

1. Summary Information					
School		Southfield Park Primary School			
Academic Year	2018-2019	Total PP budget	£95,000	Date of most recent PP Review	External review January 2018
Total Number of pupils	420	Total Number of pupils eligible for PP	69 children in total 44 current FSM, 21 Ever 6 children and 4 adopted children	Date for next PP Strategy Review	Annual Report to Governors July 2019
2. Attainment and Progress from 2017-2018					
Group		School Eligible PP Pupils Expected Standard	National Average for Non Disadvantaged Pupils Expected Standard		
KS2 Attainment		Cohort 10 Pupils in total 5 with SEND (1 with an EHCP)			
KS2: % achieving ARE or above in combined reading, writing and maths		60%	70%		
KS2: % achieving ARE in reading		80%	80%		
KS2: % achieving ARE in writing		60%	83%		
KS2: % achieving ARE in maths		80%	81%		
KS2: % achieving ARE in EGPS					
KS2 Progress		Progress scores for disadvantaged pupils at Southfield Park	National Progress Scores for Non Disadvantaged pupils		
KS2: Progress score in reading		+4.85	+0.31		
KS2: Progress score in writing		+0.44	+0.24		
KS2: Progress score in maths		+1.62	+0.31		
KS1 Attainment		KS1 cohort 10 Pupils in total 6 with SEND (1with an EHCP)			
		School Eligible PP Pupils Expected Standard	National Average for Non Disadvantaged Pupils Expected Standard		
KS1: % achieving the expected standard in reading		60%	78%		
KS1: % achieving the expected standard in writing		40%	73%		
KS1: % achieving the expected standard in maths		60%	79%		
Year 1 Phonics Screening Check		Year 1 Cohort 12 children 5 are on the SEND Register and two children were disapplied			
		School Eligible PP Pupils Who met the Expected Standard	National Average for Non Disadvantaged Pupils Who met the Expected Standard		
		50%	85%		
End of Foundation Stage: Good Level Development		Reception Cohort 10 children 4 have SEND			
		60%	74%		

N.B. In light of small cohorts of children eligible for Pupil Premium, school data does not always compare favourably with national averages but this does not take into account progress from individual pupils' starting points.

3. Barriers to future attainment (for pupils eligible for Pupil Premium including high ability)	
In-school barriers	
A	Pupils eligible for PP enter school with a lower baseline in Reception compared to their peers, particularly in Listening and Attention, Understanding and Speaking.
B	The number of children with PP attaining age expectations in Reading, Writing and Maths in each year group is lower compared to children with no PP.
C	Continuing to provide and ensure the quality of interventions with the current financial restraints.
D	Maintaining and developing the aspirations for the PP group amongst Phase Leaders in the light of changing personnel in the leadership structure (PSPs)
External barriers	
E	Pupil attendance and parental engagement of PP children.
F	Disadvantaged children do not have the same confidence or take advantage of the opportunities to play such an active role in the school compared to their non PP counterparts.

4. Review of impact of 2017-2018 strategy				
Barriers	Desired outcomes and how they will be measured	Success Criteria	Impact	Expenditure
A	To improve the rate of progress in the Communication and Language skills for PP children in Reception	<ul style="list-style-type: none"> ❖ Pupils eligible for PP in EYFS make rapid progress from their lower starting points. ❖ There is an increase in the number of PP achieving age related expectations in the Prime Areas (achieve GLD). ❖ Children's speaking and listening skills improve. 	<ul style="list-style-type: none"> ❖ In 2017/18 there were 11 PP children. ❖ Progress rates: Listening and Attention - +5.7 points (increase of 0.6) Non PP = +5.4 Understanding - +5.8 (increase of 0.6) Non PP = +5.3 Speaking - +5.7 (increase of 0.5) Non PP = +5.4 ❖ Attainment: 55% of PP children met GLD compared to 25% in 2017 (30% increase) ❖ 80% of PP children attained the expected standard in Speaking, Listening and Understanding in 2018 compared to 2017 where 50% of children met the expected standard. ❖ The above was achieved through targeted supported from the Speech and Language TA and the Reading Recovery teacher. Of the six children who worked with the Reading Recovery teacher, 100% met GLD. 	❖ £4,200
B	Target PP children to achieve age related expectations in all core subjects.	<ul style="list-style-type: none"> ❖ Pupils eligible for PP have challenging targets. ❖ Intervention and support is put in place to maximise progress. ❖ Tracking of the progress of the PP children is thorough and regular. ❖ There is an increase of the number of PP children achieving age related expectations in all year groups. 	<ul style="list-style-type: none"> ❖ Whole school pupil premium project led by Phase Leaders was undertaken in 2017/18. This focussed on PP children without SEND. ❖ Targeted PP children were given ambitious progress targets in Reading, Writing and Maths. ❖ Provision was closely matched to each child's individual targets and needs. ❖ Close monitoring of progress was undertaken at regular intervals. ❖ Numbers Count intervention resulted in average age gains in maths of 18.25 months and 100% of children made 6 points progress. ❖ Reading Recovery - average of 9 mths progress (age gain) over 1 term from 1 to 1 support. Reading recovery style intervention for groups of children led to average of 6.5 points progress. ❖ One to one tuition, and small group intervention from teachers <ul style="list-style-type: none"> - maths in year 5 and 6 led to average 2.7 points (accelerated) progress over a term. - reading in years 5 and 6 led to average 3 points (accelerated) progress over a term 	❖ £78,000

			<p>- writing in years 4,5 & 6 made 2.6 points (accelerated) progress over a term.</p> <ul style="list-style-type: none"> ❖ As a result Phase 3 progress rates in the Spring term for targeted groups: Reading - 89% good or better (3 points or more) Writing - 100% good or better (3 points or more) Maths - 94% good or better (3 points or more) ❖ KS1 SATS data 10 children: Reading EXP 60% (GD = 10%) Writing EXP 40% (GD = 10%) Maths EXP 60% (GD = 20%) Of the 10 PP children in KS1, 4 had SEND (including 1 ECHP) which impacted on attainment although progress levels were good. ❖ KS2 SATS data 8 children: Reading EXP 80% (GD = 50%) Writing EXP 60% (GD = 30%) Maths EXP 80% (GD = 20%) 60% of PP children in KS2 attained EXP in Reading, Writing and Maths (+4%) 	
C	Increase of higher achieving children eligible for the PP achieving Greater Depth.	<ul style="list-style-type: none"> ❖ More Able PP children are identified early and given the appropriate challenge to achieve their potential. ❖ There is an increase in the number of pupils eligible for PP achieving at the highest standards. 	<ul style="list-style-type: none"> ❖ KS1 SATS data 10 children: Reading GD = 10% (+10%) Writing GD = 10% (+10%) Maths GD = 20% (+20%) ❖ KS2 SATS data 8 children: Reading GD = 50% (+50%) Writing GD = 30% (+30%) Maths GD = 20% (+20%) 20% of PP children in KS2 attained GD in Reading, Writing and Maths (+20%) 	❖ £4,000
D/E	Improve children's readiness for school and enjoyment of learning.	<ul style="list-style-type: none"> ❖ Increase the number of families eligible for PP who engage with the school. ❖ Reduce the gap in attendance between pupils eligible for the PP and non PP. ❖ Children eligible for PP are positive about their school experience and demonstrate good 	<ul style="list-style-type: none"> ❖ 2% increase in attendance for PP children compared to 2016/17 (2016/17 = 93.3% and 2017/18 = 95.01%) ❖ FSW provided targeted support for 6 families who were PA in previous academic year. All had attendance of above 90% in 17/18, 3 families with attendance above 95%. ❖ Comparison of number of parents of children eligible for PP who attended Parents' consultations in autumn 2017 and summer 2018 shows that there was increased attendance from this targeted group. Data shows 20% increased attendance. 	❖ £12,175

		<p>attitudes to learning and greater confidence.</p> <ul style="list-style-type: none"> ❖ Pupils eligible for the PP make accelerated progress. ❖ Children make effective transitions to the next key stage in their education. ❖ Children's emotional wellbeing and resilience are improved. 	<ul style="list-style-type: none"> ❖ 100% attendance of parents of PP children at end of term 'Celebration Tea Parties.' ❖ Spring 2018 pupil interviews across all phases showed that: Children were enthusiastic about their experiences at school, regularly took part in personalised interventions and had high expectations of themselves. <ul style="list-style-type: none"> ❖ Monitoring of Pupil Premium children show that 95% are happy and feel safe in school. This is an improvement of 5% on the previous year. The biggest improvement was in relation to children's viewpoints regarding inclusivity. With 93% reporting that they accessed all the learning in class and felt that staff valued their ideas and that they had strong relationship with their peers. ❖ See impact against Priority B. ❖ Of the Year 6 responsibility roles, 25% were filled by children eligible for PP and 30% of school council were PP children (voted for by peers) <p>Feedback from the children who have undertaken ELSA sessions through 17-18, shows that 75% of them report improved confidence and increased emotional resilience. Feedback from secondary schools confirms vulnerable children have adapted well to the demands and settled in well.</p>	
F	Increase the number of children eligible for the PP who participate in extra-curricular activities.	<ul style="list-style-type: none"> ❖ Pupils eligible for PP are attending at least one extra-curricular activity offered by the school. ❖ Pupils have the opportunity to access activities that require extra funding or equipment. 	<ul style="list-style-type: none"> ❖ 67% of PP children attended one or more extra-curricular club compared to 76% of non-PP children. ❖ 33% reduction applied to all school trips and events for PP children (50% for residential trips) Sports kits purchased for children eligible for PP who didn't have kits. Externally run extracurricular clubs were offered at no charge or with a large subsidy for children with PP. 	❖ £3175
Grand Total: £101,550 (the balance has been funded from delegated funds)				

5. Planned Expenditure																															
Barriers	Desired outcomes and how they will be measured	Success Criteria	Actions																												
A	To maximise the proportion of PP children attaining the expected standard in the ELGs for Listening and Attention, Understanding and Speaking and the required standard in the Phonics Screening Check.	<ul style="list-style-type: none"> ❖ For 2 out of 3 PP children in EYFS to attain the expected standard in the targeted ELGs. ❖ For 7 out of 10 PP children in Y1 to attain the expected standard in the Phonics Screening Test. ❖ Observations show that PP children are confident to interact with their peers, able to listen for extended periods and communicate with adults and peers in an age appropriate way. 	<ul style="list-style-type: none"> ❖ Talk Boost is embedded into EYFS practice. PP children are included in regular targeted groups to address their needs. ❖ Speak and Language interventions for targeted group run by ELKLAN trained TAs (SN and SS) ❖ Training for EYFS and KS1 staff on importance of language skills and how to model effectively. ❖ Oracy skills development embedded in Early Years practise ('Goldilocks words'). ❖ Streaming for phonics across EYFS and Year 1 to ensure children build their skills up in the correct sequence. ❖ Regular observations by SLT with a clear focus on developing language skills. ❖ ELS groups in Year 1 are run daily to target phonics skills. 																												
B	To maximise the proportion of children with PP and no SEND who attain the expected standard in Reading, Writing and Maths.	<ul style="list-style-type: none"> ❖ The following number of children with PP to be targeted to reach EXP in July 2019: <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>3/9</td> <td>3/9</td> <td>3/9</td> </tr> <tr> <td>Year 2</td> <td>5/7</td> <td>5/7</td> <td>5/7</td> </tr> <tr> <td>Year 3</td> <td>3/4</td> <td>3/4</td> <td>3/4</td> </tr> <tr> <td>Year 4</td> <td>6/7</td> <td>6/7</td> <td>6/7</td> </tr> <tr> <td>Year 5</td> <td>4/7</td> <td>4/7</td> <td>4/7</td> </tr> <tr> <td>Year 6</td> <td>7/8</td> <td>7/8</td> <td>7/8</td> </tr> </tbody> </table>		Reading	Writing	Maths	Year 1	3/9	3/9	3/9	Year 2	5/7	5/7	5/7	Year 3	3/4	3/4	3/4	Year 4	6/7	6/7	6/7	Year 5	4/7	4/7	4/7	Year 6	7/8	7/8	7/8	<ul style="list-style-type: none"> ❖ Children to be monitored termly during Assessment Week. ❖ Children off-track to have planned individual provision to address gaps and accelerate progress. ❖ Children with Personalised Support Programmes will be closely monitored and will have ambition interim progress targets and personalised provision. ❖ Additional parent discussions will be arranged and strategies advised for parental support at home in addition to school.
	Reading	Writing	Maths																												
Year 1	3/9	3/9	3/9																												
Year 2	5/7	5/7	5/7																												
Year 3	3/4	3/4	3/4																												
Year 4	6/7	6/7	6/7																												
Year 5	4/7	4/7	4/7																												
Year 6	7/8	7/8	7/8																												
C	Continuing to provide and ensure the quality of interventions with the current financial restraints.	<ul style="list-style-type: none"> ❖ Interventions offered will have clear, measurable targets. ❖ Impact of interventions will be evaluated termly. ❖ Children make progress against their intervention targets. ❖ Parents will active in supporting their child to develop targeted skills at home. ❖ Teachers to co-ordinate intervention content and organisation so that it leads to children's making progress against their individual targets. 	<ul style="list-style-type: none"> ❖ A specific intervention timetable is in place agreed between SENCO, Class Teacher and Teaching Assistant. ❖ Clear targets and expected outcomes are agreed at the outset of the intervention programme and are monitored at regular intervals. ❖ Half termly opportunities for review of progress against target are scheduled between SENCO, Class Teacher and Teaching Assistant and plans adjusted accordingly. ❖ Training will be offered for all interventions and discussions held. ❖ Opportunities for staff to observe specialist teachers before implementing strategies e.g. SALT. ❖ Parents will be advised about intervention and how they can support at home. 																												

Barriers	Desired outcomes and how they will be measured	Success Criteria	Actions
D	Maintaining and developing the aspirations for the PP group amongst Phase Leaders in the light of changing personnel in the leadership structure (PSPs)	<ul style="list-style-type: none"> ❖ All Phase leaders will ensure that PSPs are written and monitored by the CTs in their phase. ❖ PSP target writing and monitoring will be aligned with the assessment cycle. ❖ Phase Leaders hold team members to account to ensure that the targeted children in their phase make good progress in relation to the ambition targets in their PSPs. ❖ Children with Personalised Support Programmes make good progress against their individual targets. ❖ Phase Leader promote a culture of high aspirations for children with PP. 	<ul style="list-style-type: none"> ❖ Class teachers review and update PSPs termly aligned with the assessment cycle with support from Phase Leaders. ❖ Phase Leaders to share good examples of PSPs to ensure that class teachers maintain the desired standard. ❖ Phase Leaders to meet termly to discuss impact of PSPs and write a Termly Evaluation for their phase. ❖ SD to use Phase Leader's Termly Evaluations to create a PSP Overview to share with governors via the head teacher's report. ❖ Termly monitoring is completed to ensure that interventions and provision is consistent and effective. ❖ Pupil interviews are undertaken to discuss the impact of interventions and provision and ❖ Postcards are sent home to celebrate effort and progress for children with PP.
E	To ensure high levels of attendance from children eligible for PP and parental engagement levels are high.	<ul style="list-style-type: none"> ❖ Attendance for the PP group will be above 95% ❖ There will be an increase of parents attending Parent Consultations from the baseline currently less than 50%. ❖ 90% of parents attend key events e.g. Tea Parties and class assemblies. ❖ Parents will be targeted for individual invitations to Curriculum Workshops. ❖ Parents of children with PP report that the school provide timely support and advice. ❖ Examples of parents seeking support and advice from member of staff is evident. 	<ul style="list-style-type: none"> ❖ Explore opportunities to facilitate wider attendance at Curriculum Workshops e.g. timing, child care etc. ❖ Attendance monitored half termly by head and deputy head with bespoke letters sent and meetings held where appropriate. Post cards, certificates and raffles are used to improve attendance. ❖ Individual phone calls and reminders will be used to ensure that there is an increase of parents attending consultations. ❖ Personalised incentive schemes for targeted children e.g. daily attendance sticker cards. ❖ Tracking of parental attendance at consultations, key events and curriculum workshops. ❖ Questionnaires are used to monitor the impact of school's support for parents of children with PP. ❖ Staff members to demonstrate an 'open door' culture and are proactive in engagement with parents of PP children.
F	Disadvantaged children take an active role in all areas of school life.	<ul style="list-style-type: none"> ❖ 70% of PP children attend one or more extra-curricular club. ❖ Pupils have the opportunity to access activities that require extra funding or equipment. 	<ul style="list-style-type: none"> ❖ Staff to mentor and support children with PP who wish to apply for certain roles of responsibility e.g. head boy/girl, house captain. ❖ Invitations targeted for individual with certain interests or talents to attend clubs sent by members of staff. ❖ 33% reduction applied to all school trips and events for PP children (50% for residential trips) Sports kits purchased for children eligible for PP who

		<ul style="list-style-type: none"> ❖ PP children will be represented in groups and teams for school events e.g. sports teams, productions. ❖ Children can describe how they contribute to wider school life and speak positively about the opportunities they are offers. ❖ In upper KS2, children with PP are well represented e.g. Year 6 prefect roles, Playground Buddies. 	<p>didn't have kits. Externally run extracurricular clubs were offered at no charge or with a large subsidy for children with PP.</p> <ul style="list-style-type: none"> ❖ Pupil engagement questionnaires are completed annually by PP children. ❖ Staff are aware of PP children in their classes and use this knowledge to ensure that this group is well represented in school life e.g. sport teams, prefect roles etc.
Grand Total: £88,400			

7. Additional detail
Pupil Premium Annual Report to be shared at FGB July 2019