

### Southam Primary School Pupil Premium Strategy 2019- 2020

Academic Year	2019- 2020	Total Pupil Premium budget	£55740		
Total number of children	35	Number of children eligible for PP (funded)	32	2 chn adopted 2 forces chn	

Attainment – Year 6 2019			
Children eligible for Pupil Premium- 10 children		National Figures for children not eligible for Pupil Premium (2018)	
% achieving expectations in reading	100%	% achieving expectations in reading	81%
% achieving expectations in writing	90%	% achieving expectations in writing	84%
% achieving expectations in maths	100%	% achieving expectations in maths	81%
% achieving expectations in GPS	100%	% achieving expectations in GPS	83%
% working at greater depth- reading	60%		
% working at greater depth- writing	40%		
% working at greater depth- maths	60%		
% working at greater depth- GPS	70%		
Progress measure in reading	7.23	Progress measure in reading	0.30
Progress measure in writing	4.10	Progress measure in writing	0.20
Progress measure in maths	4.88	Progress measure in maths	0.30

EYFS	Pupil Premium Children <i>No chn were officially registered as PP during this year. During the year 7 chn became eligible.</i>	Whole Cohort	National Average
% achieving Good Level of Development	29% (2 out of 7 chn)	65%	72%
% achieving expected standard in reading	43% (3 out of 7 chn)	70%	77%
% achieving expected standard in writing	29% (2 out of 7 chn)	67%	74%
% achieving expected standard in number	29% (2 out of 7 chn)	74%	80%
% achieving expected standard in shape	43% (3 out of 7 chn)	81%	82%

Year 1 Phonics Screening		
Pupil Premium Children	Children not eligible for Pupil Premium school average	National Average
75% (3 out of 4 chn)	84.4% (27 out of 32 chn)	82%

End of Key Stage 1			
	Pupil Premium Children	Children not eligible for Pupil Premium school average	National Average
% achieving expectations in reading	100% (4 out of 4 chn)	61.4%	75%
% achieving expectations in writing	100% (4 out of 4 chn)	52.3%	69%
% achieving expectations in maths	100% (4 out of 4 chn)	54.5%	76%

Barriers To Learning	
In School Barriers	External Barriers
<p>Some children have poor working memory</p> <p>Maturity of some children</p> <p>Emotional needs of some children</p> <p>Some children not working at an age related level and have conceptual gaps or misconceptions</p> <p>Some children have limited speech and language skills which impact upon learning</p>	<p>In some cases, there is low parental engagement</p> <p>In some cases, home learning environment including access to resources such as books and life experiences</p> <p>In some cases, home environment can be chaotic and leave children unable to focus on learning</p> <p>In some cases, maturity of children</p> <p>In some cases, low expectations of the children</p> <p>Increasing low level of attainment on entry</p> <p>In some cases, lateness and attendance</p>

Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	All teaching to be good or better in whole class teaching and interventions and assessment information is used by teachers and support staff to effectively target and close gaps for PP children.	<p>Targets for individual children met.</p> <p>Children will meet or exceed at of key stage expectations in English and maths.</p> <p>Staff to receive appropriate CPD to facilitate development of high quality teaching.</p> <p>Teachers to use accurate diagnostic and formative assessment (Key Stage 2 – Pixl) to adapt teaching sequences to children’s need.</p> <p>Teaching to be evidenced as good or better through triangulated monitoring activities.</p>
B	Ensure early identification of needs and promote early intervention programmes.	<p>Additional interventions will take place base on gaps in learning or specific need.</p> <p>Evidence of impact of intervention programmes</p>
C	Effective staff support in place to support children’s social, emotional and mental health	<p>Early identification of children’s needs</p> <p>Children receive appropriate support through school being a mental health trailblazer school</p> <p>Pastoral care register shows support in place to meet identified needs</p> <p>Monitoring and tracking shows impact of support</p> <p>Engagement through academic enrichment activities.</p>
D	Improve attendance and lateness	<p>Rates of absence reduced from last year.</p> <p>Rates of persistent absence reduced from last year.</p> <p>Attendance is better than that of national benchmarks</p> <p>Lateness has improved.</p>

Quality of Teaching for All						
Desired Outcome	Chosen action/ approach	What is the evidence and rational for this choice?	How will you ensure that it is implemented well?	Staff lead	When will you review implementation?	Budget allocation
Ensure the quality of teaching remains good or outstanding	Subject leaders to model lessons and team teach where required.  To use CPD to support staff knowledge and understanding	Sutton Trust- the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds.  Evidence from Sutton Trust on collaborative learning	Regular learning walks and book looks  Regular staff opportunities to share good practice  CPD opportunities linked to school development plan and staff appraisal	SLT	Termly	£20000
Continue to improve robustness of assessment data and use the gap analysis to close gaps	Raising quality of teaching for all children.  Teacher to pupil ratio increased at key stage 1 – all classes single age in key stage 1  Increased teaching assistant hours to allow for additional teaching groups and interventions.	Evidence from Sutton Trust on importance of personalised feedback.  All staff will know children well and will plan effectively for their progress.  Close analysis of PP data to provide timely interventions.	Regular pupil progress meetings reviewing individual children's progress.  Monitoring how outcomes from assessments are being used to inform future teaching  Regular learning walks and evaluation of quality of feedback.	SLT Subject leaders	Termly	£15000

Targeted Support- Effective support programmes and additional interventions in place						
Desired Outcome	Chosen action/ approach	What is the evidence and rational for this choice?	How will you ensure that it is implemented well?	Staff lead	When will you review implementation?	Budget allocation
Improve quality of teaching overall.  Improve robustness of assessment data.	Raising quality of teaching for all children. Direct teaching of PP children in interventions.  To work alongside SENDCO and subject leaders to develop	Teaching profile to be good or better so that whole class teaching has an impact on all progress and attainment.  Close analysis of PP data from assessments to provide timely interventions for PP children.	Regular monitoring of PP data following Pixl assessments and teacher assessments.  Regular pupil progress meetings to target support and to ensure targets are met.  Regular informal learning walks, book	SLT	Termly	

	practice		looks, lesson observations so triangulated evidence is good or better.			
To increase the rate of children's progress.	To support children identified through pupil progress meetings who are at risk of slow progress and run appropriate interventions.	Teachers know children and their gaps well and can target children effectively with training to support them	Delivery by a combination of teachers and teaching assistants, monitored by SENDCO  Regular pupil progress meetings and reviewing targets set for individual children.	SENDCO Subject leaders	Termly	
To increase the rate of children's progress and to close gaps that may be emerging between PP and non PP children.	A range of interventions put in place to allow children to make accelerated progress.	High quality interventions have allowed children to make timely progress against their targets.	Delivery by a combination of teachers and teaching assistants, monitored by SENDCO  Robust support staff appraisal in place.	SENDCO Subject leaders	Termly	

Other Approaches						
Desired Outcome	Chosen action/ approach	What is the evidence and rational for this choice?	How will you ensure that it is implemented well?	Staff lead	When will you review implementation?	Budget allocation
Children's attendance to be above national average and to reduce the number of persistent absentees	Work alongside families to identify barriers impacting on child's attendance.  Use attendance enforcement compliance agency to work with families not engaging.	Importance of attendance on school performance and emotionally and socially.	Class teachers to ensure early identification of children with attendance issues. Meetings with parents Regular monitoring attendance data	EL	Termly	£5000
The social and emotional needs of children are met.	Mental health trailblazer school-professional liaison in identifying, monitoring and implementing support.  Teaching assistants trained in emotional	School staff need to provide significant pastoral support to identified children and their families.  EEF toolkit suggests that targeted interventions matched to specific children with particular needs or	Range of intervention services used and families signposted to them.  Behaviour data analysed – CPOMs. Targeted interventions planned for and analysed for impact.  Observations of learning and behaviour of children through learning	SENDCO	Fortnightly	£10000

	coaching for no counsellors  Early Help offered	behavioural issues can be effective.	walks. Case studies of children. Liaison with external agencies.			
All children are entitled to experience a range of high quality experiences both within and beyond the school day.	Subsidised cultural map to allow children to participate in all educational visits and after school activities.	The Sutton Trust identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.  Feedback from children and parents in overwhelmingly positive about the quality of trip provision including visitors in to school.  The quality of children's writing greater improved after educational visits.	Curriculum map drawn up to include a range of educational trips. All children included in trips. Book looks following trips. Feedback from children and staff.	DHT	Annually	£4000
To build positive relationships with families	Informal conversations Formal conversations Meetings with SENCO Meetings with Head teacher  Messaging systems being used to target families – Class Dojo, parent teacher meetings software  Continue with a flexible approach to allow parental engagement to fit around parents' schedules.	Feedback from parents once relationships have been developed are positive and parents feel more empowered to support their child/ children	Identify children whose parents are hard to engage with and use a range of strategies to raise parental engagement	HT and SENDCO	Ongoing	