

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Somersford Primary School				
Academic Year	2017/18	Total PP budget	£188,760	Date of most recent PP Review	
Total number of pupils	371	Number of pupils eligible for PP	113	Date for next internal review of this strategy	April 2018

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	33%	71%
Percentage of pupil achieving expected standard in writing	67%	76%
Percentage of pupil achieving expected standard in maths	52%	75%
Average scaled score in reading	92	104
Average scaled score in maths	96	104

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.	<p>PP children will achieve more in line with their peers nationally 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.</p> <p>The number of more able PP children will increase.</p>	<p>End of Key Stage assessments show a reduced gap between PP children in school and PP children nationally.</p> <p>The number of PP children achieving greater depth standard will increase.</p>
B.	<p>No PP child will be excluded from an activity and all children will be offered equal opportunities.</p>	<p>Tracking of clubs, trips and residential shows PP children are represented proportionately</p>
C.	<p>PP children will attend school at least 96% of the time.</p>	<p>Attendance data shows PP children at 96%+</p>
D.	<p>PP children will have access opportunities that will encourage both physical and mental health.</p>	<p>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	2017/18				
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?

<p>PP children will achieve more in line with their peers nationally at the end of EYFS, Y2 and Y6 in reading, writing and maths and in Year 1 phonics.</p>	<p>*Half termly conferencing (with teacher – HLTA to cover class) with pupils in English and maths to set pupil targets and provide prompt, high quality feedback on learning. *Improvement marking with high quality feedback at least once a week in English and maths books *Reading Plus computer program for pupils in Y5 *Introduction of weekly DERIC sessions for reading comprehension across the school and focussed CPD for staff on teaching reading. *Purchase of new reading resources to promote this *English and maths leads to attend DCC CPD sessions to identify ways to further support PP children across the school. *PP lead to attend county and national conferences to ensure best practice is being adhered to</p>	<p>*Feedback has been proved to have a high impact on raising standards for a very low cost (EEF) *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. RAP focusses on raising the standards of reading over in the school and DCC County Inspector supported the programme of CPD. It is important that the school keeps up to date in order to best support the PP children to reach their potential</p>	<p>Pupil targets and improvement marking reviewed through English and Maths book scrutinies in line with the monitoring schedule. RAG reviews half termly focussing on reading will review if the programmes are having an impact Performance Management targets for staff securing collective responsibility focussing on reading. Staff meetings to disseminate learning</p>	<p>JH and AS Conducted by subject leaders and when appropriate, ELT HF and JW for Senior Leadership Team Monitoring timetable will include PP children</p>	<p>Half termly SLT meetings. Termly Governor meetings. Half Termly SLT meetings. Termly review with the Vulnerable Children’s Governor Sub Committee Half termly pupil progress meetings</p>
Total budgeted cost					£25,195

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 more in line with their peers nationally at the end of EYFS, Y2 and Y6 in reading, writing and maths and Y1 phonics.</p>	<p>*HLTA (ex teacher) and unqualified teacher to support in Y5 and Y6 leading interventions. 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 class teacher and SLT to rigorously monitor progress of individual pupils in reading, writing and maths. These meetings will rigorously use FFT data to ensure rapid progress. 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>*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 last 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 is successful.</p>	<p>Pupil progress 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 data and Governor meetings to challenge data</p>	<p>HF and JW</p> <p>LB</p> <p>HF 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>

PP children will achieve in line with their peers at the end of EYFS, Y2 and Y6 in reading, writing and maths.	* Two skilled Pastoral Care Workers will support children whose EBD needs prevent them accessing learning effectively.	*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. *Deploying the best staff to support the disadvantaged children was named as good practice in the research report in 2015 by NfER.	Strengths and Difficulties questionnaires completed for all children in the school as recommended by DfE publication 'Mental Health and Behaviour in Schools' March 2016. Questionnaires are reviewed at least termly to evaluate impact of support.	CW/ND LB to review impact	Termly review
	*ELSA interventions led by one trained TA	*EEF shows that social and emotional interventions have moderate impact on raising standards	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.	MM LB to review impact	Every 6 weeks
	*Teaching assistants in each year group are aware of the PP children and run same day interventions to ensure accelerated progress	*Deploying the best staff to support the disadvantaged children was named as good practice in the research report in 2015 by NfER.	Half termly pupil progress meetings track PP children and the gap between their peers in school and nationally	HF/JW	Half termly
Total budgeted cost					£126,249

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 0.4 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>LB</p>	<p>Termly reviews held with at least one member of ELT.</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>Children will have proportionate access to all extracurricular clubs that are offered.</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>School to offer a subsidised breakfast club 5x days a week to all pupils in the school to encourage regular attendance and good punctuality.</p> <p>Pastoral Care worker to be responsible for ensuring good daily attendance.</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>Review of whole school Equal Opportunity Objectives</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>PP children will have access opportunities that will encourage both physical and mental health.</p>	<p>Ensure children have a nutritious start to the day. Free milk offered to children at lunch time.</p>				

6. Additional detail

For a review of expenditure for 2016/17, see the Pupil Premium review 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 SLT: Senior Leadership Team

ELT: Extended Leadership Team SEN: Special Educational Needs SENCo: Special Educational Needs Coordinator

EYFS: Early Years Foundation Stage ELSA: Emotional Literacy Support Assistant SDQ: Strengths and difficulties questionnaire