

1. Review of expenditure Meon Junior School																
Academic Year 2018-2019																
i. Quality of teaching for all																
Desired outcome	Chosen action/approach	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)	Cost												
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"> Extra teacher in Year 6. 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>In year 6:</p> <ul style="list-style-type: none"> 52% of pupil premium pupils achieved expected standard in reading, writing and maths. This is a 38% increase from 2018 results and higher than national figures 51% (2018) 57% of pupil premium pupils achieved expected standard in reading. This is a 10% increase from 2018 results. 76% of pupil premium pupils achieved expected standard in writing. This is a 2% increase from 2018 results. 57% of pupil premium pupils achieved expected standard in maths. This is a 10% increase from 2018 results <p>Pupils in this cohort made good progress from low starting point at year 6 and closed considerable gaps. However, overall progress measures remain below average.</p>	<p>The quality of teaching across the school continues to rise impacting upon standards. Current Year 6 pupils are already ahead of previous cohorts at the same time of the year.</p> <table border="1"> <thead> <tr> <th></th> <th>Previous year 6 starting point</th> <th>Next year's year 6 starting point</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-12.05</td> <td>-9.87</td> </tr> <tr> <td>Writing</td> <td>-7.01</td> <td>-2.65</td> </tr> <tr> <td>Maths</td> <td>-12.66</td> <td>-8.61</td> </tr> </tbody> </table>		Previous year 6 starting point	Next year's year 6 starting point	Reading	-12.05	-9.87	Writing	-7.01	-2.65	Maths	-12.66	-8.61	£104,192
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Reading	-12.05	-9.87														
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Maths	-12.66	-8.61														
Increased attendance rates for pupils eligible for PP.	<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>3.7% of pupil premium children are persistently absent (below 90%) and 2.2% below 85%. This is a considerable improvement on last years figures of 22% below 90% and 8% below 85%. This is well below national average for all pupils which was 9.6% (2018)</p>	<p>Systems and support in place are having positive impact upon attendance figures across the school and on pupil premium pupils in particular. This approach will continue next year.</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>	<ul style="list-style-type: none"> • Extra teacher in Year 6. • BSO employed to provide targeted interventions and family support 	<p>A positive picture across the school for vulnerable pupils with regards to their attainment, transfer to secondary school and emotional wellbeing.</p> <p>Vulnerable children are able to successfully access the curriculum and stay within their classrooms and peers making good progress. Pupils have strategies to manage their feelings Pupils learn to self-manage their learning behaviour. Pupils have access to counselling if needed Pupils suffering from loss or bereavement have support Reduction in unauthorised absence</p>	<p>Pastoral team is impacting well upon vulnerable pupils across the school. This approach will continue next year.</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 engagement of parents has increased with large numbers of parents attending school events. The work of the pastoral team with our disadvantaged families has ensured that they attend and work closely with the school.</p>	<p>This approach will continue next year.</p>	
<p>Continue to improve quality first teaching across the curriculum</p>	<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 	<p>CPD for teaching staff has support teaching and learning across all subjects.</p> <p>Regular training via peer to peer support has successfully support developing teachers.</p> <p>Impact upon the quality of teaching and learning across the school.</p>	<p>This approach will continue next year.</p>	

	<p>time and focused feedback</p> <ul style="list-style-type: none"> • Use of thinking skills – continued CPD • HLTA to provide cover for class teacher to enable targeted 1:1 support. 			
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ii. Targeted support

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>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.</p>	<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 • Year 6 Teachers take booster sessions, particularly targeting PP children to help accelerate progress • BSO employed to provide targeted interventions and family support 	<p>PP pupils on track for expected standard across the school:</p> <table border="1" data-bbox="730 821 1312 963"> <thead> <tr> <th></th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>76%</td> <td>70%</td> <td>62%</td> </tr> <tr> <td>Writing</td> <td>59%</td> <td>63%</td> <td>79%</td> </tr> <tr> <td>Maths</td> <td>65%</td> <td>74%</td> <td>62%</td> </tr> </tbody> </table> <p>All year 3 figures are above outcomes for all pupils.</p> <table border="1" data-bbox="730 1097 1320 1239"> <thead> <tr> <th></th> <th>All Pupils</th> <th>PP Pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>66%</td> <td>76%</td> </tr> <tr> <td>Writing</td> <td>54%</td> <td>59%</td> </tr> <tr> <td>Maths</td> <td>54%</td> <td>65%</td> </tr> </tbody> </table> <p>In year 4:</p> <table border="1" data-bbox="730 1338 1295 1511"> <thead> <tr> <th></th> <th>All Pupils</th> <th>PP Pupils</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>79%</td> <td>-9</td> </tr> <tr> <td>Writing</td> <td>63%</td> <td>68%</td> <td>-5</td> </tr> <tr> <td>Maths</td> <td>74%</td> <td>77%</td> <td>-3</td> </tr> </tbody> </table>		Year 3	Year 4	Year 5	Reading	76%	70%	62%	Writing	59%	63%	79%	Maths	65%	74%	62%		All Pupils	PP Pupils	Reading	66%	76%	Writing	54%	59%	Maths	54%	65%		All Pupils	PP Pupils	Gap	Reading	70%	79%	-9	Writing	63%	68%	-5	Maths	74%	77%	-3	<p>Continue to measure impact of interevent and share good practice across the school. This approach will continue next year.</p>
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Gaps are closing over time.

In year 5:

	All Pupils	PP Pupils	Gap	EOY 4
Reading	84%	62%	-22	60%
Writing	82%	79%	-3	48%
Maths	82%	62%	20	52%

(EOY=end of year)

Gap closing from start of the year.

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.

- 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

Vulnerable children are able to successfully access the curriculum and stay within their classrooms and peers making good progress. Pupils have strategies to manage their feelings Pupils learn to self-manage their learning behaviour. Pupils have access to counselling if needed
Pupils suffering from loss or bereavement have support
Reduction in unauthorised absence

Pastoral team is impacting well upon vulnerable pupils across the school. This approach will continue next year.

iii. Other approaches

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)	Cost
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. 	3.7% of pupil premium children are persistently absent (below 90%) and 2.2% below 85%. This is a considerable improvement on last years figures of 22% below 90% and 8% below 85%. This is well below national average for all pupils which was 9.6% (2018)	Systems and support in place are having positive impact upon attendance figures across the school and on pupil premium pupils in particular. This approach will continue next year	£1,618
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. 	Pupils are able to attend residential trips and are introduced to new experiences Pupils take part in adventurous activities that they may not otherwise have the opportunity to do Reduction in percentage of pupils persistently absent 10% threshold. Pupils are able to take part in out of school activities that build self-esteem and encourage commitment and teamwork.	This approach will continue next year	
To give PP children the opportunity for milk daily.	Supply a free carton of milk daily.	Most PP pupils took advantage of daily milk in school.	This approach will continue next year.	