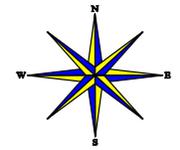


Southern Road Primary School Pupil Premium Strategy Statement 2018/19



1. Summary information					
Academic Year	2018/19	Total PP budget	£273,240	Date of most recent PP Review	Nov 18
Total number of pupils	676	Number of pupils eligible for PP	207	Date for next internal review of this strategy	Summer 1 2019

			Our pupils eligible for PP KS2		KS2 National Average-All Pupils (
KS2 % achieving in expected+ in reading, writing and maths			84%		64.3%
	Our pupils eligible for PP KS1	KS1 National Average (All Pupils)	Progress of our pupils eligible for PP KS2		KS2 National Progress –All pupils
% achieving expected+ in reading KS1	78	75.4	Reading	2.1	0.06
% achieving expected+ in writing KS1	74	69.9	Writing	0.9	0.03
% achieving expected+ in maths KS1	78	76	Maths	5.1	0.1

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
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.	
External barriers		
D.	Area of high deprivation, temporary accommodation and risk of eviction	
E.	Lack of aspiration and confidence from some families	
3. Desired outcomes		Success Criteria
A.	To continue to maintain the above national progress for disadvantaged pupils.	Continue to ensure there is little gap in outcomes and progress between all groups of (in particular more able) disadvantaged and non-disadvantaged pupils. Focus on English
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

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?
Improved progress in reading and writing from on entry to end of Key stage Two particularly for HA pupils.	<ul style="list-style-type: none"> 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. New online assessment tool Classroom Monitor to be implemented to analyse key data in a faster, more accurate and effective manner Further teaching of key skills through one to one and small group targeted support. Improving subject knowledge for higher level reading and writing. 	<p>Identifying gaps in children's learning as early as possible will ensure that these children will not fall behind.</p> <p>Deep analysis of assessment and data with a focus on prior attainment groups.</p> <p>Use of staff expertise (moderator for borough at EYFS, KS1 and KS2) will support staff and ensure these groups of children are graded accurately.</p> <p>Previous data analysis of interventions and booster groups has shown excellent rates of progress for children</p>	<p>Learning Walks Phase Meetings SLT meetings</p> <p>PPA sessions Half termly assessment weeks Half termly Pupil progress meetings Learning Walks/ Classroom Observation</p> <p>Specific booster groups will be identified alongside the class teachers targeting all children.</p> <p>AHT to teach focused English group daily.</p>	<p>SLT</p> <p>SLT Subject Leaders for English and EYFS</p> <p>SLT</p> <p>Assistant Head</p>	<p>Half Termly</p> <p>Half Termly</p> <p>As required (Pupil progress meetings)</p>
Total budgeted cost					£ 80,000

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	<ul style="list-style-type: none"> 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 Continued development of the Head start Resilience programme. PLACE 2 BE service launched within the school meet the needs of pupils and their families with social and emotional needs across the school Support for educational visits/outdoor education residentials to extend cultural experiences and build confidence. Continued work with the Brilliant Club to raise aspirations of disadvantaged G&T pupils to attend highly selective universities. 	<p>Pupils make good and better progress with improved communication skills</p> <p>Increase in resilience will lead to better rates of academic achievement. Pupils feel safe and happy to come to school.</p> <p>Counsellor on site 3 days a week, children will be able to self-refer at lunchtimes and teachers will have access to onsite expertise in regards to Mental Health.</p> <p>Outdoor learning especially those involving collaborative learning experiences are shown to have a positive impact on learning</p> <p>Working with PhD student pupils will develop independent study, critical thinking and communication skills.</p>	<p>Pastoral team Meetings</p> <p>Pastoral team Meetings School Council Meetings</p> <p>Pupil and parent feedback,</p> <p>AHT attended EVT training. The use of EVOLVE to support.</p> <p>Through previous experience and analysis provided from Brilliant Club tutors and pupil feedback</p>	<p>SENCo's SLT</p> <p>SENCO EAL LEAD SLT</p> <p>Place2 Be SPM Family support worker/SLT</p> <p>SLT</p> <p>AHT</p> <p>EAL lead SLT</p>	<p>Weekly meetings</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Summer 2019</p> <p>By Spring 2019</p>
Improve outcomes for MPA in particular those new to English.	<ul style="list-style-type: none"> Develop further the use of foreign language assistant alongside the EAL lead to target specific groups. 	<p>Increase in number of children from Eastern Europe (Romanian is now the fifth highest spoken language in the school with 30 families)</p>	<p>Admission procedures have been reviewed and initial assessments of new starters will be updated and implemented target those children for support in basic English</p>		By Spring 2019
Total budgeted cost					£135,000

ii. 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	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	Requests from parents	Discussed during weekly pastoral meetings, feedback from parents		
	Increase hours of 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. (pastoral team)	Termly
				Total budgeted cost	£58,000