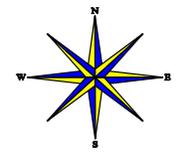


# Southern Road Primary School Pupil Premium Strategy Statement 2019/20



1. Summary information					
Academic Year	2019/20	Total PP budget	£246,840	Date of most recent PP Review	Dec 19
Total number of pupils	579 (659 inc Nursery)	Number of pupils eligible for PP	187	Date for next internal review of this strategy	Summer 1 2020

			Our pupils eligible for PP KS2	KS2 National Average-All Pupils (
KS2 % achieving in expected+ in reading, writing and maths			83%	72%
	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	71	78	Reading	1.6
% achieving expected+ in writing KS1	67	73	Writing	0.6
% achieving expected+ in maths KS1	83	79	Maths	6.3

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- high number of mid phase admissions to Year 4 in 17/18
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 ensure disadvantaged pupils at KS1 achieve in line with national figures.
	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**

**2019/20**

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 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>	<p>Identifying gaps in children's learning as early as possible will ensure that these children will not fall behind.</p>	<p>Learning Walks Phase Meetings SLT meetings</p>	SLT	Half Termly
	<ul style="list-style-type: none"> <li>Adapt our use of Classroom Monitor analyse key data in a faster, more accurate and effective manner</li> </ul>	<p>Deep analysis of assessment and data with a focus on prior attainment groups.</p>	<p>PPA sessions Half termly assessment weeks Half termly Pupil progress meetings Learning Walks/ Classroom Observation</p>	SLT Subject Leaders for English and EYFS	Half Termly
	<ul style="list-style-type: none"> <li>Further teaching of key skills through one to one and small group targeted support.</li> </ul>	<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>Specific booster groups will be identified alongside the class teachers targeting all children.</p>	SLT	As required (Pupil progress meetings)
	<ul style="list-style-type: none"> <li>Improving subject knowledge for higher level reading and writing.</li> </ul>	<p>Previous data analysis of interventions and booster groups has shown excellent rates of progress for children</p>	<p>AHT to teach focused English group daily.(3 days a week)</p>	Assistant Head	
<b>Total budgeted cost</b>					<b>£ 60,000</b>
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"> <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> <li>Continued development of the Head start Resilience programme.</li> <li>Continue to develop and promote the PLACE 2 BE service within the school to meet the needs of pupils and their families with social and emotional needs across the school</li> <li>Support for educational visits/outdoor education residentials to extend cultural experiences and build confidence.</li> <li>Continued work with the Brilliant Club to raise aspirations of disadvantaged G&amp;T pupils to attend highly selective universities.</li> </ul>	<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>DHT 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>Place2 Be Inclusion and Pastoral team.</p> <p>Place2 Be Inclusion and Pastoral team.</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 2020</p> <p>By Spring 20</p>
					<b>Total budgeted cost</b>
					<b>£130,000</b>
<b>ii. Other approaches</b>					

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?
<p>Increased parental support and involvement particularly for targeted families</p>	<p>Targeted Breakfast Club to improve social skills and attendance and punctuality.</p> <p>To continue to run the Magic Breakfast programme 'bagels for all.'</p> <p>Develop further our offer of parents workshops in order to increase engagement of parents in learning</p> <p>Employ new and more experienced 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>Requests from parents</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>Discussed during weekly pastoral meetings, feedback from parents</p> <p>Parental surveys, parent feedback forms, Inclusion and Pastoral meetings.</p>	<p>DHT</p> <p>SLT Inclusion and Pastoral team</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p>
<b>Total budgeted cost</b>				<b>£56,000</b>	