



## Pupil Premium Grant Expenditure and Action Plan 2018 – 2019

Hook Junior School is committed to narrowing the gap in attainment and progress for all children and Pupil Premium (PP) forms a vital part of that process. The Pupil Premium is allocated to children from low income families who have claimed free school meals at any point in the last six years and children in care or who left care through adoption or another formal route.

Schools decide how the Pupil Premium is spent, since it is recognised that they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the whole school

<b>Academic year</b>	2018 - 2019	<b>Total number of children</b>	403	<b>Number of Pupils eligible for PP</b>	44
<b>Total PP budget</b>	£70,480	<b>Date for internal review of strategy</b>	30 <sup>th</sup> October 2018	26 <sup>th</sup> February 2019	25 <sup>th</sup> April

## Reporting Pupil Premium

Hook Junior School will annually publish this report which will detail the attainment and progress of all pupils who are covered by the premium and the interventions which have been supported by additional funding. The report will detail the progress made towards narrowing the gap. Once a term reports will be presented on the progress of pupils supported by pupil premium to the Full Governing Body.

## Reporting to Parents

Parents will be able to access this information on the pupil premium via the school website and this will be updated annually.

## Responsibility for Reporting

The responsibility for this report is allocated to the Inclusion Leader. Phase leaders and intervention teachers will be asked to report on the intervention for which they are responsible for and the impact that intervention has had.

### Pupil Premium Grant (PPG) Strategy

- To narrow the disadvantaged gap by addressing inequalities and raising the attainment of those pupils in low income families
- To improve full access to the curriculum and, where necessary, make accelerated progress in order to reach and in some cases exceed national expectations
- To ensure that disadvantaged pupils have increased access and participation in extra-curricular activities

**The School and Governing Body are committed to supporting all pupils and families and recognise that there are children on roll who, whilst not necessarily eligible for free school meals, may also suffer financial hardship. We also recognise that many of the opportunities put in place for children who are eligible for these grants may also have an indirect positive impact on the progress and attainment of other groups.**

## Planned Expenditure for 2018 – 2019

### Quality of teaching for all - Improving PP attainment and progress

Desired Outcome	Item / Project	Projected cost per year / Personnel	How impact will be measure?	Impact Summary
<p>All pupils to access Quality First Teaching in the classroom with a no excuses / high expectations for all culture permeating all lessons.</p> <p><b>100% of PP pupils to be meeting their individual targets in Reading, Writing and Maths.</b></p>	<p><b><u>Mastery approach to teaching</u></b></p> <p>All children expected to participate in the same learning, with scaffolding or extension as required. Pre-teaching and closing the gap teaching for all those falling behind. Tilt marking and quality feedback.</p>	<p>Additional Learning Support Time to increase opportunities for Closing the Gap Groups.</p> <p>£11,970</p> <p>(Additional and percentage of hours for Learning Support Staff)</p>	<p>Internal data and assessments at the end of each term.</p> <p>Attainment and Progress measured alongside individual targets of PP children.</p>	
<p>All pupils have aspirations for their learning and have clear goals to follow.</p> <p><b>100% of PP pupils to be meeting their individual targets in Reading, Writing and Maths.</b></p>	<p><b><u>Learning Mentors</u></b></p> <p>Allocated members of staff to mentor each PP child. Discuss targets and learning goals for the week. Develop staff awareness of PP children and promote positive relationships.</p> <p>Problem-solving staff sessions to suggest strategies for PP children not able to achieve their personal goals.</p>	<p>Percentage of Inclusion Leader time in order to focus on mentoring of key PP pupils</p> <p>£2280</p>	<p>Records of discussions / progress against weekly targets and book monitoring</p> <p>Internal data and assessments at the end of each term.</p> <p>Attainment and Progress measured alongside individual targets of PP children.</p>	

<p>All learning needs in Maths and English to be addressed through targeted interventions.</p> <p><b>100% of PP pupils to show more than expected progress from their starting point on their specific intervention.</b></p>	<p><b><u>Breaking Barriers / Intervention Groups</u></b></p> <p>Provision groups available to further support PP children's learning in the fundamentals of Maths and English e.g., Read, Write, Inc., additional spelling, timetables, pre-reading, Maths Stars etc.</p>	<p>Resources for Intervention Programmes</p> <p>£550</p> <p>Additional Maths Star Planning time for sessions focused on the PP children £2280</p>	<p>Baseline assessment before starting on programme</p> <p>6 weekly formal assessment against initial baseline assessment</p> <p>Session Assessment Information Records</p> <p>Data Analysis mid term</p>	
<p>All staff to be trained in English and maths in areas that are weaker for a significant proportion of PP children.</p> <p><b>100% of PP pupils to be meeting their individual targets in Reading, Writing and Maths.</b></p>	<p><b><u>CPD Opportunities for Staff to improve teaching</u></b></p> <p>Opportunities to improve teaching in reading, spelling, phonics, maths. These areas have been identified as areas that are commonly weaker for a significant proportion of our PP children.</p>	<p>Resource Cost Across the School Year</p> <p>£150</p>	<p>Internal data and assessments at the end of each term.</p> <p>Attainment and Progress measured alongside individual targets of PP children.</p>	
<p>PP children to be given additional opportunities to develop an increased awareness of different books/authors and an enjoyment of reading.</p> <p><b>100% of PP children to show an increase in the amount they are reading and to speak positively about their reading experiences.</b></p>	<p><b><u>Develop PP children's engagement with and love of reading</u></b></p> <p>Visit to see an established author at a local school. Opportunity to hear about what inspires them and how they write their books.</p> <p>Additional hours given to librarian in order to run reading appreciation groups where the children can share books in a fun and engaging environment.</p>	<p>Minibus to visit author - £100</p> <p>Cost of Booking- £30</p> <p>Story Sacks Resources - £100</p> <p>Additional Hours of Librarian to support reluctant readers across the school (interventions) – £3420</p> <p>Total = £3650</p>	<p>Pupil Conferencing</p> <p>Reading records – an increase in the amount of reading and different types of books read.</p>	

<p>PP children in need to be given opportunities to attend pre-read sessions in order to have access/understanding to a guided reading text prior to meeting in the class.</p> <p><b>100% of PP pupils attending these groups to be meeting their individual targets in Reading</b></p>	<p><b><u>Pre-reading Intervention Sessions</u></b></p> <p>Intervention groups set up in order to deliver pre-reading of guided reading text for identified disadvantaged children.</p>	<p>Learning Support Time to lead Pre-reading interventions (percentage of time)</p> <p>£2710</p>	<p>Book monitoring</p> <p>Lesson Planning</p> <p>Internal Data</p>	
<p>PP children with literacy difficulties to be assessed in order to identify any language barriers to their learning.</p> <p><b>100% of PP children, who require testing, to have their barriers to speech and language identified in order to further support their learning.</b></p>	<p><b><u>Speech Link Assessment Tool License Renewed</u></b></p> <p>Speech link license renewed in order to have this assessment tool available to identify specific children's language barriers. Findings to be used in order to support children's literacy learning.</p>	<p>Renewal of Speech Link Assessment Tool License</p> <p>£250</p>	<p>Progress of children against their set targets / specific area of need.</p> <p>Individual Learning plan</p>	
<p>PP children with specific difficulties to be assessed in order for their specific learning barriers to be identified.</p> <p><b>100% of PP children who are assessed by Ed Psych to have barriers to learning removed and to achieve their individual learning target which was focused upon.</b></p>	<p><b><u>Purchase of additional Educational Psychologist time</u></b></p> <p>In addition to school's SLA, school to purchase additional Ed Psych involvement in order to work with PP children in order to identify barriers to learnings and actions to address</p>	<p>Additional Ed Psych time purchased in order to address needs of PP children</p> <p>£2500</p>	<p>Progress of children against their set targets / specific area of need.</p> <p>Ed Psych report and actions – evidence of these being undertaken</p>	
<p>Highlighted PP children not meeting their targets in</p>	<p><b><u>Tutoring</u></b></p> <p>Additional one to one tutoring</p>	<p>One to one tutoring sessions after school with individual</p>	<p>Progress of children against individual maths target</p>	

<p>maths to be given one to one tutoring after school.</p> <p><b>100% of PP children who attend tutoring to achieve their personal targets in Maths.</b></p>	<p>sessions to be offered to PP children who are behind their expected targets in Maths.</p>	<p>planning time</p> <p>£4600</p>	<p>Book Monitoring</p>	
<p>Regular, effective communication with parents /carers of PP children in order to establish a positive working partnership between home and school.</p> <p><b>100% of PP parents to be in regular receipt of communication between school and home.</b></p>	<p><b><u>Parental Engagement</u></b></p> <p>Teachers actively engaging with parents, updating them on positives, supporting with provision and personal invites to school events.</p> <p>Workshops for parents and carers of disadvantaged pupils to support reading engagement, support skills at home and mathematical skills.</p>	<p>Workshops administration and resources</p> <p>£150 over the year</p>	<p>Communication Book</p> <p>Parent Conferencing</p> <p>Attendance at school events e.g., workshops.</p>	
<p>Employment of an additional LSA in order to work with PP children on personalised programmes</p> <p><b>100% of PP children receiving LSA support to achieve their individual targets.</b></p>	<p><b><u>Employment of Additional Learning Support</u></b></p> <p>Additional LSA appointed to support PP children on individual programmes to access their classroom.</p>	<p>Additional LSA hours to support disadvantaged children</p> <p>£7,556</p>	<p>Book Monitoring</p> <p>Individual Learning Plans</p>	
<p><b>Improving Independence, social skills and positive mental health in order to impact on academic achievement</b></p>				
<p>Positive play skills /opportunities to be developed through the purchase of resources to</p>	<p><b><u>New Play equipment for outdoor play</u></b></p> <p>Encourage positive play interaction during outdoor</p>	<p>Percentage of Sports Coach time to run play activities to give play opportunities to disadvantaged children</p>	<p>Observations / monitoring of lunchtimes</p> <p>Pupil Conferencing</p>	

<p>encourage play / interaction.</p> <p><b>100% of PP children to have positive playtime experiences and to have equipment available to them in order to structure play.</b></p>	<p>play, especially lunchtime. Sports Coach and Lunchtime Supervisors to support play opportunities.</p>	<p>£3420</p> <p>Resources £300</p> <p>Total Amount = £3720</p>		
<p>All children to have access to the indoor Lunch Club in which they can experience a safe place to play in a structured environment.</p> <p><b>100% of PP children to have positive play opportunities</b></p>	<p><b><u>Lunch Club Provision</u></b> Available to all children who are struggling with friendships / require structured play opportunities. Additional resources to be purchased in order to engage children and encourage interactive play.</p>	<p>Additional Hours of LSA to run the Lunchtime group £1710</p> <p>Resources £300</p> <p>Total Amount = £2010</p>	<p>Lunch Club register</p> <p>Pupil Conferencing</p>	
<p>ELSA / Pastoral sessions to be available to PP children in order to address any individual social and emotional needs.</p> <p><b>100% of PP children receiving ELSA show progress in their targeted areas of the Emotional Literacy Questionnaire</b></p>	<p><b><u>ELSA / Pastoral Sessions</u></b> Address individual or group needs (anger, recognising emotions, dealing with loss, attachment. Supporting emotional issues that restrict learning. Opportunities for disadvantaged children to 'talk' about concerns and build positive relationships.</p>	<p>Additional Hours of LSA to support pastoral interventions across the school (interventions) – £3420</p> <p>Percentage of ELSA time to work with disadvantaged children = £2280</p> <p>Resources to support pastoral interventions £250</p> <p>Total Amount = £5,950</p>	<p>Emotional Literacy Questionnaires</p> <p>Weekly Review and monitoring in Pastoral Team</p>	
<p>Homunculi CBT approach to be used as a different technique to engage with disadvantaged children (exploring areas of concern which may be a barrier to positive mental health / learning)</p> <p><b>100% of children</b></p>	<p><b><u>CPD of new Cognitive Behaviour Therapy Technique</u></b> Ed Psych to teach ELSAs and Inclusion Leader the Homunculi CBT Technique</p>	<p>Purchase of Book - £25</p> <p>Making of resources £30</p> <p>Training of Ed Psych – £250</p> <p>Total Amount = £305</p>	<p>Evidence of work from session</p> <p>Pupil Conferencing</p> <p>Evidence against targets of sessions</p>	

<b>undertaking sessions in this approach to meet their targets from this programme</b>				
Identified PP children to have an opportunity to develop their social communication and interaction skills within a structured group environment. <b>100% of PP children attending Lego group to show progress against their Strengths and Difficulties baseline.</b>	<b><u>Support communication and interaction skills through Lego</u></b> PP children experiencing difficulties with communication and interacting with their peers to be given opportunities to participate in Lego sessions with a trained ELSA	Percentage of LSA time in order to run additional Lego Groups to cater for increased need £1368  Additional Lego resources £250  Total Amount = £1618	Strengths and Difficulties Questionnaire – teacher feedback on transfer of skills to the classroom  Observation of Group	
Specific medical PP needs addressed and additional support for vulnerable children after lunchtime in order that they can go back to class as soon as possible in the afternoon <b>100% of medical and pastoral needs, following lunchtime, to be addressed as soon as possible to allow all children to be back in class for the afternoon curriculum as soon as possible.</b>	<b><u>Additional Medical / Nurturing Support Provided for specific needs and pastoral support for Vulnerable Children after lunch</u></b> To extend the medical support for children after lunch and to address any 'unresolved' pastoral issues that happened during lunchtime.	Additional hours given to lunch supervisor  £2,280	Monitoring of medical area after lunchtime  Afternoon registers  Book monitoring – all children are undertaking afternoon tasks.  CPOMS record of incidents	
<b>To improve PP access to enrichment activities and thus improve engagement in school and attendance</b>				
PP attendance to be in line with that of other children. In cases where this is not achieved, evidence of actions to support families to	<b><u>Improve attendance of PP children</u></b> Regular engagement between parents and teachers.	Breakfast Club, Koosa Club, Mentoring sessions and Monitoring of attendance  £2000		



<p>improve attendance level.</p> <p><b>PP group attendance figures to be in line with their peers.</b></p>	<p>Attendance monitored by admin and Inclusion Leader.</p> <p>SLT presence on playground in the morning</p> <p>Access to Breakfast Club if required.</p> <p>Mentoring of children on PA and PP lists by Inclusion Leader</p>			
<p>Financial barriers to be remove so that all disadvantaged Year 6 children can attend the residential trip to Marchants Hill</p> <p><b>100% of PP children in Year 6 to attend the Marchants Hill residential trip (October 2018)</b></p>	<p><b><u>Marchants Hill / Y6 Residential</u></b></p> <p>October visit to Marchants Hill – financial support provided for disadvantaged families in order to remove the barrier of not being able to attend.</p>	<p>£6000 to cover subsidised payments for Pupil Premium Children in Year 6</p>	<p>Attendance at residential visit registers showing attendance of disadvantaged children</p> <p>Evidence of support given to help the disadvantaged children to attend the visit.</p>	
<p>Financial barriers to be remove so that all disadvantaged children can participate in curriculum trips, workshops and attend clubs of their choice.</p> <p><b>100% of PP children to attend trips and workshops available within their year group</b></p> <p><b>90% of children to attend at least one extra-curricular club during the school year (100% to be given the opportunity)</b></p>	<p><b><u>Extra-curricular Subsidy</u></b></p> <p>Trips and visits including curriculum visits and workshops. Support for attendance at extra-curricular clubs (places provided and subject based)</p>	<p>£6000 to cover subsidised payments for trips across the curriculum and Key Stage.</p>	<p>Group Lists showing percentage of disadvantaged children attending</p> <p>Extra-Curricular analysis</p> <p>Registers showing attendance at trips and workshops</p>	

Overview of Pupil Premium Expenditure		
Focus Area	Total Proposed Expenditure	Percentage of Proposed Expenditure
Improving PP Pupil Achievement	£38,646	55%
Improving Independence, social skills and positive mental health in order to impact on academic achievement	£18,163	25%
To improve PP access to enrichment activities and thus improve engagement in school and attendance	£14,000	20%
Total Proposed Expenditure		£70,809