

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Somersford Primary School				
Academic Year	2016/17	Total PP budget	£218,580	Date of most recent PP Review	
Total number of pupils	387	Number of pupils eligible for PP	128	Date for next internal review of this strategy	January 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Percentage of pupil achieving expected standard in reading	37%	66%
Percentage of pupil achieving expected standard in writing	60%	74%
Percentage of pupil achieving expected standard in maths	29%	70%
Average scaled score in reading	97.5	103
Average scaled score in maths	95.1	103

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.	Children enter the school with very low starting points and therefore require greater catch up throughout the school to reach standards in line with their peers.
B.	Children's mental health is poor leading to decreased self-esteem, resilience and confidence in ability as a learner
C.	Poor oral language and lack of access to a language rich environment leads to poor reading, comprehension, and writing skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	<p>High number of children arriving at school without a healthy, nutritious breakfast therefore affecting their ability to concentrate on learning.</p> <p>Attendance levels below 96% for PP children.</p> <p>Financial constraints mean PP children do not have access to the opportunities non PP children have such as residential trips and extra-curricular activities.</p>	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	PP children will achieve in line with their peers at the end of EYFS, Y2 and Y6 in reading, writing and maths and in Year 1 phonics. The gap will close between PP children and their peers across the school.	End of Key Stage assessments show a reduced gap between PP children and non PP children
B.	No PP child will be excluded from an activity and all children will be offered equal opportunities.	Tracking of clubs, trips and residential shows PP children are represented proportionately
C.	PP children will attend school at least 96% of the time.	Attendance data shows PP children at 96%+
D.	PP children will have access opportunities that will encourage both physical and mental health.	<p>Breakfast Club data shows PP children proportionally represented.</p> <p>Strengths and Difficulties questionnaires for PP children show improvement over the year.</p>

5. Planned expenditure					
Academic year		2016/17			
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?
PP children will achieve in line with their peers at the end of EYFS, Y2 and Y6 in reading, writing and maths and in Year 1 phonics.	<p>*Half termly conferencing with pupils in English and maths to set pupil targets and provide prompt, high quality feedback on learning.</p> <p>*Improvement marking with high quality feedback at least once a week in English and maths books</p> <p>*Reading Plus computer program for pupils in Y5 and 6</p> <p>*Focussed reading comprehension lessons timetabled through the week across the school</p>	<p>*Feedback has been proved to have a high impact on raising standards for a very low cost (EEF)</p> <p>*Digital technology has shown to have a moderate impact on standards for a moderate cost (EEF) and reading comprehension strategies offer a moderate impact for a very low cost (EEF). Evaluations of the Reading plus program for the last 2 years also showed that children make good progress in school.</p>	<p>Pupil targets and improvement marking reviewed through English and Maths book scrutinies half termly</p> <p>RAG reviews half termly focussing on reading will review if the programmes are having an impact</p> <p>Performance Management targets for staff securing collective responsibility</p>	<p>JH and JW Conducted by subject leaders and when appropriate, SMT</p> <p>HF and LI for Senior Leadership Team</p>	<p>Half termly SLT meetings. Termly Governor meetings.</p> <p>Half Termly SLT meetings. Termly review with the Vulnerable Children's Governor Sub Committee</p>
Total budgeted cost					£11,420

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>PP children will achieve in line with their peers at the end of EYFS, Y2 and Y6 in reading, writing and maths and Y1 phonics.</p>	<p>*Smaller teaching groups in Y5 and Y6 with the identification of high quality staff with proven track record of results placed in the year groups.</p> <p>*Half termly pupil progress reviews between every classteacher and SLT to rigorously monitor progress of individual pupils in reading, writing and maths. Barriers to learning will be identified and actions agreed to subsequently overcome these. Allocation of Teaching Assistants will be evaluated and allocated based on pupil need as a result of these reviews and bespoke interventions planned to address group and individual needs. These interventions are tracked and evaluated every 6 weeks.</p>	<p>*EEF research shows that reducing class size has a moderate impact on raising standards. Ofsted reports on the Pupil Premium also show that allocating the best staff to smaller groups has a positive impact on the achievement of disadvantaged learners.</p> <p>*Ofsted 'The Pupil Premium' document details a case study where this practice was judged as successful in raising standards. Being data driven and responding to evidence is one of the most effective strategies for supporting the achievement of disadvantaged learners (NfER)</p> <p>*EEF shows that small group tuition gives moderate impact of achievement. Teaching assistants at Somerford receive regular training and the recent Ofsted inspection noted the high standard of their work. All research into raising standards of PP children shows that deploying TAs effectively to carefully target children and meet their needs</p>	<p>RAG reviews half termly focussing on reading, writing and maths will review if the additional groups are having a positive impact</p> <p>Interventions monitored by SENCo termly</p> <p>SLT meetings to discuss the RAG data and Governor meetings to challenge data</p>	<p>HF and LI</p> <p>LB</p> <p>SM and Governors</p>	<p>Half Termly SLT meetings. Termly review with Vulnerable Children Governor Sub Committee</p> <p>SEN folders collected in and reviewed at least termly</p> <p>Half termly SLT and termly Governor meetings evaluating impact of provision</p>

<p>PP children will achieve in line with their peers at the end of EYFS, Y2 and Y6 in reading, writing and maths.</p>	<p>* Parallel classroom led by highly skilled teacher and 2.5 teaching assistants offering 2 children full time curriculum provision. Parallel class further supports 8 children within their main class where they access learning with class mates.</p> <p>*ELSA interventions led by one trained TA</p>	<p>*EEF shows that behaviour interventions have moderate impact on raising standards and NfER state addressing behaviour is a highly effective strategy to reduce the barriers of learning for disadvantaged learners.</p> <p>*Deploying the best staff to support the disadvantaged children was named as good practice in the research report in 2015 by NfER.</p> <p>*EEF shows that social and emotional interventions have moderate impact on raising standards</p>	<p>Strengths and Difficulties questionnaires completed for all children receiving Parallel Support, as recommended by DfE publication 'Mental Health and Behaviour in Schools' March 2016. Questionnaires are reviewed at least termly to evaluate impact of support.</p> <p>ELSA questionnaires completed for all children receiving ELSA and these are reviewed after every 6 week block of support. The provision is monitored at the mid-way point.</p>	<p>GG</p> <p>RF</p>	<p>Termly review</p> <p>Every 6 weeks</p>
Total budgeted cost					£137,032

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?
<p>PP children will have access opportunities that will encourage both physical and mental health.</p>	<p>*1 counsellor employed 0.2, 1 play therapist employed 0.2 and 1 play therapist employed 0.6 to improve children's mental health, resilience and self-esteem.</p>	<p>*EEF shows that behaviour interventions have moderate impact on raising standards and the NfER state addressing behaviour as an effective strategy for supporting achievement for disadvantaged learners. *Deploying the best staff to support the disadvantaged children was named as good practice in the research report of 2015 by NfER. *EEF shows that social and emotional interventions do have moderate impact on raising standards *Mental health and behaviour in schools (March 2015 DfE) makes it clear that disadvantaged learners are more at risk of mental health issues and consequently Somerford takes a proactive approach to tackling these issues to ensure children are in a 'fit state for learning' with acquired skills and self-belief to persevere when presented with challenges.</p>	<p>Strengths and Difficulties questionnaires completed for all children receiving Therapeutic Support (recommended by DfE publication 'Mental Health and Behaviour in Schools' March 2016) and these are reviewed at least termly to analyse impact of support.</p>	<p>HF</p>	<p>Termly reviews held with at least one member of SMT.</p>

<p>No PP child will be excluded from an activity and all children will be offered equal opportunities</p>	<p>Residential trips will be reduced in cost, in line with the school's Charging and Remissions Policy' to ensure all children are able to attend. PP children will also be offered one item of uniform at no charge per year.</p>	<p>Ofsted's publication ' The Pupil Premium: An Update' (July 2014) highlighted that many effective schools used PP funding to support children attending educational visits</p>	<p>Tracking of trips, clubs and residential half termly</p>	<p>KM</p>	<p>Half termly</p>
<p>PP children will attend school at least 96% of the time.</p> <p>PP children will have access opportunities that will encourage both physical and mental health.</p>	<p>School to offer a free breakfast club 5x days a week to all pupils in the school to encourage regular attendance and good punctuality. Ensure children have a nutritious start to the day. Free milk offered to all children at lunch time.</p>	<p>Ofsted publications on the use of PP and the Research report issued in November 2015 by the NfER all state that effective use of the PP removes barriers for PP children. These interventions address those physical needs. Ofsted also state that addressing attendance is a primary step in the use of PP funding.</p>	<p>Attendance analysis of PP children half termly</p> <p>Tracking of breakfast club participation levels</p> <p>Creation of whole school Equal Opportunity Objectives</p>	<p>HF</p> <p>KM</p>	<p>Half termly review in school and termly analysis and challenge by Vulnerable Pupils Governor sub committee</p> <p>Evaluation of financial expenditure additionally evaluated by the Governors' Finance and Resources subcommittee termly.</p>
<p>Total budgeted cost</p>					<p>£70,128</p>

6. Additional detail

For a review of expenditure for 2015/16, see the Pupil Premium statement on the school website www.somerford.dorset.sch.uk

Abbreviations:

PP: Pupil Premium NFER: National Foundation for Educational Research DfE: Department for Education

EEF: Education Endowment Foundation TA: Teaching Assistant RAG: Red, Amber, Green SLT: Senior Leadership Team

SMT: Senior Management Team SEN: Special Educational Needs SENCo: Special Educational Needs Coordinator

EYFS: Early Years Foundation Stage ELSA: Emotional Literacy Support Assistant