

Southill Primary School Pupil Premium Strategy Statement

Summary information					
School	SOUTHILL PRIMARY SCHOOL				
Academic Year	18/19	Total PP budget (to 31.3.19)	£18,842	Date of most recent PP Review	Nov 18
Total number of pupils	212	Number of pupils eligible for PP	27	Date for next internal review of this strategy	Feb 19

Progress of PP children at end of last academic year (Summer 2017)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
% achieving ARE in Reading, Writing and Maths	57 (10%GDS)	55 (8% GDS)
% achieving ARE in Reading	70	72
% achieving ARE in Writing	60	59
% achieving ARE in Maths	64	68

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> <ul style="list-style-type: none"> • low self-esteem , poor emotional literacy and lack of aspiration for the future • SEN such as Autism, Tourettes Syndrome, Dyslexia and ADHD • poor vocabulary knowledge and comprehension skills • poor listening, concentration and auditory processing skills • reluctance to have a go especially in Writing • lack of confidence in Maths • inability to work in a group with others • poor fine motor skills • attachment issues • poor auditory memory skills • Hearing and visual impairment

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
<ul style="list-style-type: none"> • Lack of support with reading and learning at home • Lack of aspiration for the future • Low attendance (in some cases) 		
Desired outcomes		Success criteria
A	Improved metacognitive skills. Children know themselves as learners. They feel positive about themselves and their abilities and strengths. They are more willing to have a go at activities they feel less confident in	Children are more resilient with better learning skills and are able to work independently
B	All children make rapid progress and achieve as well as their peers in Reading, Writing and Maths	Teachers have high expectations of the disadvantaged children in their class. They personalise their planning in order for these children to succeed. The gap between the disadvantaged and their peers is significantly reduced even where children have SEND.
C	Increased parental involvement and participation to help parents understand how to support their child	Parents are given regular support and encouragement to be able to have a positive influence on their children and support them with their learning
D	Create a language rich environment in school and ensure children have access to a wide range of resources and cultural experiences that otherwise may be out of their reach	Teachers focus on teaching language and vocabulary through reading fiction and non-fiction across the curriculum. They plan exciting trips, visitors and learning experiences to complement children's learning in school and to help them find out about the wider world. Teachers also think about other opportunities for their disadvantaged learners such as ballet lessons or gymnastics.

Planned expenditure	
Academic year	2018-19
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	
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?
A. Improved metacognitive skills. Children know themselves as learners. They feel positive about themselves and their abilities and strengths. They are more willing to try activities they feel less confident in.	Through BLP and Growth Mindset techniques, children develop confidence, resilience and lose their fear of being wrong or making a mistake	EEF Toolkit shows high impact for low cost based on extensive evidence Already working in school. Evidence from www.buildinglearningpower.com	BLP Leader	NC	Termly
B. All children make rapid progress and achieve as well as their peers in Reading, Writing and Maths	Talk 4 Writing approach to Reading and Writing. Accelerated Reading Programme brings element of competition. new books purchased to encourage Reading for Pleasure. Maths No Problem introduced across whole school	Research shows that increased enjoyment and understanding leads to deeper engagement and improved attainment	Linked to performance management Quality resources and training	CW/PM	Termly tracking and lesson observations

C. Increased parental involvement and participation to help parents understand how to support their child	Open door policy in all classes. SLT review children's progress and wellbeing and contact parents to offer support Personalised home learning discussed with parents. SLT offer drop-in times for parents to discuss any concerns	Good relationships with parents are the strongest foundations for children's success	PP Leader responsible. Discussed in weekly staff and unit meetings. Also at TA meetings.	CW	Termly
D. Create a language rich environment in school and ensure children have access to a wide range of resources and cultural experiences that otherwise may be out of their reach	Time and resources dedicated to ensuring that children are being exposed to and understand higher level vocabulary. They are read to and listened to much more frequently. A creative and exciting curriculum ensures they have a wide range of creative opportunities and experiences including those of other cultures	An enriched curriculum is vital to ensure all children are motivated to learn. Motivation is key to ensuring children attend school and want to be the best they can be.	Regular curriculum reviews Termly trips and visits	PM/CW/LH	Termly

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?
A. Children feel positive about themselves – they wear correct school uniform	Uniform subsidy (vouchers)	Important in ensuring equality for all and for children's self esteem	Parents given guidance about purchasing appropriate uniform.	CW/KS	Half -termly
B. Improved attainment and participation in	Talk 4 Writing approach to teaching reading and writing	Following on from last year – already seeing results. Transforming Reading	High quality training and supervision	CW/TP/GS	Termly tracking data to be provided by GS

Reading, Writing and Maths	Accelerated Reading Programme New whole school Maths programme – Maths No Problem	and Writing National Project Previous use backed up with advice from local good and outstanding schools			
C. Parental involvement	Vigilance over children/parents who may need support. Early offer of help in a safe, supportive and welcoming environment. Frequent, personalised updates for parents of all PP children on progress and attainment and best ways to support their child	Parents need to be involved in their child's learning if child is to make progress. Parents must have high expectations of their children. School challenges disengagement and helps to instil high expectations from parents, talking at parents evenings, assemblies and on school gates	PP children remain very high profile in school through regular reminders and discussions at staff meetings.	CW	Half-termly
D. Language rich environment	PP support during daily whole class reading sessions and 1:1 reading New books, dictionaries and working wall displays. TalkBoost intervention in Reception class	Evidence from schools who perform well in areas of high social deprivation show that increasing children's vocabulary and understanding has a significant impact on their attainment across the curriculum.	Regular drop-in lesson monitoring and observation	PM/CW	Half-termly
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Children are ready for learning	Breakfast Club	Proven results in national data and by local school	Quality assurance Evidence and testimonies from teachers	CW/CM/SA	
Improved social and emotional health outcomes for PP children	ELSA support given to identified children	Data shows correlation of underperformance with social and emotional health problems	ELSAs meet regularly for supervision meetings and training	PM	Termly

Increased number of opportunities for children to read aloud with adults	Volunteer Helpers	Children who read regularly aloud to an adult, who in turn use high quality inference questioning, make rapid progress.	Training for helpers Monitoring of evidence files	CW	Half-termly
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