

Pupil Premium Strategy Statement 2017/2018



I. Summary Information

School	Southwold Primary and Nursery School				
Academic Year	2017/2018	Total PP budget	£77,000	Date of most recent PP Review	
Total number of pupils	351	Number of pupils eligible for PP	76	Date for next internal review of this strategy	January 2018

Attainment - Academic Year 2016/2017

	Pupils eligible for PP	Pupils not eligible for PP
Year 1		
% achieving in reading, writing and maths	57%	81%
% making progress in reading	64%	83%
% making progress in writing	64%	83%
% making progress in maths	71%	86%
Year 2		
% achieving in reading, writing and maths	66%	61%
% making progress in reading	77%	82%
% making progress in writing	66%	74%
% making progress in maths	66%	74%
Year 3		
% achieving in reading, writing and maths	45%	79%
% making progress in reading	64%	89%
% making progress in writing	55%	82%
% making progress in maths	73%	82%
Year 4		
% achieving in reading, writing and maths	80%	50%
% making progress in reading	90%	76%
% making progress in writing	80%	62%
% making progress in maths	90%	72%
Year 5		
% achieving in reading, writing and maths	0%	57%
% making progress in reading	10%	67%
% making progress in writing	10%	67%

% making progress in maths	30%	73%
Year 6		
% achieving in reading, writing and maths	64%	
% making progress in reading	64%	83%
% making progress in writing	64%	64%
% making progress in maths	73%	67%

2. 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)	
A.	Attendance and Lateness
B.	Speech and Language – significant in Foundation Stage
C.	Self-Esteem of individuals
D.	SEN – ASD, ADHD, SEMH, C&L, C&I and Physical
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Transition in and out of school
B.	Poor Parental engagement
C.	Distance of Service Pupil housing – Parents are unable to drive and no public transport available

3. Desired outcomes

	Desired outcomes and how they will be measured	Success Criteria
A.	Attendance of all pupils to meet National Average	<ul style="list-style-type: none"> Attendance diminished between Pupil Premium and Non-Pupil Premium Pupils. Monitoring systems to track Pupils attendance weekly with immediate action.
B.	Children to leave Foundation Stage and Year 1 meeting ARE in relation to communication.	<ul style="list-style-type: none"> Foundation Stage children meet GLD Oracy at a suitable level to enable children to write effectively Talk Boost interventions to support
C.	Pupils to have a positive image of themselves and emotional and mental well being	<ul style="list-style-type: none"> Pupils achieving ARE and above Pupils will have a sense of belonging and emotional maturity will be achieved Pupils will take risks in learning, cope with the challenges of change, display resilience and feel motivated. Pupils will be socially confident and maintain friendships Provisions to support children – Pick and mix, Play Stop and Elsa Support.
D.	Transition in and out of school	<ul style="list-style-type: none"> Pupils are confident and well prepared for the next stage in learning

		<ul style="list-style-type: none"> • School admissions and exit procedures enable families to achieve a sense of belonging and be resilient to change • 1:1 Nurture sessions with Learning Mentor implemented for identified pupils • Parent groups established, enabling increased parental engagement and offer support with transitions and information regarding the local community.
E.	Parental Engagement	<ul style="list-style-type: none"> • Focus groups in English, Maths and Assessment preparation established, promoting active engagement of parents in supporting their children's learning both at home and in school

4. Planned Expenditure

Academic Year	2017-2018
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Quality of Teaching for All

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?
All Pupil Premium children make the same amount of progress as their peers and fulfil their academic potential based on their relative starting points – diminish difference	<p>Allocated class TA support, including boosters and interventions, for every year group – Supporting non-negotiable of Quality First Teaching</p> <p>Coaching of teaching staff to ensure 100% of teaching is deemed good/outstanding</p> <p>Pupils to capitalize on opportunities to use feedback, written or</p>	<p>The difference is diminishing between Pupil Premium and Non-Pupil Premium children, but the rate of this needs to be accelerated (see year on year data analysis).</p> <p><i>Evidence:</i> <i>Pupil Progress Data</i> <i>Learning Walks</i> <i>Observations</i> <i>Coaching Plans</i> <i>Appraisal Process</i> <i>Pupil Books</i> <i>Parent Communication</i></p>	<p>Pupil Progress Meetings and Provision Maps will be used termly to record and evaluate the effectiveness of interventions/analyse quality of teaching and impact on attainment and progress.</p> <p>Coaching Plans, Learning Walks and Book Scrutinies will be triangulated to ensure Quality First Teaching in all classrooms (see Monitoring and Evaluation schedule)</p> <p>Intervention groups will be managed effectively and adjusted</p>	AB GP SG	Termly

	<p>oral, to improve – Quality First Teaching</p> <p>Parents to be provided with clear and timely information on how well their child is progressing and how well they are doing in relation to the expected standards. Effort grades to be standardized across the school.</p>		in line with data capture analysis		
To raise % of Children at ARE in Maths	<p>Additional Teacher for Maths Counts one afternoon per week</p> <p>Allocated class TA support, including boosters and interventions, for every year group – Supporting non-negotiable of Quality First Teaching</p> <p>Coaching of teaching staff to ensure 100% of teaching is deemed good/outstanding</p> <p>Pupils to capitalize on opportunities to use feedback, written or oral, to improve – Quality First Teaching</p>	<p>To enable PP children to make the same amount of progress as their peers and fulfil their academic potential based on their relative starting points – diminish difference</p> <p><i>Evidence:</i> <i>Maths Counts Data Analysis</i> <i>Pupil Progress Data</i> <i>Learning Walks</i> <i>Observations</i> <i>Coaching Plans</i> <i>Appraisal Process</i> <i>Pupil Books</i></p>	<p>Evaluation and tracking of entry and exit results.</p> <p>Pupil Progress Meetings</p> <p>Coaching Plans, Learning Walks and Book Scrutinies will be triangulated to ensure Quality First Teaching in all classrooms (see Monitoring and Evaluation schedule)</p>	KHW AB GP	Termly

<p>To raise attainment in writing</p>	<p>Staff INSET focusing on developing Reading and Writing skills to engage children and secure ARE attainment – Establishing the ‘Southwold Way’</p> <p>Subsidised external visits to explore children’s writing and ideas.</p> <p>Allocated class TA support, including boosters and interventions, for every year group – Supporting non-negotiable of Quality First Teaching</p> <p>Coaching of teaching staff to ensure 100% of teaching is deemed good/outstanding</p> <p>Pupils to capitalize on opportunities to use feedback, written or oral, to improve – Quality First Teaching</p>	<p>To enable PP children to make the same amount of progress as their peers and fulfil their academic potential based on their relative starting points – diminish difference</p> <p><i>Evidence:</i> <i>Analysis</i> <i>Pupil Progress Data</i> <i>Learning Walks</i> <i>Observations</i> <i>Coaching Plans</i> <i>Appraisal Process</i> <i>Pupil Books</i></p>	<p>Pupil Progress Meetings and Provision Maps will be used termly to record and evaluate the effectiveness of interventions/analyse quality of teaching and impact on attainment and progress.</p> <p>Coaching Plans, Learning Walks and Book Scrutinies will be triangulated to ensure Quality First Teaching in all classrooms (see Monitoring and Evaluation schedule)</p> <p>Intervention groups will be managed effectively and adjusted in line with data capture analysis</p>	<p>AB GP SG</p>	<p>Termly</p>
<p>Whole school training will ensure staff can best support all PP children’s</p>	<p>Additional Staff training: Pupil Premium – Leading on diminishing the difference, Pupil Premium –</p>	<p>According to the EEF, intervention studies provide a strong indication that TAs can improve learning if they</p>	<p>Pupil Progress Meetings and Provision Maps will be used termly to record and evaluate the effectiveness of interventions/analyse quality of</p>	<p>GP SG</p>	<p>Term 4</p>

development and attainment.	Annual inclusion conference 2018, Improving behaviours in Schools and meeting, Pupils with SEMH needs Attachment Training, Team Teach Training, Downs Syndrome Awareness Training, EAL consultancy, Safeguarding Training and Safeguarding Young Carers and Champions	are trained and deployed carefully. <i>Evidence:</i> <i>EEF</i> <i>Training Records</i> <i>Learning Walks</i> <i>Observations</i>	teaching and impact on attainment and progress. Coaching Plans, Learning Walks and Book Scrutinies will be triangulated to ensure Quality First Teaching in all classrooms (see Monitoring and Evaluation schedule)		
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Total budgeted cost £30600.00

Targeted Support

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?
Support for families and pupils who are vulnerable or anxious	Learning Mentor to engage with parents and work 1:1 with children	According to the EEF, recent analysis suggests that increasing parental involvement in primary school had on average 2-3 months positive impact. The Learning mentor will work with children to support their SEMH needs whilst engaging	Pupil and Parent voice will be collated each term. Pupil Progress meetings Weekly attendance reviews Termly attainment tracking	GP SG	Termly

		<p>parents with their child's education.</p> <p>The Learning mentor will establish a group for parents with a focus on how to support their child's learning – Meetings 6 times annually.</p> <p><i>Evidence:</i> EEF Pupil Voice Parent Voice</p>			
PP children will develop new skills or coping strategies that enable the child to experience greater success.	ELSA interventions for 30 minutes weekly per child	<p>A significant proportion of PP children have low self-esteem and anxieties, which has been a barrier to learning.</p> <p>1:1 nurture interventions and behaviour interventions seek to improve attainment by reducing challenging behaviour.</p> <p><i>Evidence:</i> Pupil Voice Parent Voice</p>	<p>Before the first session the Boxall profile will be completed by the child's teacher. This will then be repeated after the six weekly sessions to evaluate the impact of the ELSA programme – Entry and exit data established</p> <p>Each session will be bespoke and planned according to the individual child's needs.</p> <p>Evidence from the children – engagement, progression and feeling less anxious.</p>	GP SG	Term 4
PP children all come in to school ready to learn	HSLW to work with PP families to improve attendance and support parents (separation anxieties)	HSLW will continue to work with 4 PP families. The families are supported by the HSLW which encourages their engagement within in	Weekly attendance reports including punctuality will be recorded and monitored with quick responses to repeat absences and lateness.	GP SG	Term 4

		school. <i>Evidence:</i> <i>TAF Documentation</i> <i>HSLW Communication</i> <i>Referrals to LA support</i>	A TAF meeting with the HSLW, families and PP lead every 6 weeks to provide the opportunity to discuss how additional needs can be met.		
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Total budgeted cost

£15894.00

Other Approaches

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?
Supporting and encouraging PP children in KS2 in exploring and developing characteristics to achieve emotional maturity.	Skill Force – The Prince William Award – Explorer level	The explorer level is designed to consolidate learning by demonstrating how certain character attributes can be applied to different situations and to enhance individual decision making in a social context.	After each session children are required to reflect on their learning. The Skill Force instructor will complete a report after each session on skills required and how the children responded to each activity. An analysis of the children's progression will be made through DESA each 12 week term.	GP SG	Term 4
PP children are engaged in all aspects of school life.	Subsidising costs of residential visits and school trips. Whole School enrichment – Music Services (£395) School resources Contributions to School Uniform.	PP children do not miss out on opportunities due to financial constraints.	Uptake of opportunities rolled out at the end of academic year 2016/2017 – Parents identified and signposted to support FSM/Ever 6 identification annually Parent and pupil voice	SG GP LS AB	Term 4

	1 Non-contact day for SENCO				
Total budgeted cost					£30506.00

5. Review of expenditure

Previous Academic Year **2016-2017**

Quality of Teaching for All

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt
All Pupil Premium children make the same amount of progress as their peers – diminish difference	In class TA support – Interventions and booster groups	£28000 (20% of TA budget excluding 1:1 TA support)	Foundation – 15% Year 1 – 29% Year 2 – 23% Year 3 – 28% Year 4 – 18% Year 5 – 18% Year 6 – 21% Teaching Assistants provide interventions for targeted children not achieving expected progress.	The majority of Pupil Premium children were target readers, interventions such as Target Reader and Project X have shown successful results with an average success of Reading + 1:00 and Phonics +1:01 Toe by Toe has also showed results of +1:04. Talk Boost has been successful in Foundation Stage and Key Stage 1, on average a score of +23 has been identified. A new initiative, Maths Counts, showed extremely effective results, +2:02 in Key stage 2 and will continue next

				<p>year one afternoon per week. Plus 1, Power of 2 and Race to English have not showed such successful results and alternative interventions will be considered for next academic year.</p> <p>Interventions that were consistent weekly improved the effectiveness of results. Intervention time needs to be protected to ensure they take place regularly and as scheduled with minimal disruption.</p>
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<p>To ensure staff support is effective when working with all children.</p>	<p>Additional Training – ELSA training and resources, Autism Training, Attachment training, Early Years Talk Boost, Key Stage 1 Talk Boost, Makaton training, Outreach support, EHA training, Team Teach training</p>	<p>£1600</p>	<p>Early Years Talk Boost will ensure Oracy is at a suitable level for children in foundation stage and key stage one.</p> <p>The ELSA will support pupils with their emotional and developmental needs – A space to be adapted for a nurture room.</p>	<p>Talk Boost has been introduced this academic year showing improvement through Early Years (+23 points) and Key stage 1. As Talk Boost has been successful, Talk Boost training for Key Stage 2 has been considered – we are waiting for training dates to be issued.</p> <p>Mental Health training as a whole school approach is being reviewed for next academic year.</p>
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Targeted Support

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt
<p>Support for Vulnerable and Service Families.</p>	<p>Appointment of a Learning Mentor with responsibility</p>	<p>£9321.00</p>	<p>The Learning Mentor supports vulnerable Pupil</p>	<p>The Learning Mentor started ELSA training in January as it</p>

	for Pupil Premium Children (22.5 hrs P/W)		<p>Premium children to be successful learners and supports service children and parents in time of deployment and transitions – established military links made.</p> <p>The Learning Mentor has commenced the process of engaging parents with their children's education and aspects of school life – implementation of parent groups with academic focus and coffee afternoons for group discussions.</p>	<p>was apparent from the 1:1 nurture sessions that children needed further support in their social and emotional development. ELSA interventions will start next academic year (2017/2018).</p>
Vulnerable Children and families are supported.	Professional involvement – Home School Link Worker, Educational Psychologist and Speech and Language therapist	£4572 – HSLW £4500 - EP	HSLW has been working with 5 Pupil Premium families. HSLW engages both parents and children with school and support home/family life.	This is a valued service that is used increasingly – Necessity to provide this support to our families
Pupils will be socially confident and maintain friendships.	Nurture groups and Behaviour support	£763.00	Play stop has continued to proceed by the SENCo and a Teaching Assistant for children with specific SEMH needs, offering nurture support at lunch time.	<p>Format to remain and the provision to continue 2017/2018. List of children established September 2017 reading for immediate set up at the start of the academic year</p> <p>Valued provision that should be promoted at point of parental interest in attending</p>

the school

Other Approaches

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt
Leadership of Pupil Premium across the school – Consistent and pro-active	1 Non-contact day for SENCo	£12,595	School systems established and accountability evident. Increased provision and resourcing, alongside evaluation of impact Practice used as a model across other WHF schools	Adjustments to tracking and assessment – New system to be established September 2017
Pupil Premium children are engaged in all aspects of school life. All Children have the opportunity to access wider curriculum, residential and broaden experiences in the curriculum.	Contributions to residential and school trips Whole School enrichment School Resources Music Services for Year 3 Contributions to School Uniform for our Pupil Premium Children	£16145.00	Fully inclusive provision for all pupils – The whole child valued	Evaluation completed and introduction of Skill Force for September 2017