**South Parade Primary School**

**Pupil premium strategy statement**

**2017-2018**

****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | South Parade Primary School | | | | |
| **Academic Year** | 2017-2018 | **Total PP budget** | £100,300 | **Date of most recent PP Review** | 9.7.18 |
| **Total number of pupils** | 409 | **Number of pupils eligible for PP** | 89 (22%)  11 EYPP  Total 24% in school inc. EYPP | **Date for next internal review of new strategy** | 23.9.18 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Current attainment (2017 results)** | | | | |
|  | *Pupils eligible for PP (your school)* | *National ALL* | *2018 School All* | *2018 PP* |
| **% achieving in reading, writing and maths** | KS1 70%  KS2 54% | KS1 64%  KS2 61% | KS1 69%  KS2 76% | KS1 50%  (4 pupils)  KS2 58%  (12 pupils) |
| **% in reading** | KS1 100% (10 pupils)  (all ch. made expected or better than expected progress)  KS2 54% (6 out of 13 pupils) Progress -2.6 | KS1 76%  KS2 71% | KS1 72%  KS2 86% | KS1 50%  KS2 75% |
| **% in writing** | KS1 80% (10 pupils)  (all ch. made expected or better than expected progress)  KS2 54% 13 pupils (6 out of 13 pupils) Progress -2.1 | KS1 68%  KS2 69% | KS1 69%  KS2 88% | KS1 50%  KS2 73% |
| **% in maths** | KS1 80% (10 pupils)  (all ch. made expected or better than expected progress)  KS2 85% (11 out of 13 pupils)  Progress 0.9 | KS1 75%  KS2 75% | KS1 74%  KS2 86% | KS1 50%  KS2 72% |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | | | | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | | | | | | | |
|  | | Pupil progress for PP children in reading (KS2) and writing ( KS2) is below national other | | | | | | | | | | |
|  | | Currently 19 children in Y5 (2017-2018) are in receipt of PP funding. This is significantly higher than other year groups. Between 50-55% are meeting end of year expectations. This is significantly less than all other pupils. | | | | | | | | | | |
| **C.** | | A number of PP children have significant issues socially and emotionally which affects their readiness to learn and therefore reach full potential in terms of progress | | | | | | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | | | |
| **D.** | | Attendance rates for PP children to be maintained so that they remain in line with national average | | | | | | | | | | |
| **E.** | | Early Years: For school readiness to be increased to maximum potential for our youngest pupils | | | | | | | | | | |
| 1. **Desired outcomes** | | | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | | | *Success criteria* | | | |
|  | Increase the number of PP children to make expected progress in Reading and Writing by the end of the year | | | | | | | 2017 progress measure for reading was -2.6  Our target is to improve this to -1.0 or better to be in line with national  2017 progress measure for writing was -2.1  Our target is to improve this to -1.0 or better to be in line with national  Awaiting 2018 data | | | |
|  | Increase the number of PP children in year 5 meeting end of year expectations | | | | | | | Increase the % of children from 50-55% to 68% or better  Y5 pupil premium children (19 pupils) have achieved 68% combined RWM | | | |
|  | Increased attendance rates for pupils eligible for PP. | | | | | | | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to be in line with ’other’ pupils.  Currently 13.9% - an improvement on 22% which it was in Spring term | | | |
|  | Remove barriers to learning:  For children to feel more equipped for school life in terms of social and emotional aspects of learning | | | | | | | Reduce children’s social barriers so they feel ready to learn in order to make progress in their learning. Also for behavioural incidents to be reduced as a result of children being more equipped for social interactions.  Evidence outlined below | | | |
|  | **Early Years Pupil Premium**: For school readiness to be increased to maximum potential for our youngest pupils | | | | | | | For children to settle quickly into school life allowing them to show readiness to learn and in turn reach their full potential in their learning  Evidence outlined below | | | |
| 1. **Planned expenditure** | | | | | | | | | | |
| **Academic year** | | | | **2017-2018** | | | | | | |
| 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. | | | | | | | | | | |
| 1. **Quality of teaching for all (A)** | | | | | | | | | | |
| **Desired outcome** | | | **Chosen action / approach** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| Increase the number of PP children who are meeting end of year expectations in Reading by the end of the year  Increase the number of PP children who are meeting end of year expectations in writing by the end of the year | | | 1. A targeted Reading Intervention Breakfast Club (Early Birds) to engage pupils in their learning, and improve attendance for children where persistent lateness is an ongoing issue  2. Targeted reading intervention after school club (Night Owls) to support children with their reading and to target pupils who are unable to attend breakfast club (childcare arrangements etc.)  3. Each classroom to have a dedicated and improved book area with a range of rich, broad and challenging books  4. To hold a reading engagement evening with Y5 and Y6 pupils and parents in conjunction with the high school. To hold a weekly drop in reading café where y5, 6 and 7 pupils read and network  1. Writing is a key focus on the SIP. Teachers to have progress writing walls to showcase writing. CPD around writing expectations for each year group. Increased book scrutiny and personalised feedback. Writing targets for each teacher to form part of performance management targets | | | 1.Early Birds programme successful (evidence: pupil progress meetings, external PP review)  2. A number of children unable to access Early Birds (due to childcare arrangements etc) but would benefit from the programme. 2 x HLTAs to deliver same Code X scheme weekly  Governors standards committee minutes  To promote the love of reading and to engage parents to invest in this aspect of children’s learning  Monitoring and evaluation calendar andfiles | Observations and scrutiny of work to be incorporated into the whole school monitoring and evaluation calendar  Observations, planning, outcomes  Held to account by governors and senior leaders. Feedback to be given to staff following the monitoring walk.  To have a dedicated pupil reading team to coordinate the reading café and related events  Monitored by senior leaders and fed back to governors | | Deputy +HLTA  Deputy +HLTA  Governors standards 28.9.17  RP | Termly  Termly  Pupil progress meetings |
| **Total budgeted cost** | | | | | | | | | | £18,212 |
| Review of outcomes 19.3.18:   * Early Birds observations as part of monitoring process with Acting Head and Teaching and Learning leader (see records) * Jean (HLTA) time to prepare resources * Meetings with UKS2 lead to address gaps in learning (x2)   Review of outcomes 9.7.18 | | | | | | | | | | |
| **Quality of teaching (B)** | | | | | | | | | | |
| Increase the number of PP children in year 5 meeting end of year expectations | | | 1. 1. A targeted Reading Intervention Breakfast Club (Early Birds) to engage pupils in their learning, and improve attendance for children where persistent lateness is an ongoing issue  2. Targeted reading intervention after school club (Night Owls) to support children with their reading and to target pupils who are unable to attend breakfast club (childcare arrangements etc.)  3. Boost 10 targeted children in reading and writing (writing: editing and improving class work, reading: group text)  4.To increase ability in spelling and to identify and intervene with gaps in learning in this subject | | | 1.Early Birds programme successful (evidence: pupil progress meetings, external PP review)  2. A number of children unable to access Early Birds (due to childcare arrangements etc) but would benefit from the programme. 2 x HLTAs  3. To increase the chances of reaching the expected standard in reading and writing  4. To provide a Toe by Toe specialist TA two afternoons per week to work with targeted pupils | Observations and scrutiny of work to be incorporated into the whole school monitoring and evaluation calendar  Observations, planning, outcomes  See improvements at pupil progress meetings  Pupil progress meeting  PM for TA | | Deputy +HLTA  Deputy +HLTA  Head + Deputy    AW  SENCo | Termly  Termly  Termly (pupil progress meetings)  Termly (pupil progress meetings) |
| **Total budgeted cost** | | | | | | | | | | £10,000 +  AW 2 afternoons |
| Review of outcomes 19.3.18:   * Toe-by-Toe outcomes * Pupil progress meeting review 21st March * Night Owls – see case studies (9 pupils every week) * Spelling monitoring took place by SLT – see monitoring file * Reading café * Lunchtime boosters * A second Early Bird Staff meeting was held in January 2018. Staff now focused more on basic spelling patterns and rules. Majority of staff expressed concern that although the Code X books were enjoyed by pupils, they did not feel they were challenging enough eg not a single complex sentence in hardest book plus quite simple vocabulary. Time will be split more evenly between the comprehension and Code X scheme. Staff are hoping to get admin permissions so they will be able to customize Word Shark specifically for their children. * Early Birds – HLTA again addressed every pp child in yr 5 who was not attending Early Birds – inviting them to attend * Each classroom does have a wide selection of texts ranging from popular fiction, Shakespeare, factual books eg horrible histories and sciences, history books eg ‘Our Story’ reference books inc atlases, art books, cookery books, sport books, books on religion, poetry, playscripts, the occasional graphic novel * Reading café is popular with year 6’s and is attended by 1 of the year 6 pp boys who has not taken up offer of Early Birds or Night Owls * HLTA ran 2 half hourly lunchtime groups focusing on spelling and word knowledge from September to the end of Spring 1. 15 children attended inc all pp children in lower English group. These were very successful and increased children’ s enjoyment of English. An UKS2 teacher has taken over these groups and they resumed w/c 12th March. * Our Y6 TA gives up three morning breaktimes weekly to help children in lower English group with their weekly spelling, homework activities or writing tasks. These are run like drop in sessions and anyone is welcome to stay. This has particularly benefitted child X and Y– those who struggled with completing and returning homework.   Review of outcomes 9.7.18   * PP results in Y5 have increased to 68% RWM combined (previously 50-55%) | | | | | | | | | | |
| **Other approaches (C)** | | | | | | | | | | |
| **Desired outcome** | | | **Chosen action/approach** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| Increased attendance rates for pupils eligible for PP. | | | To target and invite PA children and regular late attenders to attend Early Birds.  Head teacher and Learning Mentor to produce a half termly report on attendance to be shared at the PP working group  If families do not engage with absence policy (first response systems) then Learning Mentor to become involved with family to overcome barriers (alongside EWO) | | To ensure the children arrive at school on time and are fed and ready to learn.  Absence report | | Monitoring and Evaluation calendar  Report to Pupil Premium working group  Review reports in PP working group | | RP, DH, JS  Head  Deputy  LM  Chair of Govs | Termly  Termly  As necessary |
| **Total budgeted cost** | | | | | | | | | | £460 |
| Review of outcomes 19.3.18:   * Child who struggles with attendance – counselling twice per week at 8am so attendance * First response system updated Spring term 1 to address attendance issues * LM working with children and families with issues on attendance * Business Manager and Learning Mentor meet every 6 weeks to review persistent absentees alongside EWO * Fines issued for holidays in term time   Review of outcomes 9.7.18   * 13.9% currently (improvement from 22% earlier in year * Attendance discussed at Governors (June 2018) * Meeting with attendance link governor + senior leaders on 9.7.18 * Attendance working group established 9.7.18 – minutes taken and actions in place | | | | | | | | | | |
| 1. **Targeted support (D)** | | | | | | | | | | |
| **Desired outcome** | | | **Chosen action/approach** | | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **Remove barriers to learning**; support and build pupil confidence and behaviour; support pupils’ social and emotional well-being | | | 1. A full time Learning Mentor working to support children and families to remove barriers to learning  2. Appointment of Senior Lunchtime Supervisor who will oversee lunchtime provision and will liaise directly with the Learning Mentor  3. Speech and Language therapist to work with children where parents have not committed to taking them to external appointments  4. To provide support for children who have learning needs combined with behavioural issues  5.To provide intervention to support social and emotional needs of pupils  6.Provision of school uniform, residential visits and school trips  7.To support pupils with mental health issues | | | 1. LM to continue to work with families. External PP review action: to do termly report on PA children and bring to PP working group  2. Appointment of Senior Lunchtime supervisor to oversee this  3. Where required (to assess on a needs basis). 2 x LAC to continue attending  4. Key workers to support children who have Learner Profiles/My Support Plans but not yet funded through an EHCP, in order to make learning as accessible as possible  5.A dedicated intervention leader to work closely alongside SENCo and PP Lead to identify pupils and target appropriately (Socially speaking, Fit to Learn, Its in the Bag)  7.Provide specific counselling to support identified pupils | | 1. LM termly report to PPWG meeting  2. Senior LTS to report to LM and HT termly to feed into LTS meetings  3. Success evidenced in pupil progress, also evidence recorded on Provision Maps.  4.Learner Profile/MSP reviews, children and parent views obtained and targets reviewed  5.Pupil progress meetings, provision maps  7.Report from counsellor | Deputy  LM and Head  SENCo  Deputy (LAC) + SENCo  KS, SENCo + deputy  LM | Termly  Termly  Termly  Termly  Termly  Relevant meetings |
| **Total budgeted cost** | | | | | | | | | | £65,886 |
| Review of outcomes 19.3.18:   * See intervention impact records * FIM involvement   Review of outcomes 9.7.18   * Shared in depth behaviour analysis report including individual case studies | | | | | | | | | | |
| **E: Early Years Pupil Premium £1554** | | | | | | | | | | |
| **Desired outcome** | | | **Chosen action/approach** | | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **Remove barriers to learning**; Support our EYFS children with school readiness  To identify pupils who are entitled to EYPP funding  To identify pupil needs prior to them starting in the Early Years setting | | | 1. To provide extra support in EYFS for the Autumn term to support with preparing children for school, baseline assessments, and basic skills 2. To conduct home visits to share information with parents on a one to one basis in their own environment   3. To conduct home visits, meeting parent and child in own environment and identifying any issues, gathering key information which will then inform future planning | | | 1.For children who come into school who need support with basic skills, increasing independence and settling into school life, to be supported with this process   1. For parents to be able to communicate privately and confidentially about their individual circumstances.   3. For parents to communicate about their child, allowing staff to gather confidential information and act upon this before the child starts EYFS. | | 1.EYFS Leader to target pupils and ensure appropriate support is identified early on  This will be reviewed at pupil progress meetings and will form part of PM for TA support  2.EYFS staff and Learning Mentor to do the home visits.  3. EYFS staff and Learning Mentor to do the home visits. | HD +AC  HD+SB  HD+SB | Weekly EYFS meetings  Dec pupil progress meeting |
| **Total budgeted cost** | | | | | | | | | | **AC + LM time**  **SD Home visits** |
| Review of outcomes:   * Home visits successful in identifying pupil / family needs in preparation – going through forms for PP eligibility and giving advice where necessary eg. Toileting, dummies * AC supported children in first term with social and emotional aspects of their learning * Extra support for phonics with group of children * Action to give parents information about accessing Learning Mentor to support new families * Action – Learning Mentor to attend new parents meetings for Early Years   Review of outcomes 9.7.18   * Discussed benefits of conducting home visits | | | | | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Review of expenditure**  **2016-2017 Total funding received: £111,440** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **Remove barriers to learning**; support and build pupil confidence and behaviour; support pupils’ social and emotional well-being | 1. A full time Learning Mentor working to support children and families  2. A targeted Reading Intervention Breakfast Club to engage pupils in their learning, and improve attendance for children where persistent lateness is an ongoing issue  3. 2 x Lunchtime Support Assistants dedicated to leading resourceful and purposeful play opportunities as well as supporting with behaviour  4. Provision of school uniform  5. Access to private counselling through PEERS play therapy  6. Speech and Language therapist to work with children where parents have not committed to taking them to external appointments | 1. Case studies to evidence impact of LM involvement  2. Internal tracking data evidences progress + attendance figures show increased attendance rates  3. Less behavioural incidents occurring at lunchtimes.  4. This ensures children are able to present as their peers and pressure is alleviated for parents in supporting this financial outlay.  5. PEERS has been successful for 6 children. See reports.  6. Children who previously did not access external appointments now attend SALT. | 1. LM to continue to work with families. External PP review action: to do termly report on PA children and bring to PP working group  2. Early Birds to continue. PA children to be tracked and continued to be targeted to attend. Group of more able PP children to start. A number of PP children do not attend, 2017-2108 do Early Birds programme for a group after school. (Night Owls)  3. Appointment of Senior Lunchtime supervisor to oversee this  4. Continue to support uniform purchasing  5. Where required (to assess on a needs basis). 2 x LAC attended 10 sessions. | **£23500**  **£13000**  **£800**  **£8000**  **£8900**  **£5000** |
| **Widen pupil experiences and aspirations;** improve access to enrichment and out of school activities. | 1.Subsidies and financial support for trips and residential experiences to ensure pupil access  2. After school clubs free to all pupils. These include a wide range of cognitive as well as pupil chosen activities to build confidence and application of skills and abilities  3. Staff to support pupil behaviour and engagement during after school sports clubs  4. A dedicated Cookery Club where children work together to develop life skills | 1. Children would potentially not be able to attend these with their peers, PP funding enables this to happen.  2. After school sports clubs made accessible.  3. Only do this when required  4. This club was fully made up of PP children. They responded very well and included CiN/CP children who were then able to carry these skills on at home. Teacher who led cookery club left. | 1. To continue  2. More variety of provision (in addition to sports).  3. To do on a needs basis  4. To use teacher to run groups of cookery during school time based on the success of the after school club. Make it more accessible to all. (Worked well for Young Carers too) | **£4200**  **Sports premium**  **0**  **£1500** |
| **Improve the quality of teaching & learning** | 1.Targeted booster groups for Y2 + Y6 pupils  2. A TA to work across Foundation Stage supporting pupils with S+L, Crossing the Midline and fine + gross motor skills  3. Training for all support staff involved in leading intervention groups | 1. Targeted groups supported learning with elements of pre teaching  2. Works successfully, children involved in groups – increase in GLD  3. Training programme successful | 1. More specific intervention for maths and writing based on internal tracking and assessment information (pupil progress meetings)  2. GLD increased from 60% 2016 to 75% 2017  3. Training programme to continue. Next steps to use CB + EEF 7 aspects for support staff training | **£1000**  **£6000** |
| **Provide specific 1:1 or small group intervention** | 1.Training and resources for Project Code X reading intervention for 8 TAs  2. An HLTA to co-ordinate Early Birds Reading Intervention groups alongside the Deputy Head  3. Early Birds Reading Intervention Groups (8 groups, total of 40 children ranging from Y3 to Y6)  4. Extra tuition in English for targeted Y5 and Y6 pupils  Extra tuition in Maths for targeted Y5 and Y6 pupils  5.2 TAs to work 5 afternoons leading group interventions for Fit to Learn, Handwriting, It’s in the Bag, Socially Speaking and Musical Interaction  6. A TA to deliver Toe-by-toe spelling programme to targeted pupils | 1-3. Staff now have time each term (2 sessions) to meet, share resources, best practice etc. This supports staff to feel confident in delivering the sessions. New resources have been ordered to extend Y5 with comprehension when Code X has finished.  HLTA + Deputy Head meet at least half termly to look at progress, re-group children, look at resources, invite new pupils, address any issues.  Early Birds programme successful (evidence: pupil progress meetings, external PP review)  4 – 5. Extra tuition for targeted Y6 children to give extra input, pre-teaching and revision  6.Due to staffing issues and other needs in school, Toe by Toe was unable to happen | 1-3. Works well EF meeting with JS re Early Birds (meeting more regularly than previously).  Next steps: The sessions each term, use for training with Literacy Lead in school.  Observations of Early Birds to be added to monitoring and evaluation calendar for Autumn term 2017.  4-5. Y5 pupils to start extra tuition earlier – Summer term 2017  6.2017-2018 plan for Toe-by-Toe intervention to start for targeted pupils based on previous success of the programme | **£2500**  **£5000**  **£6800**  **Total cost**  **£** |
| **Additional Information**  10% of SENCO Salary  10% of Deputy Salary  2% of admin officer  Speech and Language £5000  Educational psychologisy 4K | | | | |