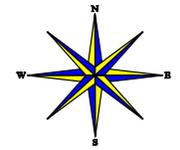


# Southern Road Primary School Pupil Premium Strategy Statement 2017/18



1. Summary information					
Academic Year	2017/18	Total PP budget	£280,000	Date of most recent PP Review	Nov 17
Total number of pupils	650	Number of pupils eligible for PP	170	Date for next internal review of this strategy	Spring 2 2018

2.	3.	4. Current attainment			
		<i>Our pupils eligible for PP KS1</i>	<i>KS1 National Average (All Pupils)</i>	<i>Our pupils eligible for PP KS2 (progress in brackets)</i>	<i>KS2 National Average-All Pupils (progress in brackets)</i>
% achieving in expected+ in reading, writing and maths			No Ks1 national combined	<b>78.6%</b>	<b>67.4%</b>
% achieving expected+ in reading		<b>78.9</b>	<b>76.5</b>	<b>83.3% (1.16)</b>	<b>76.8% (0.33)</b>
% achieving expected+ in writing		<b>78.9</b>	<b>72.2</b>	<b>92.9% (1.74)</b>	<b>74% (0.17)</b>
% achieving expected+ in writing		<b>84.2</b>	<b>78.8</b>	<b>85.7% (2.21)</b>	<b>81.1% (0.28)</b>

5. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	High numbers of learners still at Early stages of learning English. Growing number of Romanian families.
B.	Poor spoken English on entry to school in Reception and mid phase admissions.
C.	Low on entry to EYFS.
<b>External barriers</b>	
D.	Area of high deprivation, temporary accommodation and risk of eviction
E.	Lack of aspiration and confidence from some families
6. Desired outcomes	
	Success Criteria
A.	To continue to maintain the above national progress for disadvantaged pupils.
B.	Improved life experiences and confidence as learners
C.	Increased parental support and involvement particularly for targeted families
	Gap closing within school between our more able disadvantaged and non-disadvantaged pupils.
	Pupils have more positive attitudes to and greater understanding of learning thereby achieving more
	Greater engagement in learning and improved outcomes especially for targeted pupils

## 7. 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?
Improved <b>progress</b> in reading and writing from on entry to end of Key stage Two particularly for HA pupils.	<ul style="list-style-type: none"> <li>KS2 teachers to be made fully aware of prior attainment groups as early as possible in academic year in order to track and target specific groups of children that need extra support in order to make at least expected progress.</li> </ul>	Identifying gaps in children's learning as early as possible will ensure that these children will not fall behind.	Learning Walks Phase Meetings SLT meetings	SLT	Half Termly
	<ul style="list-style-type: none"> <li>New online assessment tool Classroom Monitor to be implemented to analyse key data in a faster, more accurate and effective manner</li> </ul>	Better assessment and data analysis tool will empower staff and ensure these groups of children are tracked effectively.	PPA sessions Half termly assessment weeks Half termly Pupil progress meetings Learning Walks/ Classroom Observation	SLT Subject Leaders	Half Termly
	<ul style="list-style-type: none"> <li>Further teaching of key skills through one to one and small group targeted support.</li> <li>Improving subject knowledge for higher level reading and writing.</li> </ul>	Previous data analysis of interventions and booster groups has shown excellent rates of progress for children	Specific booster groups will be identified alongside the class teachers.	SLT  Assistant Head	Termly
<b>Total budgeted cost</b>					<b>£ 80,000</b>

### 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
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					<b>implementation?</b>
Improved life experiences and confidence as learners	<ul style="list-style-type: none"> <li>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</li> </ul>	Pupils make good and better progress with improved communication skills	Social Inclusion Meetings	SENCo's	Termly
	<ul style="list-style-type: none"> <li>Further promote the Head start Resilience programme.</li> </ul>	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	All staff	Termly
	<ul style="list-style-type: none"> <li>School Counsellor to meet the needs of pupils with social and emotional needs across the school</li> </ul>	As above as well as improvements in behaviour for learning for these children.			Termly
	<ul style="list-style-type: none"> <li>Increase number of Toddler groups per week.</li> </ul>	Parent surveys	Pupil and parent feedback,		Termly
	<ul style="list-style-type: none"> <li>Support for educational visits/outdoor education residentials to extend cultural experiences and build confidence.</li> </ul>	Outdoor learning especially those involving collaborative learning experiences are shown to have a positive impact on learning	AHT to attend EVT training. Implement use of EVOLVE to support.	SLT	Termly
	<ul style="list-style-type: none"> <li>Continued work with the Brilliant Club to raise aspirations of disadvantaged G&amp;T pupils to attend highly selective universities.</li> </ul>	Working with PhD student pupils will develop independent study, critical thinking and communication skills.	Through previous experience and analysis provided from Brilliant Club tutors and pupil feedback		Summer 2018
Improve outcomes for MPA in particular those new to English.	Employ a foreign language to target specific groups.	Increase in number of children from Eastern Europe (Romanian is now the fifth highest spoken language in the school with 30 families )	Admission procedures have been reviewed and initial assessments of new starters will be implemented target those children for support in basic English	EAL lead SLT	Termly

<b>Total budgeted cost</b>					<b>£135,000</b>
<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>
Increased parental support and involvement particularly for targeted families	Targeted Breakfast Club to improve social skills and attendance and punctuality	Past experience has shown us that through providing targeted places before school children's attendance and attitudes to learning have improved.	Pupil surveys Behaviour reviews	DHT	Termly
	Running parents workshops in order to increase engagement of parents in learning  Using our Family Support Worker to support parents to overcome barriers to children's learning and increasing the engagement of parents in learning	Research shows that developing a positive ethos through greater engagement in learning can add to pupil's academic achievement	Parental surveys, parent feedback forms, Inclusion and Pastoral meetings.	SLT SENCos Attendance officer.	
<b>Total budgeted cost</b>					<b>£63,000</b>

