

### Southwick CE Primary School Pupil Premium Strategy 18-19

Summary Information					
School	Southwick CE Primary School				
Academic Year	18-19	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	April 19

Attainment		
<b>End of Early Years Foundation Stage</b>	<i>Pupils Eligible for PGP including SEND – 1 child</i>	Pupils not eligible for PPG (National)
% achieving a Good Level of Development by the end of EYFS	0%	72%
<b>Y1</b>	<i>Pupils Eligible for PGP including SEND – 4 children</i>	
Phonics Screening Check at the end of Y1	75%	81%
<b>End of KS1</b>	<i>Pupils Eligible for PGP including SEND – 4 children</i>	
% meeting ARE in Reading	75%	71%
% meeting ARE in Writing	75%	75%
% meeting ARE in Maths	75%	75%
% meeting ARE in RWM combined	75%	
<b>End of KS2</b>	<i>Pupils Eligible for PGP including SEND – 4 children</i>	
% meeting ARE in Reading	50%	71%
% meeting ARE in Writing	50%	76%
% meeting ARE in Maths	75%	75%
% meeting ARE in RWM combined	25%	

BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP including high ability)	
Barriers to future attainment of some of the pupils eligible for PP are as a result of the increase in expectation of national curriculum assessment and more demanding tests	
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 at the start of KS2
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
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

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	Gaps in learning between children in receipt of PPG and those of their peers are diminishing
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	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
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	Pupils eligible for PP meet the age-related expectations in reading, writing and maths at the end of KS2
D	Greater staff knowledge and understanding to support pupils and promote learning of all with a particular focus upon attachment	As gaps in attainment diminish, attitudes towards learning are enhanced through access to a range of curricular and extracurricular enrichment activities  Attitudes to learning will improve; pupils will show greater resilience

PLANNED EXPENDITURE 18-19					
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	Provide 'SoundsWrite' training for EY Lead  Provide opportunities for vulnerable pupils to engage in additional phonics activities	Support provided will enhance pupils' early reading skills in preparation for later learning in basic skills. Early Years Intervention (+5 months gain)	Provide additional TA in EY for 5 mornings weekly	SC/LSt/LS/RR	Termly Pupil Progress Meetings  Termly analysis of Phonics data by Phonics lead
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	Reading daily for targeted children ( +4 months gain)  Focus upon diminishing gaps in knowledge, understanding and skills See 'Using the pupil premium effectively: an evidence-based approach to closing the gap' John Dunford,2014 EEF Mastery Teaching (+5 months gain)	Provide additional TA in EY for 5 mornings weekly  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	FH/LS/RR/SW	Termly Pupil Progress Meetings  Termly analysis of Phonics data by Phonics lead
Attainment gaps in Reading, Writing and Maths of a small group of pupils in	Daily sessions with 'Move-on' teachers deployed to support the	Reading comprehension support by additional teacher (+5 months gain)	Children in receipt of PPG will work with PP teacher as part of a rolling	RS/NS/FWH	Termly Pupil Progress Meetings

Y4 and Y5 diminish through focused teaching	specific needs of children including those not at the expected level/with specific SEN	Small group tuition (+4 months gain) Behaviour interventions (+8 months gain)	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		On-going evaluation of impact
				<b>Total budgeted cost =</b>	
Targeted Support					
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	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
				<b>Total budgeted cost =</b>	
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
				<b>Total budgeted cost =</b>	

REVIEW OF EXPENDITURE 2017-18 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)
Teachers ensuring that all children speak in full sentences All children to understand formal and informal language	Use of Progression in Language document to provide sentence starters.  Use of Descriptosaurus	Met/ <b>Partially Met</b> /Not Met  Greater impact seen on pupils not eligible for PP.	Approaches to continue next year to consolidate and extend learning.

<p>Children use correct tense and ensure subject/verb agreement</p>	<p>Talk for Writing strategies to be used in KS1</p> <p>Insistent persistence on use of full sentences</p> <p>Staff to model correct speech to children and insist on responses framed in complete sentences</p> <p>Use of an additional TA to support language development</p>	<p>Insistent persistence means that ALL children are routinely speaking in full sentences; this has transferred into written work in all areas of the curriculum.</p> <p>Evidence of PiL sentence stems transferring into children's writing.</p>	<p>PiL sentence stems to be included in planning and displayed in classrooms.</p>
<p>Accelerated progress from individual starting points towards ARE for all.</p>	<p>Effective deployment of TAs to enable staff to target most vulnerable children/groups</p> <p>Teachers to work closely with SENDCo to ensure that interventions are effective and impact on children's learning</p> <p>Use of 'Move-on' teacher in Y6</p> <p>Use of qualified teacher to work with PP children to address specific targets identified by class teachers</p> <p>Additional TA hours in all classrooms</p>	<p><b>Met/Partially Met/Not Met</b></p> <p>Pupils belonging to more than one group e.g. PP + SEND/PP + Vulnerable have made less progress.</p>	<p>Approach to continue to allow interventions to embed.</p> <p>Interventions identified as less effective in accelerating progress will be discontinued.</p> <p>Whole-school assessments changed to show progression using standardised scores.</p>
<p>To improve emotional resilience and develop an 'I can...' attitude towards learning</p>	<p>Children have access to an ELSA/PSA in school</p> <p>Children have access to counsellors through CSL</p> <p>All adults use Restorative Justice to resolve conflict</p>	<p><b>Met/Partially Met/Not Met</b></p> <p>Observation/pupil discussions show that children are increasingly more able to tackle challenges and persevere when presented with challenges.</p> <p>Behaviour logs show a reduction in children being sent to the HT</p>	<p>Approach to continue</p> <p>KS1 TA to be trained as an ELTA in the forthcoming year</p>
<p>To improve attendance for pupils who fall below 96%</p>	<p>Monitoring of attendance to take place monthly with the attendance of key absentees monitored more frequently</p> <p>Medical evidence to be requested if attendance falls below 96%</p> <p>SAM's to be held</p>	<p><b>Met/Partially Met/Not Met</b></p> <p>Attendance for targeted pupils increased for a significant number of children; as a result less learning time was lost.</p> <p>Children identified previously as persistent absentees made accelerated progress</p>	<p>Approach to continue</p>
<p>Other: Removing barriers to learning</p>	<p>Use of PSA to support families</p>	<p><b>Met/Partially Met/Not Met</b></p>	<p>Approach to continue</p>

	Financial support – residentials, clubs, visits, uniforms etc	Pupil discussions show that pupils feel safe in school and are more able to focus Parents value the support they are given	
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