

Pupil premium strategy statement 2017 - 18

1. Summary information					
School	Southmere Primary Academy				
Academic Year	2017/18	Total PP budget	£256,080	Date of most recent PP Review	October 2017
Total number of pupils	393	Number of pupils eligible for PP	194	Date for next internal review of this strategy	January 2018

2. KS2 attainment Y6 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils <u>not</u> eligible for PP (national average 2016)</i>
% achieving Age Related Expectation in reading, writing and maths	37%	60%
% achieving Age Related Expectation in reading	38%	71%
% achieving Age Related Expectation in writing	53%	79%
% achieving Age Related Expectation in maths	50%	75%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Higher numbers of pupils entitled to Pupil Premium working below Age Related Expectation within either reading, writing or maths than those not entitled to Pupil Premium in most year groups, despite some making greater progress than their peers.- progress needs to accelerate further to close the attainment gap
B.	Less developed oral language skills on entry to school continue to impact upon attainment in subsequent years in both reading and writing with pupils entitled to PP attaining less well than their peers at the end of KS1 and KS2.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality rates for pupils eligible for PP are well below the target for all children of 96%. This reduces their school hours and impacts on progress and attainment. Equally, persistent absence for PP pupils is significantly higher than NA at 27%.
E.	For some pupils specific barriers to learning impact negatively upon attainment and motivation.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the numbers of pupils entitled to Pupil Premium working at Age Related Expectations in all year groups in reading, writing and maths. More able pupils entitled to PP will achieve at greater depth / higher standard.	Pupils eligible for PP make greater progress than their peers in order to close the attainment gap at ARE within year groups in all year groups. Assessment system used effectively to identify targeted support, within class and beyond, so that interventions (including tuition and targeted interventions) have swift impact. Academy focus upon improving the quality of teaching impacts significantly on all pupils and particularly those entitled to PP
B.	Improve oral language skills for pupils eligible for PP in Reception and Key Stage One so that greater numbers consistently and securely attain ARE in CL / Literacy in EY and in reading / writing / phonics in KS1.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP (other than those with complex additional needs and / or significant EAL / NTE needs) meet age related expectations in CL, reading and writing. Pupils entitled to Pupil Premium (other than those with complex additional needs and / or significant EAL / NTE needs) attain at least in line with NA in reading, writing and phonics by the end of Key Stage One. All staff in EY and KS1 apply strategies / approaches to enhance vocabulary at all opportunities.
C.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 12% or below. Overall PP attendance improves from 93% to 96% in line with NA overall.
D.	Reducing barriers to learning through specific approaches and targeted support.	Pupils eligible for PP make accelerated progress in reading, writing and maths. Barriers to learning are reduced / removed so that engagement in learning rises. Families are supported effectively. Highly effective pastoral support swiftly impacts on pupil needs including through the use of learning mentor and external support.

5. Planned expenditure					
Academic year		2017/18			
i. 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?
<p>A. Improved attainment for pupils entitled to PP to at and above ARE</p> <p>B. Improved oral language skills in Reception and KS1</p>	<p>Staff training on further developing quality first teaching including: Targeted whole staff CPD Links with DELTA academies Jane Pow Writing consultant Philip Webb reading consultant RWI consultant Early Years SLE links Good practice visits Lesson coaching NQT intensive support Further refining use of effective marking and feedback approaches Targeted development for support staff</p> <p><i>Consultancy support / CPD (£20,000)</i></p>	<p>Some of the PP will be invested in longer term change which will help all pupils. Evidence, including EEF, consistently identifies that the impact of Quality First Teaching on pupils entitled to PP is greater than for 'other' pupils. As a significant amount of PP is allocated for additional support staff it is crucial that their CPD is equally invested in.</p>	<p>Courses / approaches selected using evidence of effectiveness. Use PDDs and staff meetings to deliver training. Regular evaluation of teaching and learning from Leadership Team to support more formal monitoring, supported by lesson coaching. Lessons from training embedded in school policies and approaches. Clear impact of additional support staff when working within class.</p>	<p>Principal Vice Principals (VP English Lead VP Maths Lead)</p>	<p>Initially January 2018</p>

<p>A. Increased numbers of PP pupils working at and above ARE</p>	<p>Further develop teaching and subject knowledge across the curriculum. (as above) Teaching of reading and writing professional development for all staff Developing and securing teacher understanding and delivery for both age related and greater depth</p>	<p>In order to ensure that all staff are confidently able to deliver the requirements of the curriculum with a particular emphasis on English and Maths a range of CPD and access to subject area expertise is planned. Again, the impact of quality first teaching is seen to have a significantly greater effect on pupils entitled to PP.</p>	<p>Moderation of assessment judgements is secure and effectively informs delivery. Regular evaluation of teaching and learning from Leadership Team to support more formal monitoring, supported by lesson coaching. External moderation of quality included through achievement partner. Clear impact of additional support staff when working within class.</p>	<p>Principal Vice Principals (VP English Lead VP Maths Lead)</p>	<p>Initially January 2018</p>
<p>B. Improved oral language skills in Reception and KS1</p>	<p>Further enhancing the development of oral language skills and vocabulary by refining provision, including the environment and providing further real-life experiences High focus upon developing oracy / language across provision including the environment, supported by an EY SLE. Focussed support from additionally resourced speech therapist. <i>SALT (£3.000)</i></p>	<p>Good practice shared through CPD and research has highlighted the importance of early language and vocabulary development. Development of an RWI Lead role will support this.</p>	<p>Regular evaluation of teaching and learning from Leadership Team to support more formal monitoring, supported by lesson coaching. External moderation of quality included through achievement partner. Data including CL data for Reception pupils, reading and writing for KS1 will show reduced gaps for PP children. Use of strategies such as Word of the Day and language in the environment raise the profile of language for pupils.</p>	<p>EY Lead KS1 Lead English Lead SENCo RWI Lead</p>	<p>Initially January 2018</p>
Total budgeted cost					<p>£25,000</p>

ii. 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?
<p>A. Improved progress for PP pupils working below ARE</p> <p>Increased numbers of PP pupils working at and above ARE</p> <p>B. Improved oral language skills in Reception and KS1</p>	<p>Refine and develop the quality and delivery of a range of intervention strategies focussed primarily on English and Maths.</p> <p>Develop intervention 'experts' / achievement teams.</p> <p>Extend the use of evidence based interventions.</p>	<p>Although a number of intervention approaches have been utilised in the past their impact has been variable with regular delivery patchy at best and analysis of impact limited. Developing intervention experts is a regular feature of schools which use Pupil Premium very effectively.</p> <p>Wider use of evidence based intervention approaches will enable pupils and staff to benefit more from the additional teaching time.</p> <p>Interventions may include Success at Arithmetic, RWI Fresh Start, Number Sense as well as development of bespoke support based on need through RAG meetings.</p>	<p>Current intervention experts will cascade their knowledge as appropriate.</p> <p>CPD and planning time is built into the plans for individual / groups of staff.</p> <p>Consult local schools which have used the programmes to identify any potential barriers to good implementation.</p> <p>Leads to monitor both delivery and impact closely.</p> <p>Short term interventions impact evaluated – based on the premise of fewer children, shorter time, more intensive focus.</p>	<p>Maths lead</p> <p>English lead</p> <p>Principal</p>	<p>Initially January 2018</p>
<p>A. Increased numbers of PP pupils working at and above ARE</p>	<p>Highly targeted analysis and intervention for pupils within Y6 to raise attainment and progress in reading, writing and maths.</p> <p>Additional capacity secured through allocation of additional time from Vice Principals and experienced Y6 teacher.</p> <p>Variations to school day for Y6 pupils wef November 2017.</p>	<p>Trust-wide focus is to ensure that maximum resources are ploughed into Year 6 to raise attainment.</p> <p>Due to historic issues for this cohort there remain significant gaps in learning which will be better addressed within smaller groups to allow for highly targeted approaches – currently three teachers each morning for main English and Maths sessions plus additional intervention capacity throughout the rest of the day.</p>	<p>Weekly RAG meetings to analyse attainment of pupils. Interventions are then planned according to need and evaluated weekly.</p>	<p>Principal</p> <p>Vice Principals</p>	<p>Weekly as part of RAG meetings</p>
Total budgeted cost					£145,000

iii. 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?
D. Increased attendance rates	<p>FIW role redefined to include first day response provision, rapid intervention and accountability for improvement.</p> <p>Introduction of attendance panels to address attendance under 90% initially.</p> <p>Continuing engagement of ESW to support rapid improvement.</p> <p><i>ESW support (£8,000)</i></p>	<p>NFER briefing for school leaders identifies addressing attendance as a key step. In school data identifies this is a persistent gap which needs to be addressed, at times equally through persistent extended lateness.</p> <p>Further analysis suggests a key target group are pupils with attendance just above the definition of persistent absence need to remain on the tracking radar too.</p>	<p>Principal will monitor at least fortnightly to swiftly identify trends in conjunction with FIW.</p> <p>FIW workload and diary scheduling will be reviewed regularly to ensure that sufficient time is prioritised for this element of the role.</p> <p>Regular meetings with ESW and FIW ensure that rapid intervention is securing improvement.</p>	<p>Principal</p> <p>Family Intervention Worker</p>	<p>Initially November 2018</p>
E. Reducing barriers to learning for identified pupils	<p>Refocus learning mentor roles so that specific pupils and families are supported in reducing a range of barriers to attainment / learning.</p> <p>Continue provision of Place 2 Be support for the academic year.</p> <p>Support for pupils to access extended activities including breakfast club (free of charge), school visits, theatre programs.</p> <p><i>Place 2 Be (£14,000)</i> <i>Breakfast club (£6,000)</i> <i>Educational visits (£10,000)</i></p>	<p>For some pupils unpicking barriers to learning is more complex and requires a further layer of support. As these are often highly individual mentor support can create stronger links between pupil, family and school.</p> <p>Recent enhancements to therapeutic support has enabled the provision of support more swiftly and has enabled other support such as in-class, pupil self-referral and group interventions to be provided – all of which can impact directly on attainment and attendance.</p>	<p>CPOMs tracking system to monitor behaviour and welfare.</p> <p>Monitoring highlights an improvement in behaviour for learning.</p>	<p>Principal</p> <p>Vice Principals</p>	<p>Initially January 2018</p>
Total budgeted cost					£78,000

6. Additional detail

In order to determine the pupil premium strategy, the following have been taken into account:

- External data including FFT, local authority and national comparisons
- Internal data analysis including for attainment, progress, attendance
- Reviews of provision including School Achievement Partner discussions, Ofsted report, Pupil Premium review
- Best practice visits, CPD and research