide additional support/advice as required.	- Barriers to learning linked to socio-economic or family circumstances are known to the school. - Engagement of PP children with their learning is Good or better over time.	Pupil Progress Outcomes in books Lesson Observations Behaviour Records

				- At least 90% of PP children across the school working at or above ARE.	
Miscellaneous	Sport Participation (+3 months)	£4,000	- Increased engagement with school. - Enhanced 'cultural capital' leading to enriched ambition, ideas and experiences.	- All children eligible to the Pupil Premium are enabled to take part in enrichment activities where appropriate. appropriate.	Pupil Progress Outcomes in books Lesson Observations Behaviour Records Attendance Information
Total Projected Spend			£56, 050		
Total Expected			£49, 400.39		
Top-Up			£6, 649.61		

How will this work be monitored and evaluated

- Tracking data during Pupil Progress reviews in line with the school's assessment calendar.
- Through outcomes from Lesson Observations
- Through outcomes in Books (book monitoring)
- Information in Raising Attainment Plans where relevant
- Progress against group data milestones in School Improvement Plan; English and Maths subject development plans
- Headteacher reports to Governors

The Inclusion Leader (DHT); SENCo (where appropriate); Headteacher and Governors will keep the achievement of Pupil Premium entitled children high profile throughout the year; ensuring ambition for the group across the school with the impact of this strategy reviewed termly.