

Pupil premium strategy Review – 2023 to 2024

Intended outcomes (updated 2023)

Intended outcome	Success criteria	Review
Class teachers make school irresistible for all pupils.	School enables vulnerable and disadvantaged pupils to complete the Junior Duke scheme.	9 different PPG children took part in a range Junior Duke challenges that were organised, run and paid for by the school. These focused on real-life skills such as; cooking, sewing, first aid, budgeting and shopping.
	Lesson structures are shaped so that learning is not always achieved through initial teacher input but through other approaches e.g. Silent Teaching, EI, split inputs, peel away groups etc.	The LLPR learning walk, ECT lesson observations and other monitoring activities demonstrated that staff have the knowledge and skills to use a wide range of pedagogical approaches. However, planning still shows an over reliance on pre-set PowerPoint presentations that require significant 'teacher talk'. This was also evident in the school's successful Ofsted visit.
	School to provide resources, including financial support, to ensure that every child has the same provision & resources necessary for school.	See the 'Wider Strategies' section for more information.
	Particular parents or parent groups are invited in to promote engagement and improve attitudes towards the school experience.	Class teachers phoned parents of disadvantaged and vulnerable pupils to specifically invite them in to Curriculum Information Evenings and Parents' Evenings. Where attendance was not achieved the information was given over the phone or via email instead.
	Consistent and regulated adult behaviour, as role models, supports the attitudes that we want to see from the pupils.	All school staff completed externally run training by Kit Messenger (Author of 'Curious not Furious') which focused on the need for the '5c's' (Comfort, Connected, Count, Capable and Control) to be met before a pupil is able to then access learning. This was complemented by training carried out by Tara Elie (based on Paul Dix's work, 'When the Adult Changes'. This training was then followed up by work in school with school staff.
Adapted and/or provisions to support accelerated progress for children who have barriers to their learning or learning behaviours.	Staff use Provision Map effectively to 'Plan, Do, Review' provision that enables accelerated progress.	All PPG pupils now have a 'Pupil Passport' and a 'Learning Plan' that are written and reviewed by class teachers. Where there is an additional need (including those with SEND) there are also appropriate additional provisions provided.
	Teachers receive training to support their understanding of how socio-economic issues can act as barriers to learning and how these needs will be supported.	This linked to the 'Curious not Furious' and 'When the adult changes' training but was supplemented by in school training which looked at how to break the cycle of deprivation.
All groups of children make secure, measurable progress	Teachers prioritise the vulnerable and disadvantaged pupils for in-flight marking, in lesson feedback or written feedback, allowing pupils respond to it.	This was a focus for Pupil Progress Reviews this year, as well as a focus in monitoring activities (book looks, learning walks, lesson observations

which is informed by strong use of AfL and feedback.		and EMU (Evaluate, Monitor and Understand) time) throughout the year and included colleagues from HIAS and Ofsted.
Pupils are able to explain what they have learnt & why, highlighting tasks that they are proud of.		During EMU time, Learning Walks and informal Pupil Interviews, pupils were able to talk out the focus of Topics and the Activities they did. Hooks and Educational Visits were the most commonly talked about experiences. However, the vast majority of pupils talked about the activities and not what they learnt from doing it.
All staff are able to explain the data for all groups of children through the support of Team Leaders.	Moving summative and formative assessment to Arbor will enable all staff to effectively track the progress and attainment of all groups of pupils.	All staff underwent training on PITA (Point in Time Assessment) prior to the introduction of Arbor. This was accompanied by year group, and cross year, moderation/validation. Arbor training then took place for SLT members on setting up an Assessment Annual Policy and our Assessment Catalogues and Grade Sets. This was agreed with middle leaders prior to the training, and then rolled out to all staff. SLT and middle leaders underwent training for Data Analysis using PITA on Arbor as well. By the end of the year all staff had used PITA for teacher assessments and annual reports to parents.
	All staff are active in tracking and responding to concerns that relate to attendance and lateness data.	This took place by the Attendance Officer on a weekly and half termly basis. In some cases, it also took place on a daily basis. Where needed, this then led to a range of further steps. This resulted in an improvement of 0.4% across the school. However, the attendance of pupils who are entitled to FSM are still far lower than their peers. Next year, more staff need to be proactive in speaking with parents and supporting attendance, particularly in relation to pupils who are entitled to FSMs.
	Teachers know which vulnerable and disadvantaged pupils are missing 1 area to achieve expected standard in reading, writing and maths, and plan writing opportunities accordingly.	This was evident in LLPR learning walks, the Ofsted inspection, Pupil Progress Reviews and Performance Management.
Subject Leaders are able to explain the progress of their subject development through effective monitoring using school proformas which are shared with the Curriculum Leader.		This was evident in LLPR learning walks, the Ofsted inspection, EMU time (including the planned activities) and monitoring feedback.

<p>To increase progress levels in writing for disadvantaged pupil so that their attainment gap is narrowed.</p>	<p>End of year TA, supported by summative assessment data showed that; Year 3 – 57.4% (9 out of 19) FSME6 are meeting ‘Expected Standards’ or higher Year 3 – 0 (0 out of 1) Service are meeting ‘Expected Standards’ or higher Year 4 – 33.3% (6 out of 18) FSME6 are meeting ‘Expected Standards’ or higher Year 4 – 67% (2 out of 3) Service are meeting ‘Expected Standards’ or higher Year 5 – 64.7% (11 out of 17) FSME6 are meeting ‘Expected Standards’ or higher Year 5 – 50% (2 out of 4) Service are meeting ‘Expected Standards’ or higher Year 6 – 63.6% (7 out of 11) FSME6 are meeting ‘Expected Standards’ or higher Year 6 – 67% (2 out of 3) Service are meeting ‘Expected Standards’ or higher</p>	
<p>To increase progress levels in reading for disadvantaged pupil so that their attainment gap is narrowed.</p>	<p>End of year TA, supported by summative assessment data showed that; Year 3 – 26.3% (5 out of 19) FSME6 are meeting ‘Expected Standards’ or higher Year 3 – 0% (0 out of 1) Service are meeting ‘Expected Standards’ or higher Year 4 – 11.2% (2 out of 18) FSME6 are meeting ‘Expected Standards’ or higher Year 4 – 33.3% (1 out of 3) Service are meeting ‘Expected Standards’ or higher Year 5 – 47.1% (8 out of 17) FSME6 are meeting ‘Expected Standards’ or higher Year 5 – 50% (2 out of 4) Service are meeting ‘Expected Standards’ or higher Year 6 – 63.6% (7 out of 11) FSME6 are meeting ‘Expected Standards’ or higher Year 6 – 100% (3 out of 3) Service are meeting ‘Expected Standards’ or higher</p>	
<p>To increase progress levels in maths for disadvantaged pupil so that their attainment gap is narrowed.</p>	<p>End of year TA, supported by summative assessment data showed that; Year 3 – 36.8% (7 out of 19) FSME6 are meeting ‘Expected Standards’ or higher Year 3 – 0 (0 out of 1) Service are meeting ‘Expected Standards’ or higher Year 4 – 16.6% (3 out of 18) FSME6 are meeting ‘Expected Standards’ or higher Year 4 – 33.3% (1 out of 3) Service are meeting ‘Expected Standards’ or higher Year 5 – 58.9% (10 out of 17) FSME6 are meeting ‘Expected Standards’ or higher Year 5 – 75% (3 out of 4) Service are meeting ‘Expected Standards’ or higher Year 6 – 27.3% (3 out of 11) FSME6 are meeting ‘Expected Standards’ or higher Year 6 – 100% (2 out of 3) Service are meeting ‘Expected Standards’ or higher</p>	
<p>To increase the attendance of persistent absentees.</p>	<p>Disadvantaged and vulnerable pupils will attend school as regularly as those pupils who are not seen as disadvantaged or vulnerable.</p>	<p>FSM – 93.39% Non-FSM – 96.11% Service – 96.2% Non-Service – 95.53% Overall – 95.55%</p>

High quality, inclusive teaching

Activity	Impact
Smaller class sizes with no more than 25 in a class.	This enables class teachers more scope to tailor the learning opportunities to the individual needs within their class. It allows them to use AfL to adjust learning journeys within and across lessons. This positively benefits all children in the school.
Effective AfL informs next steps in learning and targeted/ prioritised feedback.	Good evidence of this was identified in the Learning Journals and maths books at different points of the year. However, consistency of this across the school is not yet as embedded as we would like it to be.
Targeted LSA provisions	560 provisions were put in place across the school for children who were disadvantaged. This ranged from some pupils have a single provision to other who had 25 provisions across the year. These provisions focused on Reading, Writing, and Maths; as well as social and emotional challenges.
Targeted support from school's 'Child and Family Support Officer'.	The CFSSO worked closely with 12 families last year. She supported them with referrals, liaising & partnering with other agencies, parenting advice etc.
Targeted staff pedagogical development with a focus on metacognition.	This specific training was not undertaken due to other training needs.
Use of coaching to ensure progress of 'stuck and stalled' pupils.	This approach showed good impact but it was not able to be maintained throughout the year due to time commitments needed for other training needs.

Targeted academic support

Activity	Impact
Analysis of pupils who overlap vulnerable groups so that provisions can be more precisely targeted.	The analysis was undertaken and shared with all staff. This highlighted the most vulnerable pupils who fall into more than one category i.e. disadvantaged, SEND and poor attendance. Provisions were then put into place to support these pupils. The other analysis that was undertaken was the year group profiles. This showed vastly different patterns in relation to numbers of disadvantaged pupils in each year group, gender differences etc.
Rapid Reading comprehension strategies.	12 disadvantaged pupils had Rapid Reading Provisions last year – all of whom showed accelerated progress with their reading (this was measured according to Book Bands).
Additional sessions on a 1-to-1 basis, led by a teacher.	The SENCO ran ASD Girl's Wellbeing Group for 2 pupils who were also disadvantaged this has enabled them to understand their condition, and develop coping mechanisms. The Pupil Premium Lead ran sessions, 3 times a week for years 5 and 6 through the autumn and spring terms for maths and English. These sessions mirrored the taught curriculum in class but with much more personalised focus. As a result, all of the 24 pupils made accelerated progress. This was followed up in the afternoons with the same pupils, reading 1-on-1 with these same pupils so that links could be made to the English that had been previously covered.

<p>School will deploy assistive technology, reducing cognitive load, to focus on key learning.</p>	<p>4 E-reader pens were used in different year groups. These were especially effective for the 2 Year 6 pupils. It enabled these pupils to access texts and tasks independently, and this was particularly beneficial in the build up to the SATs tests in May.</p> <p>All staff undertook further training on assistive technology which is available through our online Microsoft Suite, as well as beginning to explore how AI (artificial intelligence) based APPs can support pupils.</p> <p>8 disadvantaged pupils were allocated their own laptops to use in class, and shown how to use dictation functions and immersive reader, to enable to them to work independently.</p> <p>2 brand new Chromebooks were given to 2 other Year 6 pupils for them to have to help them begin their secondary school journey.</p>
<p>Attendance monitoring on Arbor will increase efficiency and response rates for targeted individuals and families.</p>	<p>This has enabled all staff to drill down a pupil, or a group of pupils, attendance and be able to identify patterns with attendance for themselves. Using Arbor for attendance has streamlined attendance processes, enabling live data to be seen much sooner.</p>
<p>Move to 'point in time assessment' on a new platform, Arbor, to increase efficiency and impact of assessment.</p>	<p>This work was undertaken. The aim is to better link the planning, teaching and assessment process – whilst stream lining the process. At the same time, the school has moved to assessing all curriculum subjects on a termly basis. This has enabled teachers, team leads and subject managers to better, and more efficiently, understand the attainment and progress of their subject.</p>
<p>Targeted project that provides clear application of reading, writing and maths, in collaboration with local industry for pupils who have low engagement levels.</p>	<p>Unfortunately, the 5 industries contacted (BAE Systems, Boeing, McLaren, British Army and Golf Stream) were unable to facilitate our requests.</p>

Wider strategies

Activity	Impact
<p>Raise pupils' aspirations and life experiences within the curriculum experience.</p>	<p>18 pupils who were FSM or Service attended a bespoke day at Winchester University. During their time, they met with students to talk about university life, looked at facilities and courses on offer and talked about their life aspirations. This fed into a display that was shared with the whole school.</p> <p>In addition to the other trip, the Service pupils went back to Winchester University for their annual Creative Forces day which focused on mental health, careers and managing change.</p> <p>Additionally, 41 families had financial support either through grocery or clothing vouchers, or help in settling existing debts. This funding reduced the pressure of the rising 'cost of living'.</p>
<p>Provide access to educational visits, including residential visits</p>	<p>School funded or part funded curriculum day trips for;</p> <ul style="list-style-type: none"> 18 - year 3 disadvantaged pupils 15 - year 4 disadvantaged pupils 13 - year 5 disadvantaged pupils 15 - year 6 disadvantaged pupils <p>School funded for 4 disadvantaged pupils to go to London to the House of Parliament, and Downing Street to understand the different rolls in government and how laws are made.</p> <p>School also funded, or part funded;</p> <ul style="list-style-type: none"> 7 disadvantaged pupils to attend the Calshot residential weekend. 6 disadvantaged and 1 service child to attend the Wales residential week. <p>School funded, or part funded;</p> <ul style="list-style-type: none"> 28 year 5 and 6 disadvantaged pupils to attend swimming sessions so that they would also have two opportunities to meet national standards.
<p>To increase attendance, facilitate social interaction and provide a nutritious meal through free provision at Breakfast Club</p>	<p>School invited and funded 9 disadvantaged pupils to attend breakfast club to reveal pressures in the mornings for families, to provide a filling breakfast and to help improve attendance of these pupils.</p>
<p>Adopt a 'whole team' approach to tackling the pockets of persistent absence and lateness.</p>	<p>Unfortunately, this has yet to be successful.</p>