

# South View Community Primary

## Pupil Premium Strategy Review 2017 – 18

### South View Community Primary (September 17)

Number of children in school: 400

Number of Pupil Premium children: 72

Total PP Budget 2017-2018: £97,600

PP Lead: Mrs C Henderson

PP Lead Governor: Mrs J Lucas

### EYFS

Reception	GLD
2017 Cohort (60)	73.3%
2018 Cohort (52)	63.5%
Difference	-9.8%
2017 PP (8)	25%
2018 PP (10)	40%
Difference	+15%

### Year 1 Phonics

Year 1	Phonics Pass 2017 54 (10 PP)	Phonics Pass 2018 54 (8 PP)	Difference
ALL	59.3%	81.7%	+22.4%
PP	40%	62.5%	+22.5%

### Year 2

Year 2 EXS+	Reading	Writing	Maths	Combined	Phonics – by end of Y2
2017 Cohort (57)	50.9%	3.5%	42.1%	3.5%	89.5%
2018 Cohort (53)	66%	60.4%	71.7%	49.1%	91%
Difference	+15.1%	+56.9%	+29.6%	+45.6%	+1.5%
2017 PP (10)	20%	0%	10%	0%	40%
2018 PP (13)	53.8%	46%	61.5%	38.5%	69%
Difference	+33.8%	+46%	+51.5%	+38.5%	+29%

### Year 6 – NB - Data has not been validated

Year 6 EXS+	Reading	Writing	EGPS	Maths	Combined
2017 Cohort (48)	67%	42%	75%	79%	35%
2018 Cohort (54)	55.6%	68.5%	59.3%	70.4%	50%
Difference	-11.4%	+26.5%	-15.7%	-8.6%	+15%
2017 PP (13)	38%	23%	69%	62%	8%
2018 PP (10)	50%	50%	40%	60%	30%
Difference	+12%	+27%	-29%	-2%	+22%

### Attendance

Whole school	2017	2018
Non PP	95.81%	96.01%
PP	93.94%	94.01%

# Pupil Premium Grant Strategy 2017-2018

## Number of pupils and Grant Amounts

Total number of pupils on roll	400 (September 2017)
Total number of pupils eligible for PPG	68
Amount of PPG received per pupil	£1,320
Number of pupils receiving additional funding (AFC)	4+ 1 service child
Amount of PPG received (AFC + Service child)	£2,200
Total Predicted amount of PPG	£97,600



Barriers to Educational Achievement in Our School	Approaches to Address Barriers	Impact/Outcomes	Next Steps/Lessons Learned
<p><b>1. Quality First Teach</b> South View has experienced a period of rapid turnover of teaching staff in recent years, meaning many children currently in the school have not had a history of sustained good quality class teaching. Progress needs to be accelerated for all children, but particularly the most vulnerable, to close gaps created from inconsistent teaching.</p>	<p>Ensure a full team of permanent teaching staff. Recruit and retain the best teaching staff. Ensure ALL staff who teach classes are well trained in current best practice. New and inexperienced staff are provided with a high quality coaching and mentoring programme. High quality training and in-school support is resourced from within the school, within county and nationally.</p>	<p>Staff turnover significantly reduced. One maternity leave, one staff member left in December 2017 and one member of staff left Summer 2018 for a promoted post. All teaching positions for September 2018 filled by May 2018. All NQTs successfully completed their training.</p> <p>Scrutiny of books by internal and external moderation has shown rapid improvements in presentation, quality and quantity of work across the school.</p>	<p>Staffing will remain as consistent as possible. Movement of teaching staff has been kept to a minimum in order to strengthen and build on developing subject knowledge and to provide opportunities for staff to consolidate their practice.</p> <p>Next year will focus on ensuring all staff are confident in moderating children's work across the school, particularly in reading, writing and maths. To ensure that every teacher is confident in assessing children effectively, identifying where gaps are and then using interventions to fill these gaps. This will include developing a bespoke assessment and moderation cycle for the staff and children of South View.</p>
<p><b>2. Interventions</b> The rapid turnover of teaching staff has in turn impacted on the effectiveness of interventions. In classes where interventions are most successful teachers and Teaching Assistants work together to provide high quality teaching and follow up that closes the gap between current attainment and expected attainment. This best practice needs to be replicated in all classes, and for all children in need of accelerating progress.</p>	<p>Need to address the imbalance or intervention provision between classes. Ensure all classes have appropriate interventions to close the gap and/or accelerate progress. Interventions need to impact on children's progress quickly. TAs will work in classes and then provide same day intervention to ensure the gap is constantly closing between current attainment and expected attainment.</p>	<p>Whole school focus on writing and phonics has been very effective for all children and has seen rises in KS1 and KS2 data for pupil premium children.</p> <p>See results on front page for details related to attainment.</p> <p>Use of assessment tools not been as effective as ensuring consistency and guidance for newly qualified teachers, and teachers to new year groups.</p> <p>Classes where there has been consistency in teacher and a class TA have had the most impact on progress. This has been evidenced through book scrutiny and lesson observations.</p> <p>Maths Resources purchased for every class. These have been observed to be providing additional support for children in class but need to continue developing this across the school.</p>	<p>Review assessment software, develop own that is fit for purpose.</p> <p>Next year, identify PP children with potential of being GDS in R,W or M and identify appropriate strategies for accelerating progress.</p> <p>Develop a greater bank of immediate interventions by both teachers and TAs, ensuring the best practice within the school is mirrored across the school.</p> <p>EGPS as a priority for PP children within UKS2.</p>

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		<p>Training for all TAs and some teachers on memory and metacognition. (BUILD ON NEXT YEAR)</p> <p><b>TOTAL COST:</b> <b>Total: £77,759</b></p>	<p>As not every class has a class TA the impact of intervention is sporadic, some TAs are trying to provide intervention for children they haven't seen in the lesson – this needs to continue to be explored as there are no simple answers.</p> <p>LINK WITH WHOLE SCHOOL PRIORITIES 1 and 2.</p>
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<p><b>3. Attendance</b> Attendance at the end of the academic 2016/2017 year was 95.9% which is slightly below the national figure of 96% (15/16). We know that we cannot improve children's educational outcomes unless they are in school, therefore we wish to improve our attendance as a whole, to improve the attendance of children in receipt of the PPG so it is in line with other children and to reduce the number of persistent absentees from 10.8% to be in line with national of 8.2% (15/16).</p>	<p>Use proven systems and policies to improve attendance for all children through working in partnership with families. Ensure families and children are aware of the importance of regular school attendance. Work with individuals and families to identify barriers to attendance and action plan on an individual basis as required. Work with the Local Authority to address year on year poor attendance, when in-school strategies are not making an impact.</p>	<p><b>Overall Attendance</b></p> <table border="1"> <thead> <tr> <th></th> <th>Attendance Percentage (All)</th> <th>Attendance Percentage (Non-PP)</th> <th>Attendance Percentage (PP)</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>95.9%</td> <td>95.81%</td> <td>93.94%</td> <td>1.87%</td> </tr> <tr> <td>2018</td> <td>95.65%</td> <td>96.01%</td> <td>94.01%</td> <td>2.0%</td> </tr> <tr> <td>Diff</td> <td>0.25%</td> <td>0.2%</td> <td>0.07%</td> <td>0.13%</td> </tr> </tbody> </table> <p><b>Persistent Absence</b></p> <table border="1"> <thead> <tr> <th></th> <th>PP Attendance Percentage</th> <th>Persistence Absences (PA) Percentage</th> <th>Number of PAs</th> <th>Number of PP PA</th> <th>Number of Non-PP PA</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>93.94%</td> <td>8.78%</td> <td>36</td> <td>17</td> <td>19</td> </tr> <tr> <td>2018</td> <td>94.01%</td> <td>7.48%</td> <td>30</td> <td>13</td> <td>17</td> </tr> <tr> <td>Diff</td> <td>0.07%</td> <td>1.3%</td> <td>6</td> <td>4</td> <td>2</td> </tr> </tbody> </table> <p><b>TOTAL COST:</b> <b>Total: £2724</b></p>		Attendance Percentage (All)	Attendance Percentage (Non-PP)	Attendance Percentage (PP)	Difference	2017	95.9%	95.81%	93.94%	1.87%	2018	95.65%	96.01%	94.01%	2.0%	Diff	0.25%	0.2%	0.07%	0.13%		PP Attendance Percentage	Persistence Absences (PA) Percentage	Number of PAs	Number of PP PA	Number of Non-PP PA	2017	93.94%	8.78%	36	17	19	2018	94.01%	7.48%	30	13	17	Diff	0.07%	1.3%	6	4	2	<p>Strategies that have proved effective and to be maintained.</p> <ul style="list-style-type: none"> <li>- Walking bus</li> <li>- Attendance meetings</li> <li>- To involve Y5 and Y6 children at attendance meetings.</li> <li>- Weekly monitoring</li> <li>- Rewards for classes.</li> <li>- TAC/EHA for identified families.</li> </ul> <p>To further develop</p> <ul style="list-style-type: none"> <li>- Higher profile in all newsletters.</li> <li>- Teachers to conduct/attend attendance meeting one for PA children.</li> <li>- Look into ways to record rolling attendance, rather than 'academic year' attendance.</li> <li>- Working with feeder and secondary schools to support families with more than one poor attender.</li> </ul>
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<p><b>4. Life Experiences/Enrichment</b> Some pupils do not have a childhood filled with varied and rich life experiences to provide inspiration, creativity or a greater understanding of the world. This then impacts on what they can then bring to the classroom to support their own development. There can be a vast discrepancy of experiences between peers.</p>	<p>All children have the opportunity to attend trips and visits, including a residential visit in year 4 and year 6. Children can access clubs and individual lessons which provide life experiences, opportunities they may not otherwise have or nurture a skill, gift or talent.</p>	<p>9/21 PP children attended an additional after school for KS1.</p> <p>20/38 PP children attended an additional after school club in KS2.</p> <p>4 PP children had contributions towards music lesson.</p> <p>6 PP accessed additional funding to support with residential in year 4 and 6.</p> <p>13 additional children accessed additional funding to support with other visits.</p> <p><b>TOTAL COST: £1279</b></p>	<p>Opportunities for those with identified talents.</p> <p>Next year, ensure all KS2 children have at least attended one club OR out of school hours' enrichment activity.</p> <p>Look at possibility of offering clubs at lunchtimes to ensure more children attend a club -</p> <p>Every child is offered the chance to attend a residential and every family who meets criteria is offered the chance for additional financial support in a variety of ways –yet some families still do not take this opportunity up – need to investigate why and ensure we are providing opportunities for our most vulnerable children.</p>
<p><b>5. Readiness to learn</b> Some of our children have experiences outside of school, and out of their control, that can make accessing learning a challenge. Some children find it difficult to settle into school, concentrate, manage their behaviours or emotions - all of which impact on their learning and sometimes the learning of their peers.</p>	<p>Children and families are supported to ensure that they are able to access effective educational opportunities in times of personal crisis or when experiencing difficulties outside of school that may impact on the child's potential to make academic progress. Support is also put in place to ensure a child who is struggling with their emotions or behaviours does not impact on the learning of others.</p>	<p>Learning mentor has worked with 167 children this year, 127 in individual sessions. Learning mentor is now a qualified ELSA (September 2018).</p> <p>26 children are Pupil premium and the work has included:</p> <ul style="list-style-type: none"> <li>• Bereavement counselling</li> <li>• Friendship groups</li> <li>• Anger management</li> <li>• Managing emotions</li> <li>• Building emotional resilience.</li> <li>• Working with parents/carers and children.</li> <li>• Supporting parents with parenting advice and accessing additional support from beyond the community.</li> </ul>	<p>Apply for Caring2learn award. Audit our areas of strength and areas for development in order to ensure pupil premium plus children are receiving appropriate support and intervention.</p> <p>Sensory circuits to be relaunched after flood damage has been rectified. Monitor impact on children.</p> <p>Develop Restorative Practice as a way of working with all children and identify key children, including Pupil Premium, to act as leaders for other children (NB this is likely to take 2 years to embed)</p>

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		<ul style="list-style-type: none"> <li>Acting as a pupil advocate in TAC, CIN and CP meetings.</li> </ul> <p>All staff attended training on managing anxiety.</p> <p>Additional office support is offered to 9 families. 20 children are directly impacted by this support – 18 of whom are PP, other 2 are EAL. This includes ordering lunch, translating materials, support with parentmail, additional support with newsletters and other school information, making phone calls with, and for, parents to other agencies.</p> <p>Sensory circuits were introduced – unfortunately a flood to the premises meant that there was less than a week’s worth of provision.</p> <p><b>TOTAL COST:</b> <b>Total: £19,178</b></p>	<p>Develop emotional health and well-being as a whole school focus (LINK WITH SDP PRIORITY 3)</p>

**TOTAL COST: £97,960**