

# Pupil premium strategy statement

1. Summary information					
School	Southwick CE Primary School				
Academic Year	2016-17	PP budget Sept 16 – Mar 17	£24290	Pupil Premium Champion: Nina Stiddard	
Total number of pupils	186	Number of pupils eligible for PP	32	Date for Review	Sept 17

2. Prior Attainment		
<b>KS2 Attainment for: 2015-2016</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	<b>67%</b>	% / 52%
% achieving expected standard or above in reading	<b>67%</b>	% / 66%
% achieving expected standard or above in writing	<b>100%</b>	% / 73%
% achieving expected standard or above in maths	<b>83%</b>	% / 70%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
<b>A.</b>	Lower attainment on entry; poor oral language skills
<b>B.</b>	Children belonging to other vulnerable groups e.g. SEND, Mobile, Vulnerable etc
<b>C.</b>	Children with emotional barriers to learning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Families who need additional support to maintain the quality of family life

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	<ul style="list-style-type: none"> <li>Teachers ensuring that all children speak in full sentences-use of Progression in Language.</li> <li>All children to understand formal and informal language</li> <li>Children use correct tense and ensure subject/verb agreement</li> </ul>	Transference of spoken English skills into written work in all areas of the curriculum.

<b>B.</b>	Accelerated progress from individual starting points towards ARE for all.	Pupils will make progress in line with or greater than that of their peers; a greater percentage of children will achieve ARE.
<b>C.</b>	To improve emotional resilience and develop an 'I can...' attitude towards learning	Children more able to tackle challenges and persevere with learning.
<b>D.</b>	Involvement of PSA to ensure families have support to respond to issues at home.	Children are more focussed in school and better able to access the curriculum. Pupils develop their communication skills so they are able to express when they are feeling anxious or worried. Concentration levels are increased and pupils are able to cope with the demands of the curriculum.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016 - 17</b>				
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					
<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>When will you review implementation?</b>

<p>A) All children to use complete sentences when speaking in class and in all written work in all areas of the curriculum.</p>	<p>All teachers to model correct speech. All teachers to insist on complete sentences when children ask/answer questions. Use of skills progression in Language Use of Descriptosaurus. - 'Talk for Writing' (T4W) to be used to enhance the speech and language development of all pupils. Use of an additional Assistant in EYFS to support development of early language skills.</p>	<p>We want to invest in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest oral interventions which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary and it is suitable as an approach that we can embed across the school using the strategies described.</p>	<p>Use staff meetings to deliver training. Lesson observations. Work scrutinies. Pupil Progress meetings. Speaking to children around school.</p>	<p>PP champion. Literacy subject lead.</p>	<p>Jan 17</p>
<p>B/C) PP children also identified as having SEND or emotional barriers to learning make the same progress as their peers and achieve ARE, closing the attainment gap.</p>	<p>All teachers to ensure that the targets for SEND child are achievable and personal. Deployment of TAs in priority classes to ensure teachers can target most vulnerable children or groups. Use of 'Move On' teachers to work with children in small groups in Literacy and numeracy.</p>	<p>The evidence shows that the most effective way to support disadvantaged learners is through a whole school ethos of attainment for all. The class teacher is the most skilled professional to meet the needs of individual children and that the most effective intervention is inclusive, Quality First teaching. This provides consistent high standards, monitors performance and shares best practice.</p>	<p>Use staff meetings to deliver training. Lesson observations. Work scrutinies. Pupil Progress meetings. Speaking to children around school.</p>	<p>PP champion SENCo</p>	<p>Ongoing</p>

<b>Total budgeted cost</b>					£21.030
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
PP children to make progress towards ARE in line with their peers.	PP teacher to provide targeted, individual or small group support in reading, writing and maths. Deployment of TAs to support PP children with additional needs.	Additional teaching opportunities provided by PP teacher and TAs demonstrate moderate impact, particularly if planned to compliment Quality First teaching and when a structured, time limited approach is used.	SENCo will plan for level of need and the appropriate interventions to be followed. Pupil attainment and progress will be monitored termly at Pupil Progress meetings.	PP champion SENCo	Assessment data will be monitored to ensure that progress is made at the end of each term. Pupil Progress meeting will be held termly
Pupils are more emotionally resilient in their approach to their learning and settled in school- happy and ready to learn.	Children have access to an ELSA in school and access to counsellors through the Collaborative Schools. All adults use Restorative Justice techniques in resolving conflict between children.	It has been demonstrated that disruptive behaviour in class caused by anxiety and emotional stress can be significantly reduced if the children feel that their voice is heard and that there are adults in school to listen.	Lesson observations Pupil interviews	PP champion	Termly monitoring of behaviour log and learning walks.
<b>Total budgeted cost</b>					£1641
<b>iii. Other approaches</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>When will you review implementation?</b>

Remove barriers to learning	Parent Support Advisor to provide support for families of children with additional needs – social, emotional, attendance, punctuality and for young carers.	Children need to feel safe in school and not worried about issues arising at home.	PP pupils make accelerated progress and attain ARE. Attendance and punctuality are good.		Termly Pupil Progress meetings
<b>Total budgeted cost</b>					<b>£275</b>