

# South View Community Primary

## Pupil Premium Strategy Review 2018 – 19

### South View Community Primary (September 18)

Number of children in school: 392

Number of Pupil Premium children: 69

Total PP Budget 2018-2019: £97,600

PP Lead: Mrs C Henderson

PP Lead Governor: Mrs J Lucas

### EYFS

Reception	GLD
2018 Cohort (52)	63.5%
2019 Cohort (42)	66.7%
Difference	+ 3.2%
2018 PP (10)	40%
2019 PP (6)	67%
Difference	+27%

### Year 1 Phonics

Year 1	Phonics Pass 2018 54 (8 PP)	Phonics Pass 2019 58 (11 PP)	Difference
ALL	81.7%	72.2%	-9.5%
PP	62.5%	63.6%	+1.1

### Year 2

Year 2 EXS+	Reading	Writing	Maths	Combined	Phonics – by end of Y2
2018 Cohort (53)	66%	60.4%	71.7%	49.1%	91%
2019 Cohort (54)	75.9%	69%	77.6%	60.3%	96%
Difference	+9.9%	+8.6%	+5.9%	+11.2%	+5%
2018 PP (13)	53.8%	46%	61.5%	38.5%	69%
2019 Cohort (9)	44%	33%	67%	22%	89%
Difference	-9.8%	-13%	+5.5%	-16.5%	+20%

### Year 6 – NB - Data has not been validated

Year 6 EXS+	Reading	Writing	EGPS	Maths	Combined
2018 Cohort (54)	55.6%	68.5%	59.3%	70.4%	50%
2019 Cohort (60)	56.6%	72.05	72%	72%	50%
Difference	+1.0%	+3.5%	+12.7%	+1.6%	0%
2018 PP (10)	50%	50%	40%	60%	30%
2019 PP (12)	8%	42%	42%	42%	8%
Difference	-42%	-8%	+2%	-18%	-22%

### Attendance

2019	School	National
Non Ever FSM 6	96.1%	96.3%
Ever 6 FSM	93.8%	94.3%

<b>Barriers to Educational Achievement in Our School</b>	<b>Approaches to Address Barriers</b>	<b>Impact/Outcomes</b>	<b>Next Steps/Lessons Learned</b>
<p><b>1. <u>Consistent High-Quality Teaching and Learning</u></b>            To improve teaching and learning, across the whole curriculum to ensure progress of all children but particularly our most vulnerable children is increasingly in-line with national expectations.            To develop teachers pedagogical and subject knowledge throughout the school, so that all teachers are consistently delivering good provision each and every day.            To ensure that all children make at least expected progress from their individual starting points through high quality wave 1 teaching and effective intervention.            Ensure consistency of assessment and moderation within the school and by making links with other schools.</p>	<p>Ensure ALL staff who teach classes are well trained in current best practice. New and inexperienced staff are provided with a high-quality coaching and mentoring programme. High quality training and in-school support is resourced from within the school, within county and nationally.            Ensure all teaching staff are confident in assessing children accurately and then creating appropriate next steps at a year group, class, group and individual level.            Create robust tracking and moderation systems that ensure best practice is shared and adhered to            Ensure all classes have appropriate interventions to close the gap and/or accelerate progress. Interventions need to impact on children's progress quickly.            Regular pupil progress meetings.            Use of teaching resources and strategies that are proven to accelerate progress.</p>	<p>Staff stability remains high. 1 new appointment for September 2019.</p> <p>Coaching and mentoring well embedded within school as a support strategy.</p> <p>Whole school tracking system established on Integris.</p> <p>All teachers have attended external moderation training.</p> <p>External moderation this year in Year 2 and EYFS demonstrated that staff are assessing children accurately.</p> <p>Changes in data for reading, writing and maths in all year groups for PP children.</p> <p>All staff are aware of PP children.</p> <p>PP children are targeted for reading interventions and, where appropriate, precision teaching.</p> <p>Pupil progress meetings are embedded and staff are well prepared with evidence of progress and next steps to support those not making expected or accelerated progress.</p> <p><b>TOTAL COST: £67,500</b></p>	<p>Whole school training on best practice in curriculum implementation.</p> <p>Ensure Curriculum is designed for the children of South View.</p> <p>Develop confidence and knowledge in curriculum leaders.</p> <p>Reading needs to be the KEY priority for PP children across the whole school – next academic year this should be the most significant investment in terms of money and resources.</p> <p>Research best practice for improving reading for PP children. Advice from LA lead and research into schools with best practice are leading to an investment in Accelerated Reader.</p> <p>Due to staff illness, not every intervention was able to happen – the funding for this has been allocated in the 19/20 plan for the same children.</p>

## 2. Attendance

To continue to improve attendance for all children. To close the gap between attendance of pupil premium children and non-pupil premium children.

Use proven systems and policies to improve attendance for all children through working in partnership with families. Ensure families and children are aware of the importance of regular school attendance. Work with individuals and families to identify barriers to attendance and action plan on an individual basis as required. Work with the Local Authority to address year on year poor attendance, when in-school strategies are not making an impact.

### Overall Attendance

	Attendance Percentage (All)	Attendance Percentage (Non-PP)	Attendance Percentage (PP)	Difference
2017	95.9%	95.81%	93.94%	1.87%
2018	95.65%	96.01%	94.01%	2.0%
2019	95.7%	96.1%	93.8%	2.3%

### Persistent Absence

	Persistence Absences (PA) Percentage	Number of PAs	Number of PP PA	Number of Non-PP PA
2017	8.78%	36	17	19
2018	7.48%	30	13	17
2019	7.48%	33	15	18

Walking bus targets 6 children daily. Additional children have been collected throughout the year to support short term difficulties, this has supported an additional 10 families.

**TOTAL COST: £2,900**

Strategies that have proved effective and to be maintained.

- Walking bus
- Attendance meetings
- To involve Y5 and Y6 children at attendance meetings.
- Weekly monitoring
- Rewards for classes.
- TAC/EHA for identified families.
- Link with local PCSO
- Link with preschool

These areas still need developing as they are not fully embedded

- Higher profile in all newsletters.
- Teachers to conduct/attend attendance meeting one for PA children.
- Look into ways to record rolling attendance, rather than 'academic year' attendance.
- Working with secondary schools to support families with more than one poor attender.

**3. Life Experiences/Enrichment**

Some pupils do not have a childhood filled with varied and rich life experiences to provide inspiration, creativity or a greater understanding of the world. This then impacts on what they can then bring to the classroom to support their own development. There can be a vast discrepancy of experiences between peers.

All children have the opportunity to attend trips and visits, including a residential visit in year 4 and year 6. Our children who are most unlikely to have these types of experiences outside of school are prioritised within school. Children can access clubs and individual lessons which provide life experiences, opportunities they may not otherwise have or nurture a skill, gift or talent.

20/20 KS1 PP children attended an additional after school or lunchtime activity.

32/45 PP children attended an additional after school club or lunchtime activity in KS2.

9 PP children had contributions towards music lesson. These children performed in a music concert on stage to an audience of parents and community members.

7 PP accessed additional funding to support with residential in year 4 and 6.

33 children accessed additional funding to support with other visits.

**TOTAL COST: £2600**

Opportunities for those with identified talents – look at widening these experiences further.

Create clubs that will target the most vulnerable children in terms of health, wellbeing, enjoyment, wealth of experience and closing the gap academically.

Every child is offered the chance to attend a residential and every family who meets criteria is offered the chance for additional financial support in a variety of ways –yet some families still do not take this opportunity up – need to investigate why and ensure we are providing opportunities for our most vulnerable children.

**4. Emotional Wellbeing/  
Personal Development**

Some children find it difficult to settle into school, concentrate, manage their behaviours or emotions - all of which impact on their learning and sometimes the learning of their peers. Some of our children have experiences outside of school, and out of their control, that can make accessing learning a challenge.

Children and families are supported to ensure that they are able to access effective educational opportunities in times of personal crisis or when experiencing difficulties outside of school that may impact on the child's potential to make academic progress. Support is also put in place to ensure a child who is struggling with their emotions or behaviours does not impact on the learning of others.

Learning mentor has worked with 175 children this year, the vast majority in individual sessions.

Learning mentor is now a qualified ELSA (September 2018).

Learning Mentor is now a DSL for the school (June 2019).

3 young carers.

33 children are Pupil premium and the work has included:

- Bereavement counselling
- Personal hygiene
- SRE work with identified individuals.
- Cyber-bullying
- Bullying within and outside of school.
- Friendship groups
- Anger management
- Managing emotions
- Building emotional resilience.
- Acting as a pupil advocate in TAC, CIN and CP meetings.

Food parcels were delivered to 19 families -all PP children. Some families had multiple parcels. These were all arranged through the learning mentor.

19 parents worked directly with the learning mentor on supporting their children or supporting wider family issues. (9 of these are PP families)

- Working with parents/carers and children.
- Supporting parents with parenting advice and accessing additional support from beyond the community.

Learning mentor is also working with MDSAs and selected children on restorative practice.

Apply for Caring2learn award. Audit our areas of strength and areas for development in order to ensure pupil premium plus children are receiving appropriate support and intervention.

Develop Restorative Practice as a way of working with all children and identify key children, including Pupil Premium, to act as leaders for other children (NB this is likely to take 2 years to embed).

Continue to develop role of young leaders and peer mentors – including raising their profile across the school once the training is completed for the individuals.

Feedback from staff, children and parents should ensure that sensory circuits is helping children when this is not the case SENCO is informed to reprioritise other children and to identify appropriate support for those children who are not positively impacted by circuits.

		<p>Additional office support is offered to 10 families. 18 children are directly impacted by this support – 17 of whom are PP, other 1 is EAL. This includes ordering lunch, translating materials, support with parentmail, additional support with newsletters and other school information, making phone calls with, and for, parents to other agencies.</p> <p>Sensory circuits introduced. Feedback from parents, children and staff has been positive for most children. Circuits have not worked for every child and there has been some change in the children accessing this.</p> <p><b>TOTAL COST: £17,300</b></p>	
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**Reviewed in September 2019**