

# Pupil premium strategy statement (Southville Primary School)

1. Summary information					
School	Southville Primary				
Academic Year	2017-2018	Total PP budget	£51,480	Date of most recent PP Review	October 2017
Total number of pupils	493	Number of pupils eligible for PP	39	Date for next internal review of this strategy	March 2018

2. Current attainment		
	<i>Pupil Premium (current in school data based on 42 children on PP register in September 2017) (3pts progress expected over year)</i>	<i>Non-Pupil Premium pupils based on 454 children</i>
% making at least the expected standard in reading	58.5%	KS1 76.6% KS2 68.2%
% making at least the expected standard in writing	43.9%	KS1 83.1% KS2 75.6%
% making at least the expected standard in maths	56.1%	KS1 81.8% KS2 77.6%
% making at least the expected standard in R,W,M	42.5%	65.8%

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

<p><b>A.</b></p>	<p>Currently PP progress is good, in line and sometimes above non PP. Accelerated progress towards Age Related Expectations (ARE) in core subjects as a result of quality first teaching and intervention.</p>	<ul style="list-style-type: none"> <li>• Gap in attainment closes between disadvantaged and non-disadvantaged.</li> <li>• PP pupils make accelerated progress above non PP pupils towards ARE</li> <li>• More able children and those just below this group will be identified and support given to accelerate progress</li> <li>• Children will be tracked individually and as a group on School Pupil tracker, in progress meetings and observed working in class – recommendations will be made for accelerating progress</li> <li>• Targeted interventions will be used where needed</li> <li>• Progress will be measured in year but also from Early Years and KS1 as starting points</li> <li>• Progress and attainment of PP group will be reported to governors every term to Curriculum and Achievement committee and governors will include disadvantaged children as part of their monitoring visits</li> <li>• Classroom staff will be responsible for reporting to SLT on the progress and attainment at progress meetings and discussing whether or not children are well enough supported with quality first teaching.</li> </ul>
<p><b>B.</b></p>	<p>Increase in number of children with PP and EAL reaching ARE in reading, writing and maths. Progress equal to or above non 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> <li>• English lessons will continue to be available for parents through the school and they will be encouraged to help in the school</li> <li>• PP will include access to clubs and activities encouraging use of English language and development of confidence in interacting with other children from a variety of socio- economic and diverse groups</li> <li>• Clear procedures to follow in enabling children with EAL to access learning</li> <li>• From January we hope to give some extra tuition to children in Year 3 and possibly in other year groups</li> </ul>

<b>C.</b>	Children with significant home/medical/social and emotional 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> <li>• The Home –School Liaison worker will follow up all PP children as appropriate</li> <li>• Children will be funded to attend After School Clubs to gain confidence, develop new skills, friendships and increase their sense of well- being.</li> <li>• All trips within school will be funded</li> <li>• School camp will be partially funded with parents paying the deposit, by instalments if they wish</li> <li>• Outside agencies will be used for therapy and other support that the school cannot give</li> </ul>
<b>D.</b>	Lateness and attendance rigorously monitored and improved	<ul style="list-style-type: none"> <li>• Attendance target of 96.4% will be met (this is 2% increase on PP attendance last year)</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 through SENCO/safeguarding team/well- being support team</li> </ul>

<b>5. Planned expenditure</b>					
<b>Academic year 2017/2018</b>		<b>£51,480</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review in January 2018</b>

<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	
	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	More children from families with little or no English	Outcomes, observations and discussions with provider. Evidence of better communications with parents	Inclusion Leader and HSLW	
	Advice from SENCO to support all children including disadvantaged with SEN	Support for children with SEN can be linked to Outside agencies etc.	Monitoring and observation by SENCO	Inclusion Leader – also SENCO	
<b>Total budgeted cost</b>					<b>£30,000 + £5000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	

<p><b>C</b> Vulnerable children with significant home/medical/social/emotional and mental health 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 Mental Health Team</p> <p>HSLW and first Aid and Health worker Office staff</p>	<p>DSL and DDSL</p> <p>HSLW/PP Support</p>	
<b>Total budgeted cost</b>					<b>£11,980</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	
D School target of 96.3% is achieved	<p>Home - School Liaison Worker new to post in September 2016 to liaise with families eligible for pupil premium</p> <p>Put strategy in place for monitoring and following up attendance monitoring with meetings, letters, referrals to EWO</p>	<p>Attendance is lower than other children for many children in this group. A third of this group have been identified as vulnerable children</p> <p>Children need to be in school to learn, make progress and attain alongside their peers.</p>	<p>Regular meetings between HSLW and HT and other members of Safeguarding Team if appropriate</p> <p>Tracking attendance, progress and attainment</p>	HSLW	
<b>Total budgeted cost</b>					<b>£4,500</b>