**South Parade Primary School**

**Pupil premium strategy statement**

**2018-2019**

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| 1. **Summary information** | | | | | |
| **School** | South Parade Primary School | | | | |
| **Academic Year** | 2018-2019 | **Total PP budget**  **Total projected spend:** | £111,440  £124951 | **Date of most recent PP Review** | 25.4.19 |
| **Total number of pupils** | 412  (452 inc. Nursery) | **Number of pupils eligible for PP** | 85  (+ 11 in Reception)  21% | **Date for next internal review of new strategy** | September 2019 |

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| 1. **Current attainment (2018 results)** | | | | | |
|  | *Pupils eligible for PP (your school)* | *National* ***ALL OTHERS*** | National Disadvantaged | *2018 School All* | *School 2018 PP* |
| **% achieving in reading, writing and maths** | KS1 – 7 pupils  KS2 – 13 pupils | KS2 67%  (GD 11%) | KS2 43%  (GD 4%) | KS1 69%  (National 65%)  KS2 76%  (National 64%) | KS1 43% (GD 14%)  KS2 54% (GD 8%) |
| **% in reading** | KS1 79%  (GD 29%)  KS2 80%  (HS 33%) | KS1 62%  (GD 14%)  KS2 64%  (HS 18%) | KS1 72%  (GD 21%)  KS2 86%  (HS 35%) | KS1 43%  (GD 14%)  KS2 77%  (HS 31%) |
| **% in writing** | KS1 74%  (GD 18%)  KS2 83%  (GD 24%) | KS1 55%  (GD 8%)  KS2 67%  (GD 11%) | KS1 69%  (GD 10%)  KS2 88%  (GD 37%) | KS1 43%  (GD 14%)  KS2 77%  (GD 23%) |
| **% in maths** | KS1 80%  (GD 25%)  KS2 81%  (HS 28%) | KS1 63%  (GD 12%)  KS2 64%  (HS 14%) | KS1 74%  (GD 13%)  KS2 88%  (HS 14%) | KS1 43%  (GD 14%)  KS2 69%  (HS 8%) |

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| 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 higher maths is lower than national figures for disadvantaged pupils and below all other pupils. | | | | | | | | | | | |
|  | Currently 21 children in Y6 (2018-2019) are in receipt of PP funding. This is significantly higher than other year groups. Between (62-70%) 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: Moving and handling outcomes to improve at the end of Foundation Stage | | | | | | | | | | | |
| 1. **Desired outcomes** | | | | | | | | | | | |
|  | | *Desired outcomes and how they will be measured* | | | | | | *Success criteria* | | | |
|  | | Increase the number of PP children in year 6 meeting end of year expectations in reading and writing (20 pupils in cohort) | | | | | | For a greater number of PP pupils to meet end of year expectations in Y6 | | | |
|  | | Increase the progress for pupils who were low attainers at KS1 to meet the expected standard at KS2 in Maths | | | | | | All PP children make expected progress or better | | | |
|  | | 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. | | | |
|  | | 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. | | | |
|  | | **Early Years Pupil Premium**: For maths outcomes to improve at the end of Foundation Stage | | | | | | For children to make increased progress from their baseline assessment to achieving GLD | | | |
| 1. **Planned expenditure** | | | | | | | | | | |
| **Academic year** | | | | **2018-2019** | | | | | | |
| 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 | | | 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. A new home reading scheme to be bought and launched in school for whole school  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  **5.** To provide a Toe by Toe specialist TA two afternoons per week to work with targeted pupils | | | 1.Early Birds programme successful (evidence: pupil progress meetings, external PP review, Ofsted)  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, parent feedback from parents, children and staff  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  Parent evaluation, questionnaire feedback, comments in reading records, children’s reward charts completed, children reading more regularly  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  LF  RP  TB (Vice Chair of Govs)  SENCO | Termly  Termly  Pupil progress meetings |
| **Total budgeted cost** | | | | | | | | | | JM extra tuition £1215  New reading scheme £5000  Early Birds £12700  Night Owls £1450  Total: £20365 |
| Review of outcomes 25.9.18   * Discussion around children who don’t attend either Early Birds or Night Owls and best ways to engage them. * Idea of Lunch time supervisors listening to target pupils read from 12.50 – speak to JM to organise * Addition of Beat Dyslexia and Memory Skills interventions (training has taken place for both and both now implemented)   Review of outcomes 29.1.19   * Review of progress (these were the last children on levels at KS1, curriculum pre 2014) Currently 2 pupils are making better than expected progress 2C to meeting. There is one pupil that was GD at KS1 that is on track to MEET * Intervention in place with KS2 TA to support pupils * Early Birds intervention for targeted pupils * JM to meet with Early Birds staff to give directed tasks to support children in the most efficient way possible * Three groups of Y6 currently on Early Birds – 21 children (due to high number of PP children in cohort) * Attendance of persistent absentees affects progress in group – texts sent out to parents, JS speaks to children, Learning Mentor intervenes * Raffle prizes now awarded for attendance at Early Birds (when they attend all 5 days they can enter the draw, this has increased attendance. Also invited siblings of some children to improve attendance) * Night Owls still continuing and is working successfully (JS)   Review of outcomes 25.4.19   * Attendance improving with new initiatives such as adding siblings, being more flexible with certain days, raffle prizes * Review wording of letter that goes out to new pupils * More liaison with teachers * More bespoke with the programmes * To change target plans (work with JM UKS2 lead) – use analysis of Y6 reading * Organise training session with LY (reading lead) with Early Birds staff * Peer mentoring working very successfully | | | | | | | | | | |
| **Quality of teaching (B)** | | | | | | | | | | |
| Increase the number of PP children achieving higher level maths  To increase maths outcomes for PP pupils | | | 1. To set up weekly maths tuition group targeted at higher level maths pupils, allowing them to be taught the higher level curriculum 2. To target pupils to attend extra tuition groups weekly (some twice weekly) | | | 8% of disadvantaged pupils achieved HS maths in 2018. Although improved from 2017 (0%) we aim to see an increase.  To maintain maths outcomes for pupils – 69% 2018 for disadvantaged pupils, although 6% higher than national, for us this was significantly less than 2017 which was 85% | Pupil progress meetings – tracking PP HA pupils  Outcomes  Outcomes | | UKS2 Lead, HT + DHT  UKS2 lead (monitor planning and delivery of extra tuition) | Termly  Termly pupil progress meetings |
| **Total budgeted cost** | | | | | | | | | | Extra maths tuition (3 teachers weekly)£4050  JS 2 mornings per week in Y6 £4350  Resources to support £300  Total: £8700 |
| Review of outcomes 25.9.18   * Break down of Y6 PP data after pupil target setting meeting (26.9.18) * Pupils to be identified who need further intervention – specific focus for JS / DB (JM to oversee)   Review of outcomes 29.1.19   * December 2018 pupil progress meetings – now at 65% reading, 70% writing, 80% Maths * In September this was 60% reading, 60% writing, 60% maths * Intervention in place, JM overseeing for Y6 pupils   Review of outcomes 25.4.19   * Maths outcomes predicted 80% MEETING ARE by PP pupils (National 2018 76%) * Case studies to be written for specific pupils (outlining additional needs etc.) This will include progress from KS1 (MF+EF) * Case studies to be written by SB+JS based on additional social and emotional needs. | | | | | | | | | | |
| **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. | | | 1.To target and invite PA children and regular late attenders to attend Early Birds.  2.Head teacher/ Learning Mentor/BM to produce a half termly report on attendance to be shared at the PP working group  3.If families do not engage with absence policy (first response systems) then Learning Mentor to become involved with family to overcome barriers (alongside EWO)  4.To introduce reward systems into FS (teddy for Rec, children get to take home etc.)  5.To set up an attendance working group  6. To set up reward systems for attendance throughout school (£5 vouchers, class trophy) | | Successful ongoing approach to getting children to attend school. If they aren’t at Early Birds, school aware earlier and can put first call response system into place immediately. Often LM involvement.  Ofsted reported on attendance. Target to improve.  As above. Also report on school newsletter monthly under attendance heading  Well received by children in Y1-Y6. Attendance analysis 2017-2018 showed lowest attendance in Rec.  Governors monitoring of attendance 2017-2018. Governors suggested an attendance working group (including link governor). Ofsted recognised this as good practice.  To build on success of class trophy.  To give children something more to aim towards rather than a certificate. | | Attendance reports  Attendance reports  Review reports in PP working group/Attendance group  Attendance reports  Minutes from attendance working group  Attendance analysis | | RP, DH, JS  Head  Deputy  LM  Chair of Govs  HD  HT  HT | Termly  Termly  As necessary  Termly  Termly |
| **Total budgeted cost** | | | | | | | | | | Attendance rewards |
| Review of outcomes 25.9.18   * Pupil Premium breakdown of attendance to be prepared by DA/SB ready for attendance group meetings, then to be fed back to PP working group   Review of outcomes 29.1.19   * Persistent absence rate currently at 6.60% (national 8.7%) * SB/DA working closely with EWO on attendance – warning letters have been sent home, fast track meetings have been set up where applicable * First response always now followed through with home visits * Staff have been told to challenge parents and children re lateness and absence   Review of outcomes 25.4.19   * Attendance minutes show that…. * Pupil progress meetings (April 2019) – attendance added to criteria of items to discuss and address. Attendance scrutinised and parents contacted for discussion (even if attendance is over 90%) where there are issues * Attendance reported to governors at each meeting * Attendance paragraph added to school monthly newsletter to parents * PA has fallen * Less than previous year that are PA * DA/SB analysis of attendance for children who are PP and SEN * Phone calls to parents following pupil progress meetings where there are concerns but don’t meet the below 90% criteria * Teachers to phone parents where attendance is affecting their work * Weekly news on website – breakdown of attendance | | | | | | | | | | |
| 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  SENCO + LM | Termly  Termly  Termly  Termly  Termly  Relevant meetings |
| **Total budgeted cost** | | | | | | | | | | £65,886 |
| Review of outcomes 25.9.18  -FiM leader – AF + SB organised for her to run 2 twilights for training – identifying signs of mental health (Autumn term)  - FiM leader – spring term – LTS training around recognising social issues and teaching children strategies for social interaction /problem solving, also in spring time training for staff around staff resilience  Review of outcomes 29.1.19   * Teachers have attended ‘introduction to mental health’ training – November * LTS to have training in March * 2 hours per half term – used for staff training so staff equipped to deal with social and emotional issues * Referred a child to the Social, Emotional and Mental health team and are following instructions from her * Referred a child to Child and Adult Mental Health Service * LM and SENCO continue to work together to discuss pupils * Re-capped with pupils the ‘I need to talk’ box for pupils to access * Learning Mentor uses time during breakfast club to speak to parents and support families * New recruits to Early Birds who have issues at home and struggle with attendance * Learning Mentor builds time to support families with emotional support – signposted * Intervention leader successfully works with groups of children on a variety of interventions every afternoon – target plans are reviewed regularly   Review of outcomes 25.4.19   * Support from CFIT (Child and Family Intervention Team) to support group of pupils with social and emotional issues (Learning Mentor to observe CFIT team lead conducting workshops as training to be able to then continue to deliver small groups of pupils. Resources will all be provided. Referrals have been made and meetings with parents conducted with DH, LM + CFIT) * Training has been completed around staff resilience with FIM * LM to attend swimming sessions with Y5 (related to confidence issues with particular pupils who are more vulnerable) * LM supporting particular pupils with specific emotional needs and working with parents/carers and other agencies | | | | | | | | | | |
| **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**; To identify pupil needs prior to them starting in the Early Years setting  To improve maths outcomes for pupils who are exceeding | | | 1. To conduct home visits, meeting parent and child in own environment and identifying any issues, gathering key information which will then inform future planning   AK to develop maths opportunities for pupils within EYFS setting. This will form part of the action plan for EYFS. | | | 1. For parents to communicate about their child, allowing staff to gather confidential information and act upon this before the child starts EYFS.   1. This was identified in Ofsted as a school priority. | | 1.EYFS staff and Learning Mentor to do the home visits.  HD to monitor as EY Lead and AK’s PM | HD  AK | Weekly EYFS meetings  Dec pupil progress meeting  EYFS meetings.  HD to report to PP meetings termly |
| **Total budgeted cost** | | | | | | | | | | **SB +**  **AJ/ SD Home visits**  **MI £76**  **FMS £153**  **Specific TA support £1526** |
| Review of outcomes: 25.9.18   * HD/AK to carry out audit of maths across EYFS Autumn term 1   Review of outcomes 29.1.19   * Audit successfully carried out in EYFS, gaps identified and meeting arranged for staff on 1.2.19 * Monitoring will take place   Review of outcomes 25.4.19   * Maths outcomes: EXP: EXC: (focus has been more around specific children getting to EXPECTED from EMERGING at baseline) * More specific pupil needs identified to overcoming barriers in FS to achieve GLD * Music interaction (weekly intervention) * Fine motor support programme with identified pupils * TA support working on specific targets with targeted pupils * Maths audit now completed for LFS – where maths could improve (AB with HD – made action plan) * Challenges sent home which go through the Learning Book * Challenge books made – summer term focus on maths | | | | | | | | | | |

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| **Review of expenditure**  **2017-2018 Total funding received: £100,300** | | | | |
| **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  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.  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. In addition to this, to have an attendance 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 continue as this has been a success. Also continue Night Owls – think of ways to engage some of the harder to reach children in Y6 – JS boosters – JM oversee.  3. Appointment of Senior Lunchtime supervisor to oversee this. Make sure the lunchtime awards are given out weekly  4. Continue to support uniform purchasing  Teachers/TAs to follow up in lessons. | **£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**  **£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 and 75% again in 2018.  Having reviewed FS data, the focus moving forward to 2018-2019 will be around exceeding maths. This will be overseen by AK.  3. Training programme to continue. Next steps to use CB + EEF 7 aspects for support staff training. To continue to build on the success of this. | **£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).  Termly meetings with UKS2 leader proved to be successful – this to continue (JM)  Observations of Early Birds was added to monitoring and evaluation calendar for Autumn term 2017. Monitoring conducted by EF + TL Lead (NI), observations recorded and shared with staff. Also shared with Ofsted who recognised this as excellent practice.  4-5. Y5 pupils to start extra tuition earlier – Summer term 2017  HA maths group to be set up by JM and ALL Y6 pupils to be given tuition.  6.2017-2018 plan for Toe-by-Toe intervention to start for targeted pupils based on previous success of the programme | **£2500**  **£5000**  **£6800** |
| **Additional Information re PP funding**  10% of SENCO Salary  10% of Deputy Salary  2% of admin officer  Speech and Language £5000  Educational psychologisy 4K | | | | |