

1. Summary information					
School	Meon Junior School				
Academic Year	2018-19	Total PP budget	£105,810	Date of most recent PP Review	
Total number of pupils	344	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Feb 2019

End of KS2 Results 2018	All Pupils	Pupils eligible for PP	Difference
% achieving in reading, writing and maths	57%	14%	43%
% making progress in reading	-4.2	-5.2	-1
% making progress in writing	-2.4	-2.9	-0.5
% making progress in maths	-2.4	-4.6	-2.2

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments which also impacts their ability to write.
B.	PP children who have had little or no boundaries and lack routine at home whose parents/carers have low expectations of behaviour and achievement
C.	Behaviour issues for a group of pupils (many eligible for PP) are having detrimental effect on their academic progress and that of their peers.
D.	A significant percentage of pupils entitled to Pupil Premium are also on the school's SEN register 23 % . This affects their learning across all curriculum areas.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are below the national average with 22% below 90% (8% below 85%) . This reduces their school hours and causes them to fall behind on average.
E.	Many parents of Pupil Premium children do not value education which impacts the children's desire to engage in their learning both at school and at home
F.	Weaknesses in learning behaviours, e.g. lack of independence or resilience.
D.	Social, emotional and behavioural problems affecting wellbeing and progress.
3. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Positive outcomes for PP children in reading, writing and maths by the end of KS2. This will be measured by the KS2 outcomes for PP children.</p> <p>Diminish the progress gap for pupil premium pupils at the end of KS2</p> <p>Diminish the progress gap for all pupils across the school</p>	<p>Maintain or improve the % difference in reading for PP children compared to National other</p> <p>Maintain or improve the % difference in writing for PP children compared to National other</p> <p>Maintain or improve the % difference in maths for PP children compared to National other</p> <p>All PP children will have access to effective interventions, ensuring that their learning needs are met and they make accelerated progress.</p>
B.	<p>Improved learning, emotional and behavioural issues of specific pupils. To ensure that children with complex needs are identified early and appropriate support is put in place.</p>	<p>Focused intervention improves pupils' resilience and attitudes to work. Specified children are able to remain in class for longer periods of time / whole lessons. These children are making progress in line with their peers. Fewer behaviour incidents recorded for these pupils on the school system.</p>
C.	<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP. Attendance is in line with or above National figures.</p>
D.	<p>Increase parental engagement with the school through targeted parental events and parent evening</p>	<p>More parents attend school events. Parents attend parent evening.</p>
E.	<p>Continue to improve quality first teaching across the curriculum measured through school's triangulation documentation</p>	<p>Improved outcomes for all children across the curriculum</p>

4. Planned expenditure					
Academic year	2018-19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To maintain positive outcomes for PP children in reading, writing and maths by the end of KS2. This will be measured by the KS2 outcomes for PP children	Extra teacher in Year 6.	Extra teacher in Year 6 to reduce class sizes to ensure accelerated progress throughout the year through increased time for quality feedback. It also increases the ratio of teacher-pupil time. Average class size 22.	Pupil progress meetings Appraisal cycle Teaching and learning monitoring Fortnightly SLT/PLT meetings Termly data analysis	SLT/PLT SENCO	Termly pupil progress meetings Annual review of PP spend

<p>To maintain positive outcomes for PP children in reading, writing and maths by the end of KS2. This will be measured by the KS2 outcomes for PP children Core provision</p>	<ul style="list-style-type: none"> • Continue to improve quality first teaching across the school through increased CPD, specifically targeted teaching, and focused feedback • Develop use of thinking skills – continued CPD 	<p>High quality training for all staff. Subject leaders to have dedicated release time for monitoring and support. Children who are not on track to meet their end of year targets will gain support from interventions and targeted quality first teaching</p>	<p>Dedicated subject leader time for monitoring and support Half termly data analysis</p>	<p>SLT/PLT SENCO</p>	<p>Termly pupil progress meetings Annual review of PP spend</p>
<p>Increased attendance rates for pupils eligible for PP.</p>	<ul style="list-style-type: none"> • Rewards for good attendance • Engaging topics that interest all children, especially PP children. Cornerstones. • Attendance awards assemblies • Newsletter 	<p>Attendance and punctuality rewards have been successful in the past, encouraging children to take some responsibility for their attendance. When a child cares about their work and the outcome is shared with others (parents open afternoons, etc.) this can be a hook to want them to come into school.</p>	<p>Regular monitoring of attendance, particularly for PP group</p>	<p>HT/DHT SLT/PLT SENCO</p>	<p>Daily monitoring of attendance</p>
<p>To improve learning, emotional and behavioural issues of specific pupils (particularly Year 6). To ensure that children with complex needs are identified early and appropriate support is put in place.</p>	<p>Extra teacher in Year 6.</p>	<p>High number of PP children in Year 6 are presenting with learning, emotional and behavioural issues. Reduced class sizes to ensure increased ratio of teacher-pupil time. Average class size 22. Of benefit to all children.</p>	<p>Improved resilience and attitudes to work. Specified children are able to remain in class for longer periods of time / whole lessons. These children are making progress in line with their peers. Fewer behaviour incidents recorded for these pupils on the school system. These children cause less disruption to others.</p>	<p>HT/DHT SLT/PLT SENCO Year 6 Teachers</p>	<p>Termly pupil progress meetings Weekly monitoring of behaviour logs</p>
<p>Increase parental engagement with the school</p>	<ul style="list-style-type: none"> • Open afternoons to which parents are invited – these can include showcasing work completed or activities for parents to complete with their child • Events – McMillan Coffee Morning, etc. • Termly Parent's Meetings • School nurse 4 weekly 	<p>The focus this year, will be to increase the number of parents with children eligible for PP to attend.</p>	<p>Parent's survey – do they feel they have a better knowledge about their child's learning?</p>	<p>HT/DHT SLT/PLT SENCO</p>	<p>Annual parent's survey</p>

Continue to improve quality first teaching across the curriculum	<ul style="list-style-type: none"> • Employ specialist teachers for PPA cover • Continue to improve quality first teaching across the school through increased CPD, specifically targeted teaching, dedicated reflection time and focused feedback • Use of thinking skills – continued CPD • HLTA 	Certain subjects are taught by specialist teachers, ensuring PPA cover is purposeful and effective High quality training for all staff. Subject leaders to have dedicated release time for monitoring and support. Children who are not on currently track to meet their end of year targets will gain support from interventions and targeted quality first teaching	Dedicated subject leader time for monitoring and support Half termly data analysis Teaching and learning monitoring	HT/DHT SLT/PLT SENCO	Termly pupil progress meetings Annual review of PP spend
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ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To maintain positive outcomes for PP children in reading, writing and maths by the end of KS2. This will be measured by the KS2 outcomes for PP children.	<ul style="list-style-type: none"> • TAs employed in the to deliver targeted interventions, including PP children who are not on track to meet their targets (including the most able) • 1:1 support 	To diminish the difference in all core subjects for PP children To ensure those children who struggle have extra support and are able to access the curriculum effectively, making good progress	Pupil progress meetings Ongoing assessment and end of KS2 results Half termly review of interventions Monitoring of interventions	HT/DHT SLT/PLT SENCO	Termly pupil progress meetings Half termly intervention analysis Half termly data analysis
To maintain positive outcomes for PP children in reading, writing and maths by the end of KS2. This will be measured by the KS2 outcomes for PP children	<ul style="list-style-type: none"> • Year 6 Teachers take booster sessions, particularly targeting PP children to help accelerate progress 	To diminish the difference in all core subjects for PP children	Pupil progress meetings Booster group data analysis/review Ongoing assessment and end of KS2 results	HT/DHT SLT/PLT SENCO Year 6 Teachers	Termly pupil progress meetings Half termly booster group analysis Half termly data analysis
To maintain positive outcomes for PP children in reading, writing and maths by the end of KS2. This will be measured by the KS2 outcomes for PP children	<ul style="list-style-type: none"> • BSO employed to provide targeted interventions and family support. 	To ensure those children who struggle with behaviour make progress in line with their peers.	Pupil progress meetings Intervention review and data analysis Monitoring of interventions	HT/DHT BSO	Termly pupil progress meetings Half termly intervention review/data analysis Termly monitoring of interventions

To improve learning, emotional and behavioural issues of specific pupils (particularly Year 6). To ensure that children with complex needs are identified early and appropriate support is put in place.	<ul style="list-style-type: none"> • Non class based ELSA to work with children in class and complete 1:1 sessions with specific children to impact the learning and emotional barriers for them • Nurture group weekly for vulnerable pupils • Loss and bereavement support 	Engage with specific children who struggle with their emotional behaviour. Support children who have suffered a loss or bereavement	Regular pastoral meetings	HT/DHT SLT/PLT SENCO ELSA	Fortnightly meetings
To improve learning, emotional and behavioural issues of specific pupils (particularly Year 6). To ensure that children with complex needs are identified early and appropriate support is put in place.	Extra teacher in Year 6.	High number of PP children in Year 6 are presenting with learning, emotional and behavioural issues. Reduced class sizes to ensure increased ratio of teacher-pupil time. Average class size 23.	Improved resilience and attitudes to work. Specified children are able to remain in class for longer periods of time / whole lessons. These children are making progress in line with their peers. Fewer behaviour incidents recorded for these pupils on the school system.	HT/DHT SLT/PLT SENCO Year 6 Teachers	Termly pupil progress meetings Weekly monitoring of behaviour logs

Total budgeted cost £104,192

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The attendance of PP children improves	<ul style="list-style-type: none"> • Attendance officer to check attendance daily and closely monitor PP attendance rates. Meet with parents and offer support. • Rewards for good attendance given out termly. 	This has had a positive impact over the last two years with attendance improving. Teachers try to ensure PP persistent absentees are not disadvantaged in their learning.	Regular monitoring of attendance, particularly for PP group Attendance data analysis Attendance reports to Governors	HT Attendance officer	Half termly
To give PP children experiences they may otherwise not be able to have. To increase parental engagement with the school.	<ul style="list-style-type: none"> • Subsidising residential trips • Subsidising school trips to enable parents to be more-able to afford them • Subsidising school clubs to allow children to participate. 	Parents of PP children are not always able to afford for their children to attend residential. By subsidising this trip, it makes it more affordable for them, ensuring their children do not miss out. Some parents like to pay at least part of trips. By subsidising the trips, it makes them more affordable. PP children will have an opportunity to experience activities they may otherwise not be able to have.	Annual review of trips and clubs	HT PPC	Annually To ensure those children who struggle have extra support and are able to access the curriculum effectively, making good progress

To give PP children the opportunity for milk daily.	Supply a free carton of milk daily.	To improve children's health due to the nutritional benefits of milk.	Monitoring of take up by PP children.	HT PPC	termly
					£1,618