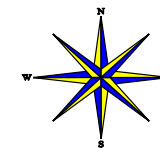


Southern Road Primary School Pupil Premium Strategy Statement 2016-17



1. Summary information					
Academic Year	2016/17	Total PP budget	£312,100	Date of most recent PP Review	
Total number of pupils	668	Number of pupils eligible for PP	237	Date for next internal review of this strategy	Spring 2017

2. Current attainment		
	<i>Our pupils eligible for PP</i>	<i>National Average (All Pupils)</i>
% achieving in expected+ in reading, writing and maths	76%	53%
Average scaled score in reading	104.3	102.6
% achieving expected+ in writing	89%	74%
Average scaled score in maths	107.3	103.0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	English as Additional Language
B.	Poor speaking and listening skills on entry to school
C.	Limited support for learning from some families
External barriers	
D.	Area of high deprivation, temporary accommodation and risk of eviction
E.	Lack of aspiration and confidence from some families

4. Desired outcomes		Success Criteria
A.	Improved attainment for PP pupils with focus on more able disadvantaged pupils	Gap closing with National for more able disadvantaged pupils
B.	Improved life experiences and confidence as learners	Pupils have more positive attitudes to and greater understanding of learning thereby achieving more
C.	Increased parental support and involvement particularly for targeted families	Greater engagement in learning and improved outcomes especially for targeted pupils

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?
Improved attainment in reading across school especially for more able pupils	Phase Leaders ensuring consistent implementation of practice and expectations – team teaching and planning, modelling lessons and targeted CPD.	Research shows that in school variance can have a negative effect in progress, especially for disadvantaged pupils	Learning Walks Phase Meetings SLT meetings	DHT's	Termly
	Maximising learning time through after school provision Development of Maths and English skills through gap analysis, addressing misconceptions and SAT's revision Development of skills through one to one and small group targeted support Improving subject knowledge for higher level reading and writing Employ additional teachers to support KS1 and KS2 in reading and phonic activities	Previous data analysis of interventions and booster groups has shown excellent rates of progress for children	Half termly PPR's Data Analysis Learning Walks Classroom Observation	Phase Leaders Subject Leaders	Half Termly
	Use extra Nursery Nurses to support EYFS in early intervention work improving basic language skills and building vocabulary. Supporting social and emotional skills so children are ready to learn Introduce Reading Ambassadors programme to raise the profile of reading and reading skills, especially for boys and struggling readers	Research highlights the benefit of oral language intervention targeting low level language skills and poor communication	Learning Walks Phase Meetings SLT meetings PPR's School Council reports Learning walks	DHT Early Years Phase Leader Assistant Head	Termly April 2017
Total budgeted cost					£173,000

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 implementation?
Improved life experiences and confidence as learners	Employ a Speech and Language Therapist to develop earliest intervention practice, working with staff to ensure consistency in the teaching and learning of communication skills	Pupils make good and better progress with improved communication skills	Social Inclusion Meetings	SENCo's	Termly
	Use our School Counsellor to meet the needs of pupils with social and emotional needs across the school	Increase in resilience will lead to better rates of academic achievement. Pupils feel safe and happy to come to school.	Social Inclusion Meetings School Council Meetings	SENCo's	Termly
	Provide additional resources for reading/toy lending library for toddler group	To increase the access children have to books and toys that will support	Lending records, learning walks	DHT Early Years Phase Leader	July 2017
	Support for educational visits/outdoor education residential to extend cultural experiences and build confidence.	Outdoor learning especially those involving collaborative learning experiences are shown to have a positive impact on learning	Pupil and parent feedback,	DHT's Phase Leaders	Termly
	Use the Brilliant Club to raise aspirations of disadvantaged G&T pupils to attend highly selective universities.	Working with a PhD student pupils will develop independent study, critical thinking and communication skills.	Work scrutinies, Learning walks PPR's	Assistant Head	January 2017
Total budgeted cost					£105,000

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?
Increased parental support and involvement particularly for targeted families	<p>Targeted Breakfast Club to improve social skills and attendance and punctuality</p> <p>Running parents workshops in order to increase engagement of parents in learning</p> <p>Using our Family Support Worker to support parents to overcome barriers to children's learning and increasing the engagement of parents in learning</p>	<p>Past experience has shown us that through providing targeted places before school children's attendance and attitudes to learning have improved.</p> <p>Research shows that developing a positive ethos through greater engagement in learning can add to pupil's academic achievement</p>	<p>Pupil surveys Behaviour reviews</p> <p>Parental surveys, parent feedback forms Social Inclusion meetings</p>	<p>DHT</p> <p>DHT / Attendance Officer</p>	<p>Termly</p> <p>April 2017</p>
Total budgeted cost					£43,000

6. Review of expenditure				
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Academic Year				
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i. Quality of teaching for all				
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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support				
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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches				
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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail				
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<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p>				
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