

PUPIL PREMIUM STRATEGY

And IMPACT STATEMENT

19-22

Southwick CE Primary School Pupil Premium Strategy 19-22

Summary Information					
School	Southwick CE Primary School				
Academic Year	19-20	Total Pupil Premium Budget	£42,870	Date of most recent PP Review	N/A
Total Number of Pupils	192	Total number of pupils eligible for PPG (01.09.18)	20.3% (39)	Date for Review	Sept 20

Attainment 18-19 – no data for 19-20 due to Covid-19		
End of Early Years Foundation Stage	<i>Pupils Eligible for PPG including SEND 3 children</i>	Pupils not eligible for PPG (National)
% achieving a Good Level of Development by the end of EYFS	66.7%	60%
Y1	<i>Pupils Eligible for PPG including SEND – 2 children</i>	
Phonics Screening Check at the end of Y1	0%	90.5%
End of KS1	<i>Pupils Eligible for PPG including SEND – 4 children</i>	
% meeting ARE in Reading	25%	95.2%
% meeting ARE in Writing	25%	90.5%
% meeting ARE in Maths	50%	90.5%
% meeting ARE in RWM combined	25%	90.5%
End of KS2	<i>Pupils Eligible for PGP including SEND – 4 children</i>	
% meeting ARE in Reading	66.7%	76%
% meeting ARE in Writing	100%	88%
% meeting ARE in Maths	100%	80%
% meeting ARE in RWM combined	66.7%	72%

BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP including high ability)	
<ul style="list-style-type: none"> Low starting points on entry; need for accelerated progress to meet expected standard or above at the end of KS2 A significant number of children entitled to PPG have suffered a number of Adverse Childhood Experiences (ACES) resulting in difficulty with emotional self-regulation, low resilience and a lack of readiness for learning Mobility of pupils entitled to PPG 	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Difficulties with understanding & retention of phonics, writing in full sentences and number bonds for some pupils who are eligible for PP has slowed learning when compared to age-related national expectation and to other pupils not in receipt of PP funding
B	Specific barriers to learning for a small group of pupils (some of whom are eligible for PP) are having a detrimental effect on their academic progress
C	Some pupils in receipt of PP have high anxiety levels as a result of their backgrounds, start to life or experiences. Many have issues with emotional intelligence and a variety of teaching styles and approaches are needed to help them feel safe and in control.
D	A significant percentage of children in receipt of PPG are also on the CoP/have EHCPs
E	Poor oral language skills on entry into school
External barriers (issues which also require action outside school, such as low attendance rates)	
A	Families needing additional support to maintain the quality of family life and provide support for their children

Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Ensure that pupils eligible for PP funding reach at least expected standard in reading, writing and maths by the end of KS1 – on-going tracking of progress from individual starting points	<p>Gaps in learning between children in receipt of PPG and those of their peers are diminishing</p> <p>Gaps for pupils eligible for PP funding in lower KS2 in reading, writing and maths diminish as a result of targeted support and quality first teaching</p> <p>Pupils eligible for PP meet the age-related expectations in reading, writing and maths at the end of KS2</p> <p>As gaps in attainment diminish, attitudes towards learning are enhanced through access to a range of curricular and extracurricular enrichment activities</p> <p>Attitudes to learning will improve; pupils will show greater resilience</p>
B	Improve basic skills in reading, writing and maths for those pupils eligible for PP in lower KS2 - on-going tracking of progress from starting points from specific 1-2-1 or small group intervention with PPG teacher and TAs	
C	The learning attitudes, particularly resilience, of some pupils eligible for PP funding are improved as a result of curriculum enrichment and focus on learning – on-going observations and feedback from adults regarding attitudes towards learning	
D	Greater staff knowledge and understanding to support pupils and promote learning of all with a particular focus upon attachment	

PLANNED EXPENDITURE 19-20					
Quality of teaching for all					
Desired outcome	Chosen action /Approach	Evidence and Rationale for this choice	How you will ensure it is implemented effectively?	Lead Person(s)	Review of implementation
Pupils in EY develop their knowledge, understanding and skills in phonics as a result of quality first teaching to establish a secure foundation for KS1	<p>Provide 'SoundsWrite' training for EY Lead</p> <p>Provide opportunities for vulnerable pupils to engage in additional phonics activities</p>	<p>Support provided will enhance pupils' early reading skills in preparation for later learning in basic skills.</p> <p>Early Years Intervention (+5 months gain)</p>	<p>Provide additional TA in EY for 5 mornings weekly</p>	SC/LSt/LS/RR	<p>Termly Pupil Progress Meetings</p> <p>Termly analysis of Phonics data by Phonics lead</p> <p>£630</p> <p>TA - £9306</p>
Pupils in Y1 are on track to meet ARE at end of Y2. Gaps in attainment for specific vulnerable pupils diminish as a result of quality and targeted interventions by the end of KS1	<p>Daily 1:1 / small group support for vulnerable pupils</p> <p>Children identified as in need of specific support will be signposted to external agencies</p>	<p>Reading daily for targeted children (+4 months gain)</p> <p>Focus upon diminishing gaps in knowledge, understanding and skills</p> <p>See 'Using the pupil premium effectively: an evidence-based approach to closing the gap' John Dunford,2014</p>	<p>Provide TA support for 5 afternoons weekly in Y1 and Y2 to carry out targeted interventions</p> <p>Children in receipt of PPG will work with PP teacher as part of a rolling programme of small group, 1:1 and focussed support</p>	FH/LS/RR/SW	<p>Termly Pupil Progress Meetings</p> <p>Termly analysis of Phonics data by Phonics lead</p> <p>TA - £9306</p> <p>PP Teacher - £11648</p>

		EEF Mastery Teaching (+5 months gain)	with qualified teacher (RWM). Targets to be identified with the support of the class teacher		
Attainment gaps in Reading, Writing and Maths of a small group of pupils in Y4 and Y5 diminish through focused teaching	Daily sessions with 'Move-on' teachers deployed to support the specific needs of children including those PP not at the expected level/with specific SEN	Reading comprehension support by additional teacher (+5 months gain) Small group tuition (+4 months gain) Behaviour interventions (+8 months gain)	Children in receipt of PPG will work with PP teacher as part of a rolling programme of small group, 1:1 and focussed support with qualified teacher (RWM). Targets to be identified with the support of the class teacher Effective behaviour management to improve concentration	RS/NS/FWH	Termly Pupil Progress Meetings On-going evaluation of impact PP Teacher – As above Move-on Teachers – £24, 598
				Total budgeted cost =	£55488, 574
Targeted Support					
Gaps in attainment for specific vulnerable pupils diminish as a result of targeted interventions	Support LAC 1:1 (10 hours per week) and other vulnerable PP children with access to specific interventions such as ELSA Support families through PSA support	Engage with parents/carers before intervention begins to address any concerns or questions Clear communication between all agencies involved including views of parents/carers	1:1 support to enable pupils to access the wider curriculum 1:1 support to provide emotional stability Social and emotional learning (+4 months gain)	SW/KL/LS	Termly Pupil Progress meetings On-going evaluation of impact ELSA support £544 PSA Support £3357
				Total budgeted cost =	
Other Approaches					
To enrich curriculum opportunities for all disadvantaged pupils	Fund support for school visits and curriculum enrichment opportunities as required	With much of the focus being placed upon diminishing gaps in core subjects, important to gain balance in other curriculum areas	Provide access to school trips/visits as well as other provision such as sporting or musical activities	LS/ Individual class teachers	On-going evaluation of impact £1000
				Total budgeted cost =	£4901

REVIEW OF EXPENDITURE 2019-20 Total Spend = £41,578			
Desired outcome	Chosen action/approach	Did we meet the success criteria?	Lesson learned

			(and whether you will continue with this approach)
Pupils in EY develop their knowledge, understanding and skills in phonics as a result of quality first teaching to establish a secure foundation for KS1	Provide 'Sounds Write' training for EY Co Lead Provide opportunities for vulnerable pupils to engage in additional phonics activities	Met/ Partially Met /Not Met EY teacher upskilled - £450 +£30 for supply time for data analysis Additional TA hours funded by PP to continue to be dedicated to EY (15 per week). Specific focus on interventions for PP children.	Introduce Sounds-Write in KS2. FH to lead. Training for TAs to take place.
Pupils in Y1 are on track to meet ARE at end of Y2. Gaps in attainment for specific vulnerable pupils diminish as a result of quality and targeted interventions by the end of KS1	Daily 1:1 / small group support for vulnerable pupils Children identified as in need of specific support will be signposted to external agencies	Met/ Partially Met /Not Met Due to Covid-19, it was impossible to show full impact of actions as only one data drop completed. Continue to fund additional TA hours in Y1/Y2 (15 per week) with a specific, targeted focus on interventions for PP children/vulnerable learners to enable them to continue to diminish differences	Approaches to continue next year to consolidate and extend learning.
Attainment gaps in Reading, Writing and Maths of a small group of pupils in Y4 and Y5 diminish through focused, quality first teaching	Daily sessions with 'Move-on' teachers deployed to support the specific needs of children including those not at the expected level/with specific SEN	Met/ Partially Met /Not Met Due to Covid-19, it was impossible to show full impact of actions as only one data drop completed.	To remain a target
Gaps in attainment for specific vulnerable pupils diminish as a result of targeted interventions	Support LAC 1:1 (10 hours per week) with access to specific interventions such as ELSA	Met/ Partially Met /Not Met ELSA sessions took place Jan – June. These had a positive impact on children	To continue
Other: Removing barriers to learning	Financial support – residentials, clubs, visits, uniforms etc Use of PSA to support families	Met /Partially Met/Not Met Parents value the support they are given. Families reported that they felt well-supported, particularly during the difficult time of lockdown	Approach to continue

REVIEW OF EXPENDITURE 2018-19 Total Spend = £41,578

Desired outcome	Chosen action/approach	Did we meet the success criteria?	Lesson learned (and whether you will continue with this approach)
Pupils in EY develop their knowledge, understanding and skills in phonics as a result of quality first teaching to establish a secure foundation for KS1	Provide 'Sounds Write' training for EY Lead Provide opportunities for vulnerable pupils to engage in additional phonics activities	Met/Partially Met/Not Met Although PP pupils have made progress, greater impact has been seen on pupils not eligible for PP.	Approaches to continue next year to consolidate and extend learning. Additional TA hours funded by PP to continue to be dedicated to EY (15 per week). Specific focus on interventions for PP children.
Pupils in Y1 are on track to meet ARE at end of Y2. Gaps in attainment for specific vulnerable pupils diminish as a result of quality and targeted interventions by the end of KS1	Daily 1:1 / small group support for vulnerable pupils Children identified as in need of specific support will be signposted to external agencies	Met/Partially Met/Not Met The gap has narrowed as the majority of learners made accelerated progress in all areas of the curriculum. 83% of children passed the Phonics screening test (target of 75%). Pupils belonging to more than one group e.g. PP + SEND/PP + Vulnerable have made less progress.	Approaches to continue next year to consolidate and extend learning. Additional TA hours funded by PP to continue to be dedicated to Y2 (15 per week). Specific focus on interventions for PP children/vulnerable learners to continue to narrow the gap,
Attainment gaps in Reading, Writing and Maths of a small group of pupils in Y4 and Y5 diminish through focused teaching	Daily sessions with 'Move-on' teachers deployed to support the specific needs of children including those not at the expected level/with specific SEN	Met/Partially Met/Not Met Pupils belonging to more than one group e.g. PP + SEND/PP + Vulnerable have made less progress.	To remain a target
Gaps in attainment for specific vulnerable pupils diminish as a result of targeted interventions	Support LAC 1:1 (10 hours per week) with access to specific interventions such as ELSA	Met/Partially Met/Not Met Accelerated progress made as a result of interventions	To reinstate if needed.
Other: Removing barriers to learning	Use of PSA to support families Financial support – residentials, clubs, visits, uniforms etc	Met/Partially Met/Not Met Pupil discussions show that pupils feel safe in school and are more able to focus Parents value the support they are given	Approach to continue