



Southill Primary School Pupil Premium Strategy Statement

Academic Year	19/20	Total PP budget (to 31.3.20)	£19,661	Date of most recent PP Review	Nov 19
Total number of pupils	210	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Feb 20

Progress of PP children at end of last academic year (Summer 2019)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
% achieving ARE in Reading, Writing and Maths	38 (8%GDS)	54 (8% GDS)
% achieving ARE in Reading	57	81
% achieving ARE in Writing	54	65
% achieving ARE in Maths	62	72

Significant learning from last year	
Children didn't make enough progress in reading	Narrow the gap by ensuring everyone develops fluency in reading – <ul style="list-style-type: none"> • Lexia introduced • Ten new reading volunteers trained up and in daily • Reading materials to reflect choices of the children—and a higher profile to be given to reading for pleasure • Increased time devoted on timetable and improved reading lessons
Children's vocabulary skills deficient	Develop vocabulary and comprehension skills – whole school focus – vocabulary taught and explored daily in class and displayed so that children can see it
Teachers' expectations were not high enough for the PP children in their class	Quality teaching and high expectations in every class is the highest priority – new and existing staff being trained to a higher degree

Children had too many areas to focus on	Every child will have one clear area to improve as evidence shows that selecting a smaller number of priorities is more likely to be successful
Children lack the skills to pass the tests	Help children to practise skills they need to pass the tests in reading and maths – practice skills questions and regular testing to develop confidence and skills

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"> • Lack of resilience • Hearing and visual impairment • complex emotional needs and anxiety • attachment issues • problems with focus/concentration • EAL – very poor English skills • severely ill sibling resulting in parent away from home for long periods of time • deficit of life experiences in early childhood • mathematical misconceptions • easily distracted • 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 • poor fine motor skills
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		2019-20			
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 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 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.</p>	<p>Through BLP and Growth Mindset techniques, children develop confidence, resilience and lose their fear of being wrong or making a mistake</p>	<p>EEF Toolkit shows high impact for low cost based on extensive evidence Already working in school. Evidence from www.buildinglearningpower.com</p>	<p>BLP Leader</p>	<p>SM/JC</p>	<p>Termly</p>
<p>B. All children make rapid progress and achieve as well as their peers in Reading, Writing and Maths</p>	<p>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</p>	<p>Research shows that increased enjoyment and understanding leads to deeper engagement and improved attainment</p>	<p>Linked to performance management Quality resources and training</p>	<p>CW/PM</p>	<p>Termly tracking and lesson observations</p>
<p>C. Increased parental involvement and participation to help parents understand how to support their child</p>	<p>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</p>	<p>Good relationships with parents are the strongest foundations for children's success</p>	<p>PP Leader responsible. Discussed in weekly staff and unit meetings. Also at TA meetings.</p>	<p>CW</p>	<p>Termly</p>

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
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ii. Targeted academic 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. Improved attainment in reading	Lexia subscription purchased for all PP children Schoolreaders volunteers read with PP children as priority	Proven success at local school and recommended by our new staff Children read more frequently and have positive attitudes about reading	CW introduced and monitored weekly CW trained all volunteers and keeps in touch with them	CW	weekly and termly data drops Baseline data and consistent tracking
B. Improved attainment in writing Language rich environment	Write Away Together intervention run with children who are below ARE in writing PP support during daily whole class reading sessions and 1:1 reading New books, dictionaries and working wall displays. TalkBoost intervention in Reception class	Recommended by new SENCO and is in line with TfW approach 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.	High quality training and supervision Regular drop-in lesson monitoring and observation	CW/DT	Baseline and exit data

C. Improved attainment in maths	First Class at Number maths interventions	EEF recommended		PM/DT	Baseline and exit data
D. 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

iii. Wider strategies

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 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
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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Planned Expenditure to 31.3.20

This year's expenditure

Pupil Premium Support	Cost
Lexia Reading Programme	£ 1364
Breakfast Club	£ 3534
ELSA	£ 1437
Subsidised trips, visitors and experiences (including sports clubs and events)	£ 1570
Uniform and shoes	£ 750
Support staff	£ 9328
Maths interventions	£ 2306

	£ 20289

