

South View Community Primary

Pupil Premium Strategy 2017 - 18

South View Community Primary (September 17)

Number of children in school: 400

Number of Pupil Premium children: 72

Total PP Budget 2017-2018: £89,760

PP Lead: Ms C Henderson

PP Lead Governor: Mrs J Lucas

EYFS Information 2016 – 2017

| Reception | GLD |
|-------------|-------|
| Cohort (60) | 73.3% |
| PP (8) | 25% |

Year 1 Information 2016 – 2017

| Year 1 | Phonics Pass |
|-------------|--------------|
| Cohort (54) | 59.3% |
| PP (10) | 40% |

Year 2 Information 2016 – 2017

| Year 2 EXS+ | Reading | Writing | Maths | Combined | Phonics – by end of Y2 |
|-------------|---------|---------|-------|----------|------------------------|
| Cohort (57) | 50.9% | 3.5% | 42.1% | 3.5% | 89.5% |
| PP (10) | 20% | 0% | 10% | 0% | 40% |

Year 6 Information 2016 – 2017

| Year 6 EXS+ | Reading | Writing | EGPS | Maths | Combined |
|-------------|---------|---------|------|-------|----------|
| Cohort (48) | 67% | 42% | 75% | 79% | 35% |
| PP (13) | 38% | 23% | 69% | 62% | 8% |

Attendance 2016 – 2017

| Whole school | |
|--------------|--------|
| Non PP | 95.81% |
| PP | 93.94% |

Pupil Premium Grant Strategy 2017-2018

Number of pupils and Grant Amounts

| | |
|---|----------------------|
| Total number of pupils on roll | 400 (September 2017) |
| Total number of pupils eligible for PPG | 68 |
| Amount of PPG received per pupil | £1,320 |
| Number of pupils receiving additional funding (AFC) | 4+ 1 service child |
| Amount of PPG received (AFC + Service child) | £2,200 |
| Total Predicted amount of PPG | £97,600 |



| Barriers to Educational Achievement in Our School | Approaches to Address Barriers |
|--|---|
| <p><u>1. Quality First Teach</u> South View has experienced a period of rapid turnover of teaching staff in recent years, meaning many children currently in the school have not had a history of sustained good quality class teaching. Progress needs to be accelerated for all children, but particularly the most vulnerable, to close gaps created from inconsistent teaching.</p> | <p>Ensure a full team of permanent teaching staff. Recruit and retain the best teaching staff. 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.</p> |
| <p><u>2. Interventions</u> The rapid turnover of teaching staff has in turn impacted on the effectiveness of interventions. In classes where interventions are most successful teachers and Teaching Assistants work together to provide high quality teaching and follow up that closes the gap between current attainment and expected attainment. This best practice needs to be replicated in all classes, and for all children in need of accelerating progress.</p> | <p>Need to address the imbalance or intervention provision between classes. Ensure all classes have appropriate interventions to close the gap and/or accelerate progress. Interventions need to impact on children's progress quickly. TAs will work in classes and then provide same day intervention to ensure the gap is constantly closing between current attainment and expected attainment.</p> |
| <p><u>3. Attendance</u> Attendance at the end of the academic 2016/2017 year was 95.9% which is slightly below the national figure of 96% (15/16). We know that we cannot improve children's educational outcomes unless they are in school, therefore we wish to improve our attendance as a whole, to improve the attendance of children in receipt of the PPG so it is in line with other children and to reduce the number of persistent absentees from 10.8% to be in line with national of 8.2% (15/16).</p> | <p>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.</p> |
| <p><u>4. Life Experiences/Enrichment</u> 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.</p> | <p>All children have the opportunity to attend trips and visits, including a residential visit in year 4 and year 6. Children can access clubs and individual lessons which provide life experiences, opportunities they may not otherwise have or nurture a skill, gift or talent.</p> |
| <p><u>5. Readiness to learn</u> Some of our children have experiences outside of school, and out of their control, that can make accessing learning a challenge. 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.</p> | <p>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.</p> |

1. Provide High Quality First Teach

| Objective | Actions | Year Group | How will we know this has worked? |
|--|--|--------------|---|
| Ensure all staff who teach classes are well trained in best current practice and can consistently deliver high quality lessons. | Phonics Training Maths Training Guided reading training HLTAS attend all staff training on Maths and English. | Whole School | Staff appraisal procedures, observations, pupil interviews, work scrutinies, attainment in assessments. |
| To Identify best practice in ensuring best outcomes for pupils in receipt of the PPG. | Independent Pupil Premium Review. Action Plan as a result of findings. | Whole School | Action plan will improve outcomes for all children and will close the gap for the most vulnerable children. |
| Ensure all Maths and English lessons are well resourced to ensure depth of learning. | English and Maths coordinators to identify significant areas for development and resource key subjects to improve learning outcomes for pupils. | Whole School | Staff appraisal procedures, observations, pupil interviews, work scrutinies, attainment in assessments. |
| Ensure all teaching staff, teachers and TAs are aware of significant children and are planning appropriate wave 1 and intervention teaching to meet needs. | Half termly pupil progress meetings with teachers, TAs and Member of SLT focusses on progress and attainment of individual children and particularly tracks teaching and support provided to the most vulnerable children. Data tracking system to support identifying key areas for development. | Whole School | Increased attainment in English and Maths (Assessment Data, including ELG, phonics, internal data and national assessments at year 2 and 6) |
| | Cost: | £27, 500 | |

2. Provide Interventions to close the gap/accelerate progress

| Objective | Actions | Year Group | How will we know this has worked? |
|---|---|--------------|--|
| Provide high quality interventions to close the gap. | Interventions for all PP children TA Training Intervention Tool kits | Whole school | Increased attainment in English and Maths (Assessment Data, including ELG, phonics, internal data and national assessments at year 2 and 6) |
| Provide high quality interventions to close the gap with identified individual children | Interventions for all identified Year 6 children. Timetable Maths Coordinator and English coordinator to be able to provide interventions. Interventions provided by HLTA and experienced Y6 TAs. Interventions at point of need provided by TAs who have been in class lessons. | Year 6 | Increased attainment in English and Maths (Assessment Data, including ELG, phonics, internal data and national assessments at year 2 and 6) |
| Provide high quality phonics interventions to close the gap with identified individual children | Training in quality phonics teaching and intervention. | FS and KS1 | Increased attainment in Phonics assessments at year 1 and retakes in year 2. Year 1 - 2016/17 Year 59.3%: National 81.2% Year 2 - 2016/17 Year 89.5%: National 91% |
| Provide high quality language development for English as an Additional Language | Weekly interventions for identified children. | Whole School | Accelerate progress - Children achieve ELG, close gap towards ARE from baseline. |
| Accelerate progress - Children achieve ELG, close gap towards ARE from baseline. | EYFS Specialist to provide advice on best provision. Implement her suggestions. Work with S and L providers. | FS | Increased percentage of children achieving ELG at end of EYFS. 2016/17 73.3% achieved GLD. |
| | Cost: | £52,800 | |

3. Improve attendance.

| Objective | Actions | Year Group | How will we know this has worked? |
|---|---|--------------|---|
| Improve attendance for all children. | First day contact phone calls. Letters to parents. Reward certificates. Prizes for most improved attender. | Whole school | Attendance data has increased from 95.9% Number of persistent absentees reduced from 10.8%. Punctuality improved. Children are at school for beginning of learning. |
| Improve attendance for vulnerable children. | Breakfast Club Walking bus Personalised Action Plans for identified families. | Whole school | Gap between PP and Non-pp attendance is reduced. 2016/17 gap was 95.81% - 93.94% = 1.87 |
| | Cost: | £6800 | |

4. Provide rich life experiences.

| Objective | Actions | Year Group | How will we know this has worked? |
|--|--|--------------|---|
| Providing children with additional experiences beyond the classroom to enhance their life skills and learning. Broaden their experience and extend their learning. | Contributions to school trips, including residential visits and visitors into school. Provide identified children with life skills opportunities - including cooking, working with money in real life situations, road safety, cycle proficiency etc. | Whole school | Children's first hand experiences can be shared with others and provide opportunities to develop communication skills. These experiences provide opportunities to extend learning and provide a context for additional curriculum development within the classroom. Pupil interviews. |
| Identify PP children with specific gifts and talents and identify opportunities to celebrate and develop these gifts and talents. | Survey teachers, parents and children to identify any gifts or talents both in curriculum areas and beyond. SLT team to identify possible enrichment experiences and opportunities that can be supported in local area. | Whole school | Pupil interviews demonstrate increased confidence and enjoyment in engaging in activities. |
| | Cost: | £5000 | |

5. Ensure learning readiness

| Objective | Actions | Year Group | How will we know this has worked? |
|---|---|--------------|--|
| Ensure all staff are aware of how to support vulnerable children in times of crisis to ensure they are able to access their learning as effectively as possible in times of stress/anxiety. | Anxiety Training – Dr Andrea Chatten for all staff and for parents. Learning mentor to provide additional training for staff. | Whole School | Anonymised interviews with identified families and children who have received additional support. Feedback from staff about impact of training. Regular reviews of vulnerable children with SENCo and Learning Mentor. |
| Ensure all vulnerable families are able to access school information and complete forms etc. so their child is included in all possible opportunities. | Support from Office team. Additional Office hours to support parents with trips, lunches, accessing opportunities. | Whole School | ALL children access trips. ALL children have appropriate meals ordered. ALL families have access to information about the school that they can access through translation/enlargement/ support with reading etc. |
| Vulnerable children are supported in times of personal crisis to ensure they are able to access their learning as effectively as possible. | Learning mentor - ELSA course Nurture groups Personalised social, behaviour, bereavement etc. support. | Whole School | Barriers to learning are identified and strategies are put into place that ensure these children make accelerated progress, evidenced at pupil progress meetings. |
| ALL children experience positive playtimes which allow them to continue with their learning effectively in the afternoon. | Recruit an additional Midday Supervisor to provide a higher adult to child ratio. Allowing Senior Midday supervisor to provide hands on training and support to all MSAs. | Whole School | Pupil interviews show that they are ready to start learning. Number of lunch incidents reduced. |
| | Cost: | £19,000 | |
| | Total Cost: | £111,100 | |