

Pupil Premium Strategy Statement: Summerville Primary School

1. Summary information					
School	Summerville Primary School				
Academic Year	2018-19	Total PP budget	£143,880	Date of most recent PP review	January 2019
Total number of pupils	255	Number of pupils eligible for PP	109	Date for next strategy review	September 2019

2. Attainment 2018 (based on Y6 results)					
Summerville figures for pupils eligible for PP			National figures for pupils not eligible for PP		
% achieving expected in reading	70%		% achieving expected in reading	80%	
% achieving expected in writing	65%		% achieving expected in writing	83%	
% achieving expected in maths	80%		% achieving expected in maths	81%	
Progress measure in reading	0.1		Progress measure in reading	0.3	
Progress measure in writing	-0.2		Progress measure in writing	0.2	
Progress measure in maths	2.0		Progress measure in maths	0.3	

3. Barriers to future attainment	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Low baseline of attainment on entry to EYFS. Children's starting points in all areas is significantly below that Expected of other children nationally.
B	Some pupils may not be working at an age-related level and have conceptual gaps or misconceptions
C	Some pupils may have limited speech and language skills which can impact on learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D	In some cases, attendance of targeted groups including PP and PP children with SEN support
E	In some cases, access to resources, such as books, libraries and life experiences
F	In some cases, safeguarding and emotional barriers to learning

4. Desired outcomes	Success Criteria
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A	To ensure that disadvantaged pupils in EYFS make better than expected progress from starting points	<ul style="list-style-type: none"> • Pupils eligible for Pupil Premium make as much progress as ‘other’ pupils, and this impacts positively on the numbers of PP children reaching a good level of development at the end of their reception year.
B	<p>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>To ensure pupils consolidate basic skills.</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<ul style="list-style-type: none"> • Pupils will meet (or exceed age related national expectations in maths and English. • All staff will receive appropriate CPD to facilitate development and high quality teaching. • Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. • Teachers will give pupils weekly opportunities to consolidate key skills in phonics, gps, reading and maths. • Support staff will support learning effectively. • Additional intervention sessions will take place, based on gaps/need.
C	<p>To develop opportunities for oracy across the school.</p> <p>To embed and sustain a reading culture that ensures all pupils read regularly and develop a ‘love of books’.</p> <p>Pupils read regularly and have access to high quality texts in guided reading, curriculum learning, ERIC and book corners.</p> <p>Pupils will write extended pieces of writing each week and receive effective feedback to improve these pieces.</p> <p>Pupils will develop mathematical language and reasoning skills.</p> <p>P4C will be embedded across the whole school</p>	<ul style="list-style-type: none"> • Pupils read regularly (x5 times a week) in ERIC • Pupils (who need to) will have opportunities for additional reading in school • Guided reading sessions will include elements of retrieval, meaning and inference • P4C sessions take place at least every two weeks. • Teachers will give pupils precise feedback which the children can respond to each week. • Children will be able to articulate reasoning and problem solving in mathematics
D	All our pupils eligible for Pupil Premium will meet national expectations for attendance and punctuality	<ul style="list-style-type: none"> • Reduce the number of persistent absentees among pupils eligible for Pupil Premium to 10% or below (national 8.8%) • All our disadvantaged match or exceed national averages for non disadvantaged pupils

		<ul style="list-style-type: none"> • Parents will be informed each term of their child's colour coded attendance bands • The school will contact parents proactively if attendance is a concern or slips • Families to engage with the education welfare officer • Breakfast club offered to priority pupils
E	School will deliver a knowledge rich, engaging and varied curriculum	<ul style="list-style-type: none"> • Pupils will be exposed to a wide range of social, cultural, enrichment and sporting activities • Our curriculum approach will ensure that children learn the age appropriate skills and knowledge for each subject taught • Pupils will be taught by specialist MFL, music and PE teachers • Y6 pupils will have access to specialist science teachers from our local secondary school
F	For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to ready to learn	<ul style="list-style-type: none"> • A reduction in the number of children reaching Children Service thresholds

5. Planned expenditure					
Academic Year 2018-19					
1. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review the implementation?
Improved oral language in EYFS	Introduce NFER WellComm language baseline as a screening tool into Nursery.	A language baseline, which will accurately assess the quality of our Early Years setting and predict the development of the children in our Nursery class.	Termly analysis of attainment and progress data to ensure all groups of pupils are making expected progress.	EYFS lead	Termly
Standards in EYFS improve with targeted and adult	Additional planned intervention groups based on quick identification of	Children begin school significantly below age related expectations	Termly evaluations of progress in Pupil Progress meetings.	EYFS lead	

support to ensure progression.	children at risk of falling behind and those not making expected progress. Increased ratio of support staff in EYFS (offering increased adult directed support)	particularly in language and communication. We know that children with poor language skills at five are less likely to be strong fluent readers at eleven. Data shows that KS1 was well below the national figure for reading, writing and mathematics.			
To ensure pupils in Y1 and Y2 make at least expected progress in phonics, reading and writing	Reading Recovery/ECAR teacher April-July 2018 Wave 3 FFT intervention for targeted PP children	A targeted and evidence based intervention to support reading and writing of children in Y1 & Y2.	Termly tracking pupil progress meetings of pupils receiving the intervention.	KS1 English subject leader	Termly
To ensure all children make at least expected progress in reading	Investments in guided reading books and library service SLA Targeted reading interventions	To develop a 'reading for pleasure' culture in school. To support teaching of reading.	Increasing children with a reading age above their chronological age Narrow the gap of reading age and comprehension age of identified children.	Literacy subject leaders	Termly
To ensure all children in Y2 and Y6 make at least expected progress in reading, writing and maths	KS1 & KS2 PiXL CLUB Additional teacher in Y2 and Y6	Success in identifying Y6 key marginal children in 2017/18 with all achieving the expected standard in reading, writing and maths	Termly tracking and half termly pupil progress meetings Y2/Y6 identified children achieve the expected standard in reading, writing and maths. They all make at least expected progress and some make better than expected progress.	Deputy Headteacher	Half termly

To ensure attainment in mathematics is similar to national at expected and at greater depth	Tutor Trust 1:1 Maths tuition	<p>Took part in EEF project in 2017/18 which had a positive impact on outcomes in mathematics.</p> <p>Disadvantaged children achieving expected level in mathematics was similar to non-disadvantaged children nationally and progress was better.</p>	Identified children make better than expected progress in mathematics	Deputy Haedteacher	Half termly
2. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review the implementation?
<p>The attendance of Pupil Premium children improves.</p> <p>The gap between Pupil Premium children and others continues to diminish.</p>	Education Welfare Officer	<p>Rigorous monitoring of attendance in school. Support for school Children and Families Officer.</p> <p>Still an in school gap between pupils eligible for the pupil premium and other children.</p> <p>Reduction in the number of children arriving late impacting on overall attendance.</p> <p>Clear escalation policy and robust systems for tracking individual pupils.</p>	<p>Monitoring of attendance of groups half termly</p> <p>Group data: disadvantaged V others in school</p> <p>Clear lines of accountability for staffing.</p> <p>Clear escalation policy with parents having a clear understanding of school procedures.</p> <p>Report to governing body regarding attendance.</p>	Children & Families Officer	Half termly review with EWO

Increase the emotional resilience of targeted children	Place2Be School based social worker Pastoral support and therapeutic group work.	Success in previous years. We know that character or emotional resilience and the essential skills and behaviours are increasingly important and are thought to underpin success in school. The EEF toolkit suggests that character related interventions can be effective for improving attainment especially when linked to learning outcomes.	Termly tracking and half termly pupil progress meetings outcomes for children receiving one to one counselling. Number of self-referrals to Place2Talk. Audit of behaviour logs on CPOMs. Monitoring of lessons and progress in books.	Headteacher	Termly
3. Other approaches (enrichment and experiences)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review the implementation?
All pupils have opportunity to attend school trips which enhance curriculum projects particularly in writing across the curriculum	Subsidy of trips or enhancement projects (offering experiences that may otherwise be lacking)	The focus is on universal programmes which seek to improve engagement in learning for all children.	Termly tracking and half termly pupil progress meetings. Progress in books	Headteacher	Termly
To ensure that all children make at least expected progress in reading, writing and mathematics.	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	Termly tracking and half termly pupil progress meetings	P4C lead	Termly

To develop confidence, speaking and listening skills and raise self esteem.		amongst disadvantaged pupils. Wider outcomes such as confidence to speak, listening to others and self-esteem were also reported.			
TOTAL BUDGETED COST					£143,880

6. Review of expenditure 2017-18				
i. Quality of teaching for all				
Desired outcome	Chosen approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
For PP to make (or exceed) nationally expectations for progress and attainment across the school.	PIXL interventions in Y6 Reading Recovery teacher in Y1 & Y2 Tutor Trust small group maths Bespoke reading, writing and maths interventions Additional LSA in Reception	Y6 disadvantaged pupils did not meet national expectations in reading and writing but exceeded national expectations in mathematics. Y2 disadvantaged pupils did not make national expectations but were similar to non-disadvantaged pupils in school in reading and maths and better in writing. A greater % of Y1 disadvantaged children in school passed the phonics check compared	Phonics check -impact of three disadvantaged pupils arriving at the start of the summer term not achieving the expected standard. Impact of non-mobile disadvantaged pupils not achieving expected standard in Y6. Impact of quality of teaching in Year 5 in 2017/18. Low starting points, SEND, low attendance and children not attending our nursery impacted	

		to non disadvantaged children in school. Disadvantaged children in EYFS made good progress from starting points but were well below national expectations.	negatively on % achieving a GLD.	
ii. Targeted support				
Desired outcome	Chosen approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to ready to learn.	Place2Be (providing 1:1 play therapy, small group, parent/carer counselling) Varied emotional interventions delivered by Learning Mentor, Children & Families officer & school based social worker. Daily breakfast club Education Welfare Officer	See above for attainment data. Reduction in exclusions. Although attendance below national there was no difference in the attendance of disadvantaged and non disadvantaged children	The same families continue to be persistent absentees despite the level of challenge, support and intervention. Continue to work with outside agencies to provide support and challenge.	
iii. Other Approaches				
Desired outcome	Chosen approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost

For pupils to access a range of social/cultural/sporting experiences, visits and activities	Pupils will partake in cultural visits and visitors to school e.g. local museums, Shakespeare project, in school history workshops, Y6 outdoor & adventurous residential. Philosophy For Children	See above for attainment data. Children benefited from a wide range of experiences which enriched the curriculum. Achieved SAPERE silver P4C award.	Continue to build in experiences to enrich the curriculum.	
			TOTAL COST	£153,617