

# South Street Community Primary School – Pupil Premium Strategy Statement

1. Summary information					
School	South Street Community Primary School				
Academic Year	2017-18	Total PP budget	£181,840.00	Date of most recent PP Review	December 2017
Total number of pupils	260 + 31 Nursery	Number of pupils eligible for PP	124 47.69%	Date for next PP Strategy Review	February 2018

2. KS2 attainment 2016-17				
	All Pupils (South Street)	All Pupils (National)	Pupils eligible for PP South Street (5)	Pupils not eligible for PP (national)
%/ numbers achieving the expected standard or above in reading, writing & maths	RWM = 37% R=52.6%, W=73.7% M=60.5%, GPS 55.3%	RWM = 61% R=71%, W=76% M=75%, GPS = 77%	RWM-35% R=53.8%, W=69.2% M=57.7%,	R=77%, W=78.1 M=80%
Progress in reading	-2.3	0	-1.9	0.3
Progress in writing	-0.8	0	0.6	0.2
Progress in maths	-3.1	0	-2.1	0.3

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Poor speech, language and communication skills, particularly on entry to EYFS.
B.	Limited first hand and life experiences.
C.	Low social and emotional development of vulnerable groups.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D.	Attendance and punctuality.
E.	Some pupil premium children are affected by wider family circumstances and relationships which impact on their development. Some of these families have engagement with social services or other agencies whilst others have refused to engage in external support which falls short of statutory intervention.

<b>F.</b>	Some pupil premium pupils enter school with basic skills and experiences that are lower than those of their peers. They need early support with toileting, speech and vocabulary development, social skills, exposure to number, physical development and the wider world. This group of children tend to need continued support from school to continue the expansion of their horizons and provide exposure to teaching and other experiences which will support the development of basic skills such as reading , vocabulary development, spelling, writing, comprehension and number fluency as well as wider curriculum and cultural experiences to develop their understanding of the world they live in.
<b>G.</b>	Some pupil premium children do not receive the same levels of support with reading or homework in the home environment as other children in school.

<b>4. Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Increase proportions of pupil premium reaching and exceeding expected standards and making positive progress	<ul style="list-style-type: none"> <li>• % achieving expected and higher levels is at least in line with national (others)</li> <li>• Progress is at least in line with national others</li> </ul>
<b>B.</b>	Children who have additional needs, who have gaps in learning or are at risk of falling behind or not making the progress expected of them will be supported through effective intervention to help them to catch up.	<ul style="list-style-type: none"> <li>• Pupils will be involved in high quality one to one or small group interventions which will focus on addressing gaps in learning.</li> <li>• Children will make rapid progress in acquiring basic skills and will be able to apply these in daily learning.</li> </ul>
<b>C.</b>	Children will show high levels of engagement with reading and will access an increasing amount of quality reading material in school and at home.	<ul style="list-style-type: none"> <li>• Children will choose to read both in and outside of school and will develop enjoyment and reading resilience.</li> <li>• Children will engage with adults in meaningful discussions about books.</li> <li>• Reading outcomes improve for pupil premium children.</li> </ul>
<b>D.</b>	Children are supported to develop strong basic skills including good number knowledge to support fluency, accurate use of speech and grammar, developing vocabulary and improving spelling.	<ul style="list-style-type: none"> <li>• Teaching timetables provide opportunities to teach basic skills in supported groups using TAs.</li> <li>• Pupil premium outcomes improve (attainment and progress)</li> <li>• Book scrutiny demonstrates use of a wider vocabulary across the curriculum</li> <li>• Children have rapid recall of number facts and are able to apply spelling patterns</li> </ul>
<b>E.</b>	Children are provided with experiences outside of their normal range which will promote understanding of the wider world and aspirational thinking.	<ul style="list-style-type: none"> <li>• The curriculum offers exciting opportunities to engage beyond a normal school day e.g. residential –Robin Wood , outdoor adventurous activities, cultural visits, arts, spiritual / SMSC visits and after school clubs.</li> <li>• Pupil premium children have subsidised visits where needed to ensure equal access to all additional activities</li> </ul>
<b>F.</b>	Children with emotional and social needs are provided with access to appropriate support. ( Family Support Worker and Counsellor)	<ul style="list-style-type: none"> <li>• Children with emotional needs have rapid access to appropriate support coordinated by our Family Support Worker and Counsellor, in liaison with the designated people.</li> </ul>

<b>G.</b>	Children attend school regularly and are ready to learn	<ul style="list-style-type: none"> <li>• Targeted support, in place for individuals and families who have poor attendance or are at risk from poor attendance. This is part of our Family Support Worker's role.</li> <li>• Pupil premium attendance improves and is at least as good as national</li> <li>• Children's attitudes to learning are positive and they are motivated to attend</li> <li>• Attendance rewards engage and motivate children to take responsibility for their own attendance</li> <li>• Supported access to breakfast club is provided where a need is identified</li> <li>• Financial support with uniform / PE kit is given where necessary</li> <li>• Parental engagement increases</li> </ul>
-----------	---	---

**5. Planned expenditure**

<b>Academic year</b>	<b>2017/18</b>
----------------------	----------------

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**

<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>	<b>Cost</b>
Increase proportions of A greater number of children reaching age related expectations or a good level of development	Teaching Assistants funded. High adult/child ration in all year groups to provide early intervention and extra support. Use of interventions delivered by HLTA's including 'I CAN' and 'Early Talk Boost'. Skills focus in lessons and interventions	KS1 and KS2 SAT's results showed that fewer Pupil Premium children reach age related expectations and very few Pupil Premium children achieve the higher standard compared with National Values.  Good level of development was lower than National Average and lower than previous years.	Data collection – termly. Monitoring. Pupil progress meetings	Head Teacher Senior Leadership Team	Termly – December, March and June.	£140254.00

Children have equal access to opportunities and experiences that enrich their learning. Children demonstrate a good general knowledge	Provide a number of cultural experiences, trips and visitors including a residential visit for Year 6 children. Make links within the local community. Choose curriculum topics that excite and involve children, particularly boys. Use of class texts which engage children. Clubs after school.	Children have very limited first hand quality experiences. Many families in school live in low income families with little disposable income for days out and experiences. Many children have never been out of the immediate area. Difficulties within the local community	Child/Parent questionnaires. Lesson observations. Planning/work scrutinies. Curriculum overview and sequence of lessons. Educational visit register.	Senior Leadership Team	June 2018	£9168.00
<b>Total budgeted cost</b>					£149422.00	
<b>ii. Targeted support</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>	<b>Cost</b>
Individual attendance is good or better. Behaviour is consistently good or better in the classroom and around school. A variety of services are provided and attended by individual children.	Devise Pupil Premium register and share with staff. Family Support Worker employed to support attendance, families and vulnerable groups. Dojo, consistent approach and above and beyond behaviour policy across school. School Counsellor employed to work with targeted children. Referrals for specific children supported by SENCo and Family Support Worker. Staff training about behaviour. Family Support Worker to undertake Kidsafe Training and other therapy training sessions.	Improve the identification of barriers to learning and how best to provide support to overcome this. Pupil Premium review identified that we need to improve identification of individual barriers to learning and how these will be addressed.	Data collection Pupil Progress meetings. Achievement meetings. Half termly attendance meetings.	Head Teacher. Deputy Head Teacher. Family Support Worker.	Termly	£32418.00
<b>Total budgeted cost</b>					£181,840.00	