

## Southbury Primary School Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Southbury Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£189,400	<b>Date of most recent PP Review</b>	January 2019
<b>Total number of pupils (Years 1-6)</b>	337	<b>Number of pupils eligible for PP</b>	98	<b>Date for next PP Strategy Review</b>	April 2019

At Southbury we all work together to enable all of the pupils who pass through our school to reach their full potential in a safe, happy and caring environment. We want them to leave Southbury confident they will be able to succeed in secondary school and beyond. Ultimately we hope that they will be lifelong learners who will be able to find employment that they enjoy doing and is meaningful and rewarding for them as they continue with their journeys through life. To achieve this, it is crucial they have the best possible start to school life and that is what we aim to give them at Southbury.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between pupils eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However schools will be held accountable for how they have used the additional funding to support pupils from disadvantaged families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry/have joined us with little or no English, our aim is to ensure that they make accelerated progress *towards* reaching age related expectations as they move through the school. Once a child is working at age related expectations, we continue to extend that learning further to ensure that this is sustained or that they then reach higher levels of attainment (are working at greater depth). We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

Current Attainment: <b>September</b>	% PP below the expected standard	% Non PP below the expected standard	% PP achieving the expected standard	% Non PP achieving the expected standard	% PP achieving a high standard	% Non PP achieving a high standard
Reading	45%	40%	43%	49%	12%	11%
Writing	49%	49%	45%	45%	6%	6%
Maths	28%	28%	61%	56%	11%	16%

Current Attainment: <b>January</b>	% PP below the expected standard	% Non PP below the expected standard	% PP achieving the expected standard	% Non PP achieving the expected standard	% PP achieving a high standard	% Non PP achieving a high standard
Reading	41%	40%	45%	51%	14%	9%
Writing	49%	46%	45%	49%	6%	5%
Maths	29%	27%	59%	57%	12%	16%

Current Attainment: <b>April</b>	% PP below the expected standard	% Non PP below the expected standard	% PP achieving the expected standard	% Non PP achieving the expected standard	% PP achieving a high standard	% Non PP achieving a high standard
Reading						
Writing						
Maths						

Current Attainment: <b>July</b>	% PP below the expected standard	% Non PP below the expected standard	% PP achieving the expected standard	% Non PP achieving the expected standard	% PP achieving a high standard	% Non PP achieving a high standard
Reading						
Writing						
Maths						

<b>2. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	70% of PP pupils have English as a second language.
<b>B.</b>	Oral language skills in Nursery & Reception have been low for pupils entering school, which has slowed reading progress.
<b>C.</b>	On entry to the school - baseline levels for all areas of development are significantly below age-related expectations.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	The language barrier for the significant proportion of our parents who have little or no English which restricts the support they can offer their children out of school.
<b>E</b>	The impact of the longer summer break when pupils have limited access to the English language which can lead to challenges in the terms of progress being made in Autumn term.
<b>F</b>	As the school is situated in an area of high social deprivation, many pupils have limited access to reading material outside of school.

3. Outcomes (Desired outcomes and how they will be measured)		Success criteria	Impact as of current review: January	Impact as of current review: April	Impact as of current review: July
A.	Improve reading skills for pupils eligible for PP	Outcomes for all year groups for PP pupils are in line with all pupils	Autumn PP pupils WA+ = 59% Non PP pupils WA+ = 60%	Spring PP pupils WA+ = % Non PP pupils WA+ = %	Summer PP pupils WA+ = % Non PP pupils WA+ = %
B.	Improve speech and language skills for PP pupils in Reception	Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year	Autumn - 44% of PP pupils in Reception (4/9) are currently on track to reach GLD for speaking (40-60b+)	Spring - % of PP pupils in Reception are currently on track to reach GLD for speaking (40-60d+)	Summer - % of PP pupils in Reception achieved the GLD for speaking
C.	Increase parental engagement through workshops  Improve attendance of PP pupils	High attendance at parent workshops  Evaluations and parent questionnaires show that parents welcome support with their child's learning  Improve the attendance of PP pupils from 2017-18 by ensuring that PP attendance rate is not below 95%	PP attendance for Autumn - 96.9%	% of parents who attended the parent reading sessions: EYFS & KS1 - % KS2 - % Whole school - %  PP attendance for Autumn & Spring - % (+ compared to non-PP)	
D.	Increase the number of PP pupils reaching the higher standard in reading, writing and maths at the end of KS2	Data shows most able PP pupils are in line with most able nationally	7% of PP pupils achieved the higher standard in reading, writing and maths in comparison to 17% of non-PP pupils. The national average was 13% so a difference of 6%.	% of PP pupils are achieving the higher standard in maths, % in reading and % in writing (based on internal data for spring term)	End of KS2 test outcomes (% of PP pupil achieving the higher standard) Reading - % (non-PP = %) Writing - % (% non-PP) Maths - % (% non-PP)

4. Planned expenditure					
Academic year		2018-19			
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?
Improve reading skills for pupils eligible for PP	Daily supported reading programme for reception and year 1 (reception in Summer term)	This method has a proven track record of success in raising school reading standards as KS1. Daily reading activity led by trained staff to ensure pupils are making maximum progress in reading (due to low starting points and limited language)	DSR Lead Training with Enfield Lead to ensure all new staff involved are inducted	DSR/Phonics Lead	January 2019 April 2019 July 2019
	Setting for phonics in Reception, year 1 and year 2	Outcomes at the end of year 1 phonics screening and for reading at the end of KS1 in other schools locally have shown an improvement after setting  Most able PP targeted to extend learning	Literacy Lead/ Phonics Lead Timetabled daily Part of the regular monitoring schedule	Literacy Lead Phonics Lead	January 2019 April 2019 July 2019
	Whole class Guided reading sessions - led by teacher	Move from carousel-style Guided Reading where only some pupils are being 'taught' - to 'teaching' reading through whole-class lessons. This more rigorous approach will help develop reading skills and still encourage independence	Literacy Lead Staff Meetings and INSET	Literacy Lead	January 2019 April 2019 July 2019
<b>Total budgeted cost</b>					£4,800

ii. Targeted support					
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
Improve reading skills for pupils eligible for PP	Inclusion team staff running intervention groups in phonics and reading	Some pupils need targeted support to diminish differences and to have individual support matched to their needs. This approach has been shown to be effective in other schools	Improving outcomes in reading is part of SIP - SLT regularly review this  Groups will be tracked termly and assessment information analysed  Timetabled to ensure that	Assistant Head - SENCO Literacy Lead  DHT - Assessment Lead  Inclusion team	January 2019 April 2019 July 2019
Accelerate progress of all PP pupils	Interventions where needed in reading, writing and maths	Some pupils need targeted support to diminish differences and to have individual support matched to their needs  Data for 2017 in the school showed positive progress measures where additional support and interventions were implemented  The data for PP pupils shows they must continue to make accelerated progress to diminish the differences with all pupils nationally	Groups will be tracked termly and assessment information analysed  Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support	Assistant Head - SENCO Literacy Lead  DHT - Assessment Lead  Inclusion team	January 2019 April 2019 July 2019

<p>Provide additional support for EAL PP pupils</p>	<p>Provide all EAL pupils with a rich language experience through group work and 1-1 support</p> <p>Identify and track progress of EAL PP pupils</p>	<p>The data shows this groups as underachieving</p> <p>EAL pupils need intervention to support them to develop fluency when in English</p> <p>"Starting points of EAL learners will vary according to their age, level of English and educational background, so no single induction programme will match everyone's needs". - British Council 2016</p>	<p>Assistant Head - SENCO and Assessment Lead to ensure pupil outcomes are improving and that the provision supports pupils to develop their fluency in speaking English.</p> <p>Assessment Lead to look at data and to highlight the needs of pupils (shared and discussed at pupil progress meetings)</p>	<p>Assistant Head - SENCO</p> <p>DHT - Assessment Lead</p> <p>Inclusion team</p>	<p>January 2019 April 2019 July 2019</p>
<p>Increase the number of PP pupils reaching the higher standard in reading at end of KS2</p>	<p>Identify pupil from Years 3-6 who are WT (aim to secure WA)</p> <p>Intervention support (tutoring and Easter Holiday Club)</p> <p>Provide high quality home reading material</p> <p>Third teacher for maths across school (smaller and more focused teaching to match needs of pupils)</p>	<p>The school data shows that we need to increase the number of most able PP pupils reaching a higher standard</p> <p>Nationally PP do less well at the higher levels therefore this needs to be a focus for all schools</p> <p>Maths and English focus - however, Main focus on reading as this area of learning is the key to accessing all aspects of the curriculum</p>	<p>Extra teaching time after school and during Easter holiday</p> <p>Produce a list of targeted pupils and track progress</p>	<p>Head of School Assistant Head - SENCO</p> <p>DHT - Assessment lead</p>	<p>January 2019 April 2019 July 2019</p>
<b>Total budgeted cost</b>					<p>£184,600 7</p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase parental engagement through workshops	Senior Leaders and subject Leads to deliver workshops  Parents invited to reading workshops - teacher to share strategies for reading a book with parents  Support parents with reading books to share at home (short videos and a list of recommended books on website)	Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust)  Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regularly read with their child	Attendance information at workshops to be analysed  Targeting particular parents to attend  Reading workshops to be planned and supported with the English Lead	SLT and subject Leads	January 2019 April 2019 July 2019
Improve attendance of PP pupils	PSA, Assistant Head for Inclusion and Head of School to focus on PP pupils attendance	We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes	Tracking of attendance data Regular meetings with PSA  Governors to have a termly report to ensure clear actions are in place and attendance	Head of School PSA, Assistant Head for Inclusion	January 2019 April 2019 July 2019
<b>Total budgeted cost</b>					Part of school's allocated funds



<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve reading skills for pupils eligible for PP	<p>Daily supported reading programme for reception and year 1 (reception in Summer term)</p> <p>Setting for phonics in Reception, year 1 and year 2</p> <p>Weekly whole class reading sessions – led by teacher</p>	<p>56% of pupils reached age related expectations by the end of year 1. This is in comparison to 50% of non-PP pupils meeting the expected standard.</p> <p>82% of pupils passed the year 1 phonics screening (this cohort has tracked up from Reception, having been in set groupings for Phonics thus demonstrating its positive impact).</p> <p>These sessions are working well and have Contributed to increased attainment for pp pupils. 55% were at ARE+ in Autumn 1 and this increased to 68% by Summer 2.</p>	<p>This programme has a positive impact on all pupils reading and will continue next year</p> <p>Ensure all new staff are fully trained to deliver the programme</p> <p>Ensure all staff know the targeted PP pupils that need to show accelerated progress</p> <p>Introducing DSR to targeted Reception PP pupils to continue in order to push for accelerated progress when continued in Year 1</p> <p>At least one teacher led reading session will be delivered each week so that teachers are able to explicitly teach the skills needed to access the more challenging texts and question styles the pupils are now faced with</p>	£4,800

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To diminish the difference between PP and all pupils	<p>All members of the teaching staff were given a list of PP pupils they teach and were able to target specific PP within planning and lesson time to help accelerate progress</p> <p>Teacher and/or support staff working with targeted PP groups and individuals</p> <p>Interventions/1-1 support where needed</p> <p>Tuition support after school</p>	<p>Proportion of pupils at ARE+</p> <p>Year 1 Reading – PP outperforming non-PP by 6% Writing – PP being outperformed by 6% Maths – PP being outperformed by 2%</p> <p>Year 2 Reading – PP outperforming non-PP by 14% Writing – PP being outperformed by 5% Maths – PP being outperformed by 7%</p> <p>Year 3 Reading – PP being outperformed by 1% Writing – PP being outperformed by 3% Maths – PP outperforming non-PP by 3%</p> <p>Year 4 Reading – PP being outperformed by 21% Writing – PP being outperformed by 19% Maths – PP being outperformed by 22%</p> <p>Year 5 Reading – PP outperforming non-PP by 3% Writing – PP being outperformed by 1% Maths – PP outperforming non-PP by 2%</p> <p>Year 6 Reading – PP outperforming non-PP by 5% Writing – PP being outperformed by 8% Maths – PP being outperformed by 8%</p>	<p>No real discrepancies but will continue to monitor</p> <p>No real discrepancies but will continue to monitor (particularly the differences in reading)</p> <p>No real discrepancies but will continue to monitor</p> <p>Progress of PP pupils in writing to be closely monitored (is already identified as an area of focus for the new academic year)</p> <p>No real discrepancies but will continue to monitor</p>	£189,400