

## Pupil Premium Strategy Statement 2016-17

The school's pupil premium strategy statement is an annual document that runs over the academic year. It sets out:

- Information about the school's pupil premium allocation
- The school's strategy for the allocation of the pupil premium allocation
- A summary of the main barriers to educational achievement faced by eligible pupils at the school
- How the pupil premium allocation is to be spent to those barriers and the reason for that approach
- How the school is going to measure the impact and effect of the pupil premium allocation
- At the end of the year a review on how the pupil premium allocation was spent and the impact of that expenditure on eligible and other pupils
- The date of the school's next review of the pupil premium strategy

1. Summary information					
School	Summerville Primary School				
Academic Year	2016-17	Total PP budget	£171, 857 (includes £2,417 EY PP)	Date of most recent PP review	September 2016
Total number of pupils	250	Number of pupils eligible for PP	122 PP X8 Nursery X7 LAC	Date for next strategy review	December 2016

2. Barriers to future attainment	
A	Poor oral language skills
B	Low baseline on entry to EYFS
C	Inexperienced staff (NQT Y3, Y4 & Y5)
D	Safeguarding & emotional barriers to learning
E	Attendance & punctuality of targeted groups of pupils
F	Disadvantage, including poverty, working poor and poverty of expectations
G	Social and economic factors including life experiences
H	Low parental aspiration

I	Mental Health issues of children and families
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3. Outcomes		Success Criteria
A	Poor oral language skills	100% improvement as evidenced through post intervention assessments Children in EYFS/KS1 make at least good progress from starting points
B	Low baseline on entry to EYFS	Proportion achieving a GLD: All:63% PP: 70% % achieving CLL: 63%
C	Inexperienced staff (NQT Y3, Y4 & Y5)	100% of pupils making at least good progress from starting points in all year groups
D	Safeguarding & emotional barriers to learning	Emotional support for vulnerable children and their families to ensure they make at least good progress from starting points
E	Attendance & punctuality of targeted groups of pupils	Attendance of all increases from 95.6% to 96.5% PP attendance rises from 94.8% to 96% 0% of pupils are classed as PA
F	Disadvantage, including poverty, working poor and poverty of expectations	Continuing trend of reducing the difference at all phases and ensuring more able PP children are working above age related expectations in reading, writing and mathematics
G	Social and economic factors including life experiences	Pupils using information from visits to extend/inspire writing across the curriculum Ensure that all children make good or better progress in writing from starting points Increase the % of pupils working at greater depth in writing.
H	Low parental aspiration	Increased participation in school events Clear communication to parent's regarding progress and expectations, Increasing trend in attendance
I	Mental Health issues of children and families	Increasing trend in progress, attainment, attendance and engagement of families within school life

#### 4. Plan including actions, expenditure and review dates 2016-17

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure effective implementation?	Staff Lead	Cost	Termly review
A, B Implementation of speech & language programmes and intervention groups in EYFS & KS1 (Talk Boost)	Talk Boost is a targeted and evidence based intervention to support language delayed children make progress. On average a 10 week intervention accelerates progress in language and communication by 18 months.	Termly tracking and half termly pupil progress meetings.  Observations of Talk Boost interventions.	SENCo	£5000	5 <sup>th</sup> December 2016 27 <sup>th</sup> March 2017 10 <sup>th</sup> July 2017
D, F, G, I Place2Be	Success in 2015/16	Termly tracking and half termly pupil progress meetings outcomes for children receiving one to one counselling.  Monitoring of lessons and progress in books.  Monitor number of self-referrals to Place2Talk.  Audit of behaviour logs.	Deputy Headteacher	£41,333	5 <sup>th</sup> December 2016 27 <sup>th</sup> March 2017 10 <sup>th</sup> July 2017
C Mentor Support & training for NQTs in Y3, Y4 & Y5	Legal requirement for mentor. Also making sure pupils make good progress from 'starting points' in September 2016	Weekly monitoring of progress in books, termly tracking and half termly pupil progress meetings.  Monitoring of lessons (once every two weeks in Autumn term).  Weekly discussions with staff	Assistant Headteacher	£5000	5 <sup>th</sup> December 2016 27 <sup>th</sup> March 2017 10 <sup>th</sup> July 2017
B, G, H Reading Recovery/ECAR teacher	A targeted and evidence based intervention to support reading and writing of children in Y1 & Y2.	Termly tracking and half termly pupil progress meetings of pupils.  Monitoring of progress in books.	ECAR Teacher	£51930	5 <sup>th</sup> December 2016 27 <sup>th</sup> March 2017 10 <sup>th</sup> July 2017

D, I School Based Social Worker	Success in 2015/16	Monitor CAFs being closed.  Monitor number of pupils on level thresholds.  Monitor attendance & punctuality of identified pupils	Deputy Headteacher	£7000	5 <sup>th</sup> December 2016 27 <sup>th</sup> March 2017 10 <sup>th</sup> July 2017
F, G, H Investments in guided reading books, RM books library service SLA	To develop a 'reading for pleasure' culture in school. To support teaching of reading.	Termly tracking and half termly pupil progress meetings outcomes for children receiving one to one counselling.  Monitoring of lessons and progress in books.	ECAR teacher	£4000	5 <sup>th</sup> December 2016 27 <sup>th</sup> March 2017 10 <sup>th</sup> July 2017
B, D, E, F, G, H Additional teacher in Y6	Success in 2015/16 particularly for mathematics and writing attainment and progress.	Termly tracking and half termly pupil progress meetings.  Monitoring of lessons and progress in books.	Assistant Headteacher	£47615	5 <sup>th</sup> December 2016 27 <sup>th</sup> March 2017 10 <sup>th</sup> July 2017
B, D, E, F, G, H PiXL CLUB	Success in identifying key marginal children in 2015/16 particularly for mathematics and writing attainment and progress.	Termly tracking and half termly pupil progress meetings.  Monitoring of lessons and progress in books.	Assistant Headteacher	£3000	5 <sup>th</sup> December 2016 27 <sup>th</sup> March 2017 10 <sup>th</sup> July 2017
Tutor Trust 1:1 Maths tuition	Taking part in EEF project	Termly tracking and half termly pupil progress meetings.  Monitoring of lessons and progress in books.	Assistant Headteacher	£1000	5 <sup>th</sup> December 2016 27 <sup>th</sup> March 2017 10 <sup>th</sup> July 2017
F, G, H	All pupils have opportunity to attend school trips which enhance	Termly tracking and half termly pupil progress meetings.	Headteacher	£15000	5 <sup>th</sup> December 2016

Subsidy of trips or enhancement projects (offering experiences that may otherwise be lacking)	curriculum projects particularly in writing across the curriculum	Monitoring of lessons and progress in books with a focus on writing across the curriculum.			27 <sup>th</sup> March 2017 10 <sup>th</sup> July 2017
A, F, G P4C training/support	The EEF reported that P4C had as positive impact on KS2 attainment in reading and maths, with the biggest positive impact on the KS2 results amongst disadvantaged pupils. Wider outcomes such as confidence to speak, listening to others and self-esteem were also reported.	Termly tracking and half termly pupil progress meetings.  Monitoring of lessons and progress in books.	P4C lead	£5075	5 <sup>th</sup> December 2016 27 <sup>th</sup> March 2017 10 <sup>th</sup> July 2017
E, F, G, H, I Education Welfare Officer	Rigorous monitoring of attendance in school. Support for school learning mentor. Attendance improved by 0.8% in the last three years.	Weekly attendance monitoring.  Monthly attendance panels.  Monitoring the of attendance vulnerable of groups.	Headteacher	£4104	5 <sup>th</sup> December 2016 27 <sup>th</sup> March 2017 10 <sup>th</sup> July 2017
D, F, G, H, I Wild Tribe intervention Y3/4	Success in 2015-16	Termly tracking and half termly pupil progress meetings of children accessing the intervention.  Monitoring of progress in books.  Monitoring of attendance.  Analysis of behaviour logs.	Deputy Headteacher	£2268	5 <sup>th</sup> December 2016 27 <sup>th</sup> March 2017 10 <sup>th</sup> July 2017
F, G, H Shakespeare Project	Success in 2013, 2014 & 2015	Termly tracking and half termly pupil progress meetings of children in Y5.	Assistant Headteacher	£1500	5 <sup>th</sup> December 2016 27 <sup>th</sup> March 2017 10 <sup>th</sup> July 2017

		Monitoring of lessons and progress in books. Parental attendance at the performance.			
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5. Attainment of EYFS pupils 2016			
Headline measure	Pupils eligible for PP	Pupils not eligible for PP	National
Achieving a good level of development			

6. Attainment of Y1 pupils 2016 Phonic check			
Headline measure	Pupils eligible for PP (15)	Pupils not eligible for PP (13)	National
	80%	92%	81%

7. Attainment of Y2 pupils 2016 Phonic check			
Headline measure	Pupils eligible for PP (15)	Pupils not eligible for PP (14)	National
	100%	100%	91%

Attainment of Year 2 pupils 2016				
Headline measure	Pupils eligible for PP (16)	Pupils not eligible for PP (13)	National	
			ALL	NON PP
% achieving national standard in reading	56%	62%	74%	78%
% achieving national standard in writing	44%	54%	65%	70%
% achieving national standard in maths	50%	62%	73%	77%
% achieving greater depth in reading	13%	15%	24%	27%
% achieving greater depth in writing	0%	0%	13%	16%
% achieving greater depth in maths	0%	0%	18%	20%

Achievement of Y6 pupils 2016			
Headline measure			National

	<b>Pupils eligible for PP (20)</b>	<b>Pupils not eligible for PP (7)</b>	<b>ALL</b>	<b>NON PP</b>
% achieving national standard in reading, writing and maths	35%	86%	53%	60%
% achieving the higher standard in reading, writing and maths	0%	0%	5%	7%
% achieving national standard in reading	40%	86%	66%	71%
% achieving the higher standard in reading	5%	29%	19%	23%
% achieving national standard in writing	90%	100%	74%	79%
% achieving the higher standard in writing	10%	14%	15%	18%
% achieving national standard in maths	75%	100%	70%	75%
% achieving the higher standard in maths	15%	29%	17%	20%
% achieving national standard in GPS	85%	100%	72%	78%
% achieving the higher standard in GPS	30%	57%	22%	27%
Pupils' progress score in reading	-0.26	2.7		
Pupils' progress score in writing	4.44	1,23		
Pupils' progress score in maths	2.33	3.52		
Pupils average scaled score in reading	99.4	107.7	102.6	103.8
Pupils average scaled score in maths	103.0	108.6	103	104.1

### 8. Termly review information

December 2016	March 2017	July 2017

### 9. Attainment of EYFS pupils 2017

Headline measure	Pupils eligible for PP	Pupils not eligible for PP	National
Achieving a good level of development			

### 10. Attainment of Y1 pupils 2017 Phonic check

Headline measure	Pupils eligible for PP	Pupils not eligible for PP	National

### 11. Attainment of Y2 pupils 2016 Phonic check

Headline measure	Pupils eligible for PP	Pupils not eligible for PP	National

<b>12. Attainment of Year 2 pupils 2017</b>			
Headline measure	Pupils eligible for PP	Pupils not eligible for PP	National
% achieving national standard in reading			
% achieving national standard in writing			
% achieving national standard in maths			
% achieving greater depth in reading			
% achieving greater depth in writing			
% achieving greater depth in maths			

<b>13. Achievement of Y6 pupils 2017</b>			
Headline measure	Pupils eligible for PP	Pupils not eligible for PP	National
% achieving national standard in reading, writing and maths			
% achieving the higher standard in reading, writing and maths			
% achieving national standard in reading			
% achieving the higher standard in reading			
% achieving national standard in writing			
% achieving the higher standard in writing			

% achieving national standard in maths			
% achieving the higher standard in maths			
% achieving national standard in GPS			
% achieving the higher standard in GPS			
Pupils' progress score in reading			
Pupils' progress score in writing			
Pupils' progress score in maths			
Pupils average scaled score in reading			
Pupils average scaled score in maths			

<b>14. Review of expenditure</b>			
<b>Chosen action/approach</b>	<b>Impact. Did it make the success criteria</b>	<b>Lesson learned. Will it continue?</b>	<b>Cost</b>
A, B Implementation of speech & language programmes and intervention groups in EYFS & KS1 (Talk Boost)			£10000
D, F, G, I Place2Be			£41,333
C			£10000

Mentor Support & training for NQTs in Y3, Y4 & Y5			
B, G, H Reading Recovery/ECAR teacher			£51930
D, I School Based Social Worker			£7000
F, G, H Investments in guided reading books, RM books library service SLA			£4000
B, D, E, F, G, H Additional teacher in Y6			£47615
B, D, E, F, G, H PiXL CLUB			£3000
Tutor Trust 1:1 Maths tuition			£1000
F, G, H Subsidy of trips or enhancement projects (offering experiences that may otherwise be lacking)			£15000
A, F, G P4C training/support			£5075
E, F, G, H, I Education Welfare Officer			£4104
D, F, G, H, I			£2268

Wild Tribe intervention Y3/4			
F, G, H Shakespeare Project			£1500