

# Pupil premium strategy statement (Southville Primary School)

1. Summary information					
<b>School</b>	Southville Primary				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b> £48,520 (May) July 2017 budget for financial year £51,480		<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	410 445 last census	<b>Number of pupils eligible for PP</b> 35 ( increase from 27 in September) 43 (increase of 8 in July 2017)		<b>Date for next internal review of this strategy</b>	October 2017

2. Current attainment		
	<i>Pupil Premium (current in school data based on <b>43 children</b> on PP register in September 2016) July 2017 data (3pts progress expected over year)</i>	<i>Non-Pupil Premium pupils based on <b>445 children</b></i>
<b>% making at least the expected standard in reading</b>	<b>54.4% (progress 3.2 )</b>	<b>78.8% (progress 3.6)</b>
<b>% making at least the expected standard in writing</b>	<b>40.5% (progress 3.1)</b>	<b>74.4% (progress 3.3)</b>
<b>% making at least the expected standard in maths</b>	<b>52.4% (progress 3.3 )</b>	<b>77.3% (progress 3.4)</b>
<b>% making at least the expected standard in R,W,M</b>	<b>38.1%</b>	<b>65.8%</b>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Low prior attainment and access to opportunities that support learning, creativity and confidence including resources at home
<b>B.</b>	English as an additional language – speaking and listening skills, communication with families
<b>C.</b>	Emotional, social and mental health problems – impact of home issues
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	Lateness and poor attendance	
<b>E.</b>	Family issues	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Accelerated progress towards Age Related Expectations (ARE) in core subjects as a result of quality first teaching and intervention.	<ul style="list-style-type: none"> <li>• Gap in attainment closes between disadvantaged and non-disadvantaged</li> <li>• Progress continues to be higher for disadvantaged pupils Ave 3.5 (2015 – 2016) non disadvantaged Ave 2.8</li> </ul>
<b>B.</b>	Increase in number of children with EAL reaching ARE in reading, writing and maths	<ul style="list-style-type: none"> <li>• Children will be assessed using the EAL assessment Framework and identified for targeted interventions</li> <li>• English lessons will be available for parents through the school</li> </ul>
<b>C.</b>	Children with significant home/medical issues will be well supported in school to maximise their learning opportunities	<ul style="list-style-type: none"> <li>• Attainment and progress will be at least in line with other children</li> <li>• Children's well-being will improve as a result of involvement of the Safeguarding Team and strategies put in place for support/referral to outside agencies</li> </ul>
<b>D.</b>	Lateness and attendance rigorously monitored and improved	<ul style="list-style-type: none"> <li>• Attendance target of 96.3% will be met</li> <li>• Home-school liaison worker will have evidence of work done with families and the education welfare Officer</li> </ul>
<b>E.</b>	School helps to facilitate access to outside agency help	<ul style="list-style-type: none"> <li>• Children having support and help if needed</li> </ul>

<b>5. Planned expenditure</b>	
<b>Academic year 2016/17</b>	$(31 \times \pounds 1320) + (4 \times \pounds 1900) = \pounds 40,920 + \pounds 7600 = \pounds 48,520$ Review July 2017 shows 8 more children therefore + $\pounds 2960$ more expected with October census
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	Review July 2017
<b>A and B</b> Outcomes for pupils will improve in Reading, Writing, Maths inc. phonics in EYFS and KS1	Quality first teaching and use of experienced and highly skilled Learning Support Assistants targeting groups/individuals in class including the more able as necessary	Data shows that although progress is in line or better, there is a gap in attainment between disadvantaged and non-disadvantaged children	Teachers track data and bring this to progress meetings three times a year for discussion with the Head, Deputy and SENCO if appropriate	DHT/All class teachers	<b>Children eligible for PP test results</b> <b>Phonics:</b> 11/13 Y1 and 2 = 85% <b>Key Stage 1 SATs</b> A new child did not take the SATs tests. Another child has not been with us long enough to assess Science properly. <b>Children attaining ARE:</b> 4/6 Reading = 67% 4/6 Maths = 67% 3/5 Science = 60% 1/6 Writing = 17%, however 4/5 at 2D, so will continue to receive extra support to bring them up to a secure level in year 3. <b>Key Stage 2 SATs</b> 1/3 Reading - 33% 1/3 Writing – 33% 1/3 Maths – 33% 2/3 SPAG – 66%
	Additional intervention and support by LSAs eg pre-teaching, filling gaps in learning, strengthening basic foundations eg phonics, number system	Progress of disadvantaged children receiving intervention from LSAs is higher than non - disadvantaged children	Data tracking, observation, progress meetings	Class teachers/ SENCO	
	Designated LSA to work with identified children with EAL and Home School Liaison worker (HSLW) with vulnerable families	Our intake of children with EAL and vulnerable families has increased with expansion; more children need support with language learning.	Regular meetings with HSLW and Headteacher, EAL LSA with Inclusion Leader	HT, SENCO and rest of Safeguarding Team	
	Encourage identified parents to join English lessons provided by the school  Advice from SENCO to support all children including disadvantaged with SEN	More children from families with little or no English  Support for children with SEN can be linked to Outside agencies etc.	Outcomes, observations and discussions with provider. Evidence of better communications with parents  Monitoring and observation by SENCO	Inclusion Leader and HSLW  Inclusion Leader – also SENCO	
<b>Total budgeted cost</b>					<b>£30,670</b>

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	Review July 2017
<p><b>C</b> Vulnerable children with significant home/medical issues will be well supported to maximise learning opportunities</p>	<p>Identified members of the Safeguarding Team eg HSLW and First Aid and Health worker will work with identified families to minimise and break down the barriers to learning</p> <p>Workshops and access to help to encourage learning at home eg LSA shows parent how child is being supported</p> <p>Use of a quiet break out space at lunchtime and when necessary for brief respite at other times</p> <p>Access to trips, visits, school camp, scooters/bikes (PTA funding support) to join in with Free wheel Fridays and cycling proficiency, clubs</p>	<p>A third of children eligible for PP have been identified as particularly vulnerable and some families are not able to provide opportunities that will help to nurture and develop their child's learning, although they would often like to.</p> <p>Some children have additional needs and medical problems, which if dealt with properly make a difference to time spent in class learning</p> <p>Children eligible for pupil premium benefit from encouragement to join in and access opportunities they might not otherwise access</p>	<p>Safeguarding Team meetings</p> <p>DHT and Class teachers</p> <p>HSLW and first Aid and Health worker</p> <p>HSLW and first Aid and Health worker Office staff</p>	<p>DSL and DDSL</p>	<p>Considerable work on attendance and liaising with parents by HSLW, SENCO and Safeguarding team. Children's mental health and well being – training accessed and led by 2 members of team</p> <p>Workshops in phonics and maths for parents, also English lessons for parents with little or no English and parent computer classes</p> <p>In place and well used at lunchtime in KS2</p> <p>Break out created for KS1 in old office and enrichment fund started</p> <p>Break out in corridor bay for KS2</p> <p>School owns bikes and scooters for use by those who do not have them.</p> <p>Clubs/activities/camp funded through Pupil Premium</p>
<b>Total budgeted cost</b>					<b>£8,250</b>

### iii. Lateness and Attendance

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review July 2017
School target of 96.3% is achieved	Home - School Liaison Worker new to post in September 2016 to liaise with families eligible for pupil premium  Put strategy in place for monitoring and following up attendance monitoring with meetings, letters, referrals to EWO	Attendance is lower than other children for many children in this group. A third of this group have been identified as vulnerable children  Children need to be in school to learn, make progress and attain alongside their peers.	Regular meetings between HSLW and HT and other members of Safeguarding Team if appropriate  Tracking attendance, progress and attainment	HSLW	July 2017 PP 96% Non PP 96.2% Attendance monitored weekly  HSLW has evidence of interaction with parents/carers and attendance monitoring
<b>Total budgeted cost</b>					<b>£3,600</b>

Success criteria review	Achievements and what needs doing
<ul style="list-style-type: none"> <li>Gap in attainment closes between disadvantaged and non-disadvantaged</li> <li>Progress continues to be higher for disadvantaged pupils Ave 3.5 (2015 – 2016) non disadvantaged Ave 2.8</li> </ul>	<p>Children with PP often have lower starting points to other children and attainment is below that of non pupil premium, however progress is often higher. All progress is above the expected 3.0 points and broadly in line for PP and Non PP in Writing and Maths. There is a slightly larger gap in reading. Children need to make accelerated progress to catch up. In the PP group we need to improve parent confidence and understanding of learning expectations for children, particularly in promoting a sharing of reading at home and access to appropriate reading texts. Children's confidence in learning, motivation and expectations of themselves also needs to be improved and for some, experience of joining in an after school club would probably raise self esteem. This and children's well being is another area to continue with next year. In closing the gap we need to track back through year group objectives on our tracker to ensure that children are secure in learning from previous year groups, particularly poor attenders. Pupil premium and school budget is used to support children in</p>

	<p>their learning in class and through interventions and LSA support, however in the current financial climate this is becoming increasingly difficult. We need to maximise time given by being really focused on learning objectives and moving children on systematically. As 40% of our PP cohort have English as an additional language we also need to focus on our provision for them and have clear procedures for their induction into school at all ages. This will also impact on provision for non PP EAL children.</p>
<ul style="list-style-type: none"> <li>Children will be assessed using the EAL assessment Framework and identified for targeted interventions</li> </ul> <p>English lessons will be available for parents through the school</p>	<p>Assessments and interventions took place – LSA made KS1 materials and ran intervention groups for Reception and KS1. Children continue to have in class support and/or interventions.</p> <p>English lessons arranged and parents attended regularly –adult improvement in English noted as well as in children. Computer lessons also arranged. Parents who have attended English courses with us are starting to be able to help their children at home more and have a greater understanding of what we are doing in school.</p> <p>Staff training has been arranged for Term 3, so that we can deal more effectively with our increasing population of children with no or little English. 40% of children eligible for PP have EAL so this will be a focus for 2017-2018</p>
<ul style="list-style-type: none"> <li>Children’s well- being will improve as a result of involvement of the Safeguarding Team and strategies put in place for support/referral to outside agencies</li> </ul>	<p>The introduction of a Safeguarding Team has allowed us to spread the load across the two sites and through the school children eligible for Pupil Premium. LAC are monitored closely. We have strong procedures in place for dealing with FGM and all of our communications about safeguarding are facilitated through CPOMS so that all staff can easily report a concern and all members of the team are aware of all issues. A high percentage of our PP children have child protection, home issues, language, learning or attendance issues and the HSLW and SENCO are leading support for their well - being, strategies and referrals eg access to school trips and activities, school camp and in school learning support.</p>
<ul style="list-style-type: none"> <li>Attendance target of 96.3% will be met</li> <li>Home-school liaison worker will have evidence of work done with families and the education welfare Officer</li> </ul>	<p>The home-school liaison Worker has monitored lateness and attendance weekly. She has met with the Education Welfare Officer 3x a year and also arranged and participated in ‘Parent surgeries’ to improve lateness and attendance. Next meeting with EWO is Jan16th 2018. Targeted support has been carried out taking a holistic way and taking families areas of need into consideration – eg Letters, sent out, certificates awarded to families for improvements, looking with some parents at why they have been identified through analysis, making sure they understand the importance of school attendance and monitoring them closely. The HSLW’s work has made huge changes to an improvement in this area and this meant that although attendance dropped early in the year children eligible for PP caught up again and were only 2% adrift from our whole school target. There has been an increase in Children missing in Education and this has been addressed effectively in all but one case, which is now in the hands of the LA.</p> <p>Attendance of PP children in Term 3 dropped to 89% through sickness, particularly a Chicken Pox outbreak but by Term 6 the whole school target was 96.2% and Pupil Premium 96% for 2016-2017. The target for 2017-2018</p>

	<p>for all groups will be 96.4%.</p> <p>Although PP forms a relatively small percentage 9-10% we are pleased that they are only 2% below the whole school figure.</p>
<ul style="list-style-type: none"> <li>• Children having support and help if needed</li> </ul>	<p>Some children are supported in class by differentiated work by class teachers and LSAs. 10% having other interventions in writing, 23% in reading, 12% in maths, 6% targeted support for language and 32% for play therapy and extra activities to enable them to access the curriculum. There are other children we need to consider, who are currently at Age Related Expectations but possibly could be operating at Greater Depth – they also need support.</p>