

Pupil Premium Strategy 2017-18



South Avenue Primary School

1. Summary information					
School	South Avenue Primary School				
Academic Year	2017/18	Total PP budget Balance c/f from 15/16	£185,700 + £600 income £186,300	Date of most recent PP Review	T1 17
Total number of pupils	420	Number of pupils eligible for PP	132	Date for next internal review of this strategy	T2 17/18
Ofsted May 17 commented that "Senior leaders and governors ensure that effective use is made of the pupil premium funding to improve achievement for disadvantaged pupils, including those who are most-able. Effective action is taken to enable this group of pupils to catch up and achieve well."					

2. Current attainment (end of year data 16/17)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
EYFS: GLD	68.4% (Kent 56.8%)	70.7%
Year 1 phonics screening	93.3% (Kent 69.5%)	81.2%
Year 2 Reading expected standard+	94.1% (Kent 65.2%)	75.5%
Year 2 Writing expected standard+	82.4% (Kent 56.8%)	68.2%
Year 2 Maths expected standard+	94.1% (Kent 64.5%)	75.1%
Year 2 Reading: greater depth	23.5% (Kent 13.0%)	25.2%
Year 2 Writing: greater depth	11.8% (Kent 7.6%)	15.6%
Year 2 Maths: greater depth	17.6% (Kent 9.9%)	20.5%
Year 6 R/W/M combined	36.0% (Kent 48.2%)	61%
Year 6 Reading expected standard+	44.0% (Kent 60.6%)	71%
Year 6 Reading high score (110+)	4.0% (Kent 15.8%)	25%

Year 6 Writing expected standard+	72.0% (Kent 68.2%)	76%
Current attainment (end of year data 16/17)		
Year 6 Writing greater depth	16.0% (Kent 9.5%)	18%
Year 6 GPS expected standard+	52.0% (Kent 62.1%)	77%
Year 6 GPS high score (110+)	20.0% (Kent 16.7%)	31%
Year 6 Maths expected standard+	44.0% (Kent 62.3%)	75%
Year 6 Maths high score (110+)	8.0% (Kent 10.8%)	23%
3. Barriers to future attainment (for pupils eligible for PP)		
a. In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
i.	Poor language skills including limited vocabulary	
ii.	Lack of test taking skills – children find the pressure of the year 6 SATS difficult to manage so can perform well on a day to day basis (as seen in their books), but don't perform well under pressure. This is a necessary life skill.	
iii.	Children need to develop their skills in building 'mastery' in subjects – through a practical curriculum which encourages children to make links in their learning. Our children need a practical curriculum since this improves their assimilation of new knowledge and making links.	
iv.	Continuing to build engagement in reading; we had a higher rise in our reading results in year 6 for non-PP children compared to the national average, but too few PP children managed to reach the expected level. 24% of PP chn performed just under the expected standard.	
v.	25% of PP children have additional needs such as EHCP, significant needs where High Needs Funding is in place and learning barriers such as dyslexia, motor skills issues, dyscalculia, Irlen and auditory memory barriers.	
b. External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
i.	Attendance and persistent absenteeism	
ii.	Parental engagement both with school and supporting children	

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
i.	Children with speech and language (S&L) barrier will have suitable S&L plan in place, which is consistently undertaken by the class teams. Children with limited vocabulary will have increased opportunities to expand their oracy skills, using practical tasks and targeting the application of spelling rules. Funding will be used as a contribution towards a part-time S&L TA to support bought in service of a S&L therapist.	<ul style="list-style-type: none"> All children with S&L needs have a suitable plan in place which is shown to be having an impact on their barrier Increased opportunities to develop vocabulary (such as in guided reading daily) are demonstrated in pupil progress and summative testing 3 times a year (linked to the School Development Plan). Greater focus on spelling rules (using No Nonsense spelling scheme) leading to higher scores in summative testing and in children's written work (linked to the School Development Plan).
ii.	Children will develop greater resilience and independence, as well as greater test taking skills (linked to the School Development Plan).	<ul style="list-style-type: none"> Children will meet School Development Plan targets of 75%+ expected+ and 10% greater depth in summative testing 3 times year, rising to 85% in 18/19 at expected+ and 20% greater depth Learning skills measured on Learning Ladders assessment will show that at least 90% of children have expected skills
iii.	Curriculum development, with a STEM (Science, Technology, Engineering and Maths) focus provides greater opportunities for practical learning, giving children time to apply their skills and make links in their learning. This will also provide greater time for children to develop 'mastery' in all subjects giving all children a chance to shine. (linked to the School Development Plan).	<ul style="list-style-type: none"> School curriculum development should be completed within 12-18m Pupil voice will evident high levels of engagement and excitement Outcomes for PP children will rise to meet national non-PP so that all differences are reduced
iv.	Continual drive for reading engagement and pleasure, along with developments in guided reading (linked to School Development Plan).	<ul style="list-style-type: none"> Outcomes at KS2 rise to meet national average non-PP
v.	Children with SEN barriers will have these clearly identified, with the correct interventions and ongoing support in place.	<ul style="list-style-type: none"> 3 of the PP children take part in our Golden Curriculum specialist provision (2 have EHCP) SEN interventions show impact in children's learning evidenced in their books, confidence and learning skills

External barriers (issues which also require action outside school, such as low attendance rates)		
v.	Attendance for PP children rises from 93.3% to be at least 94.5% in 17/18 and 95.0% in 18/19 (linked to the School Development Plan). Target persistence absenteeism and reduce from 12 PP children to 8 children in 17/18 with further reduction in 18/19	<ul style="list-style-type: none"> Attendance by end of year reaches at least school target of 96.2% Non-Pupil Premium peers 15/16 was 96.39% 4 targeted children are no longer persistent absentees. Other families are either supported by Early Help, or children attend our Silver Curriculum or are under penalty notice periods.
vi.	Parents become more engaged with school and can offer more support to their children at home (linked to the School Development Plan).	<ul style="list-style-type: none"> Parents feel more able to approach the school for support and take up offers of clubs and other opportunities for their children

a. Planned expenditure	
Academic year	<p>£171,397.54</p> <p>33% spend on Quality of teaching for all 46% spend on Targeted support 21% spend on Other approaches</p> <p>18% of approaches chosen have no cost implication</p>

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?
1. Successful completion of action research project in by the end of the academic year (part of 2 year project)	<ul style="list-style-type: none"> Involvement in educational action research project: Achievement for All through Manchester University 	Achievement for All programme action research project through Manchester University. The programme has proven track record in increasing outcomes for children	Set up through action research programme	TW	At key points set by the research project
<p>Outcomes: This 2 year project started in 16/17. Data has been submitted to the University of Manchester when requested. Final outcome will be known at the end of 17/18 or into 18/19</p>					Income £600
2. Ever increasing love of reading for all children and an increasing vocabulary for all. whole class 'story time' is embedded to enable children to be exposed to diverse literature which may be beyond their own reading ability. Linked to in-school barrier i and iv.	<ul style="list-style-type: none"> Introduction of inter-House competitions to support engagement in reading, linked to Accelerated Reading Continued development of Book Swap Shop to drive reading for pleasure across the school Continued development of daily Guided Reading and re-invigorating Accelerated Reader to increase enthusiasm Develop parental sessions for sharing books Use Beanstalk reading volunteers to increase confidence and engagement with reading as well as oracy and vocabulary skills 	<p>EEF: Reading comprehension strategies EEF: Oral language interventions</p> <p>Kent Literacy Award 2017 for Swale best innovation in reading for Book Swap Shop.</p>	Monitoring by Reading leader & TLA team, data analysis, pupil voice	Reading leader TLA team	Termly
<p>Outcomes:</p>					£8,821.00 £800

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?
3. Drive progress & attainment in all subjects to reduce the differences to national non-PP	<ul style="list-style-type: none"> Enable subject leaders to monitor their areas and provide coaching support where necessary to continue to drive standards Ongoing review's of marking and feedback for all children to drive consistent improvement in learning Introduce Assertive mentoring across the school 	EEF: Marking & feedback	Regular book scrutiny, discussions with pupils, data analysis, governor monitoring and discussions with staff	TLA team	At least termly
Outcomes:					Budget cost £2,500
4. Maths 'mastery' approach is well embedded for all children, leading to high levels of engagement, deeper understanding and improved maths outcomes with a key focus in KS2. . Linked to in-school barrier iii.	<ul style="list-style-type: none"> Developing mastery learning for maths through Kent Maths Mastery scheme, staff CPD and coaching 	EEF: Mastery learning EEF: Meta-cognition and self regulation	Regular book scrutiny, discussions with pupils, data analysis, governor monitoring and discussions with staff	NO	At least termly
Outcomes:					£4,758.55 Budget: £750 additional spend
5. Continue to raise teaching standards for all children	<ul style="list-style-type: none"> Provide targeted CPD for all staff to boost progress and attainment 	John Dunford – the effect of highly effective teaching on students in years of progress & NFER report on supporting attainment for PP pupils	Regular book scrutiny, discussions with pupils, data analysis and discussions with staff	TLA team	At least termly
Outcomes:					No cost planned
6. Children have necessary skills and confidence to perform at their best in test conditions. Linked to in-school barrier ii.	<ul style="list-style-type: none"> 	Testing in school demonstrates that children lack confidence and require quality materials to help them	Review of summative assessments, data analysis, book scrutiny, pupil voice and discussions with staff	TLA team	Termly

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?
Outcomes:					No cost
7. Continue to embed cross curricular learning that is motivating and engaging for all children. . Linked to in-school barrier iii.	<ul style="list-style-type: none"> Redevelopment of the curriculum from year 1 to 6 to put STEM at the heart Increase Child Initiated across the school to support practical, child-led learning 	EEF: collaborative learning	Monitoring by TLA team & curriculum team	TLA & curriculum teams	Termly
Outcomes:					Budget cost £3,000 for resourcing £15,395.70 £15,503.40
8. PP children embed resilience skills learnt in 16/17 and improve independence, and are exposed to a wider range of life experiences. . Linked to in-school barrier ii.	<ul style="list-style-type: none"> Develop our 'Have a go Hero's' programme to continue to target resilience and independence and widen life experiences for all children through carefully selected reward trips 	EEF: metacognition & self regulation	Termly monitoring in data analysis, discussions with staff, pupil voice and book scrutiny	TLA team Wellbeing team	Termly
Outcomes:					Budget cost £650
9. PP children are in school regularly and any children who are repeatedly late or persistent absentees are followed up to address any barrier. . Linked external barrier i.	<ul style="list-style-type: none"> Contribution towards salary for the attendance team 		Termly monitoring in data analysis, discussions with staff, pupil voice and book scrutiny	TLA team Wellbeing team	Termly
Outcomes:					£6,243.93
Total budgeted cost					£57,322.68

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 implementation?
1. Provide additional support in EYFS	<ul style="list-style-type: none"> Provide additional TA support to EYFS to enable quality child initiated learning in the outside area, as well as delivering interventions in reading, phonics, handwriting and maths 	EEF: teaching assistants. Good impact gained from this approach for last 2 years EEF: Early years intervention	Drop in observations, results of interventions, Tapestry scrutiny, data analysis, governor monitoring	LH	Termly
Outcomes:					£3,865.46
2. All children can access appropriate and interesting books to share as a family. Linked external barrier iv.	<ul style="list-style-type: none"> Continue to promote book Swap Shop, with pupil voice at the centre 	EEF parental involvement	Pupil voice, informal parent voice	NI/TW	Termly
Outcomes:					No planned spend
3. Continue to increase progress and attainment in year 5 & 6	<ul style="list-style-type: none"> Reduce class sizes in year 6 to below 20 and allow specialist teaching Provide additional teaching for year 6 in after school clubs and over Easter in readiness for SATS Provide additional support to year 5 to accelerate progress 	EEF: Reducing class size. Good impact gained from this approach in 15/16	Through regular book scrutiny, drop in observations, data triangulation and governor monitoring	TW HS	Termly through data analysis and reviews with class teachers in pupil progress meetings and Raising Achievement Plans
Outcomes:					£15,165.00
4. Dyslexic children develop strategies to help them overcome their dyslexia barrier as a life skill. Linked external barrier v.	<ul style="list-style-type: none"> VSM groups & dyslexia groups provide intervention to support children in achieving despite their dyslexia and with strategies to help them for life 	Many of the PP children are diagnosed dyslexic or have low VSM (Visual Sequential Memory) which has a significant impact on their learning	Feedback from staff, pupil voice, data analysis, outcomes from intervention measuring tools	TC	Termly
Outcomes:					£5,831.50 £6,277.50

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 implementation?
5. Children across the school have increased resilience as a life skill, as well as better developed social skills and greater independence	<ul style="list-style-type: none"> Wellbeing team provide interventions in social skills, self esteem, resilience and friendship skills. Behaviour support is in place for key children 	EEF: social and emotional learning	Data analysis, pupil voice, resilience 'measuring' system in class, increased wellbeing score, discussions with staff	CT	Termly
Outcomes:					££29,754.75
6. Any child with speech and language difficulties is quickly identified and given suitable intervention. Linked in-school barrier i.	<ul style="list-style-type: none"> Provide Language Link to screen all children and identify any child struggling in any way with speech and language. S&L therapist provides targeted plan for these children 	Poor Speech and Language skills have a significant impact on all areas of life for children	Follow up with S&L therapist and in-school S&L assistant. Data analysis will show impact	TC	Termly and/or in line with S&L plan
Outcomes:					£4,546.00
7. Paid for breakfast club supports families struggling financially, improves attendance, increases parental engagement and reduces any lateness	<ul style="list-style-type: none"> Provide breakfast club support for families to improve attendance and punctuality 	Good impact last year	Wellbeing team monitoring	CT	Termly
Outcomes:					Budget £725 £2,502.00
8. Children develop increased social skills, self-confidence and opportunities to develop friendships	<ul style="list-style-type: none"> Provide lunch clubs support for children to increase social skills and help those who find the playground environment challenging 	EEF: social and emotional learning	Pupil voice, discussions with staff, review of impact on behaviour	CT/TW	Termly
Outcomes:					£2,498.00
9. Children have the opportunity to attend local camps to extend social skills, build confidence, participate in sports and support their families. Linked external barrier ii.	<ul style="list-style-type: none"> Provide opportunities for some children to attend local leisure centre Easter and Summer camps to increase social skills, confidence and participation in sports 	EEF sports participation EEF parental engagement	Pupil voice, informal parent voice	TW	Following Easter and Summer camps

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 implementation?
Outcomes:					Budget £1,000 for Easter & Summer Camp
10. Children who have suffered bereavement, significant family change, homelessness or other disturbances have rapid access to high quality counselling to allow them to cope with their emotions and the changes in their lives. Linked external barrier i.	<ul style="list-style-type: none"> Use external, highly qualified counsellors with extensive experience of supporting children 	EEF: Social and emotional learning	Wellbeing team liaise with family, children and counsellors to ensure counselling is having a positive impact	CT	Termly or as need arises
Outcomes:					Budget £500
11. Continuing the work of the 'silver curriculum' to provide a nurture group to address attachment disorder and increase parental engagement and result in increased progress and greater social development	<ul style="list-style-type: none"> Additional provision to support a number of our vulnerable PP children 	EEF: Social and emotional learning To address the attachment disorder issues which cause significant problems for some children	Improved attendance, accelerated progress and greater engagement for the children	CT	Termly
Outcomes:					£15,084
12. Additional small group support for spelling and phonics for children in year 3 and 4 to rapidly close gaps, increase language skill and understanding and raise attainment. Provide additional capacity in Year R to challenge the most able in writing and phonics. Linked in-school barrier i.	<ul style="list-style-type: none"> 2 members of SLT working 2 afternoons a week to provide custom interventions to close gaps and embed phonics and spelling strategies 	EEF 1:1 tuition EEF: Phonics EEF: small group tuition	Reports to GB, follow up by TLA team, data committee group follow up	TW HS	Termly
Outcomes:					£10,145.30

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 implementation?
13. 1 child has additional 1:1 support to support behaviour and learning to supplement High Needs Funding	<ul style="list-style-type: none"> Salary contribution towards a 1:1 TA 	EEF 1:1 tuition	Termly monitoring	TW HS	Termly
Outcomes:					£1,000
Total budgeted cost					£99,614.51

iii. 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?
1. School leaders are held accountable for the spend of the PPG. Any differences in outcome for children are addressed.	<ul style="list-style-type: none"> Salary contribution towards time taken 	NFER report on supporting attainment for PP pupils	Governor monitoring, data analysis, performance management for staff involved	TW DB	Termly in data analysis
Outcomes:					£14,336.50
2. Parents are increasingly engaged by the Wellbeing team through support and practical actions to assist families. Linked external barrier ii.	<ul style="list-style-type: none"> Partial funding towards salaries Offering taster sessions for parents such as phonics, reading with their child etc 	EEF: parental involvement	Self evaluation by the wellbeing team. Informal parent voice	CT	Termly self evaluation
Outcomes:					£6,180.00

iii. 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?
3. 2 children receive funding towards second stage Irlens screening and glasses	<ul style="list-style-type: none"> Offer second stage Irlens screening to 3 children to address light processing difficulties and enable the child to access their learning. First stage screening is offered FOC in school 	A number of our children have Irlen and use coloured paper and overlays. For children who have severe Irlen require glasses but this is a considerable expense	Informal parent & pupil voice, discussions with staff, greater engagement by pupils, increasing progress	CT TW	As screening takes place
Outcomes:					£570 budget
4. Families struggling financially can bring their children to school – boosting attendance and decreasing any lateness. Linked external barrier ii.	<ul style="list-style-type: none"> Partial/full funding of bus and/or train passes for families who are struggling financially and may have been relocated through homelessness 	Positive impact last year for some families	Ongoing tracking against attendance	CT	Ongoing
Outcomes:					£1000 budget
5. PP children have increased access to fee-payable clubs, school trips and year 5 residential trip. Linked external barrier ii.	<ul style="list-style-type: none"> Discussions with children and teachers to offer financial support for attending fee-payable clubs. PP children attend non-fee paying clubs already 	Positive impact last year	Informal parent and pupil voice Clubs monitoring	TW HL	Ongoing
Outcomes:					£500 budget
6. Meet with other local schools through the PP forum; set up projects with local schools to share best practice	<ul style="list-style-type: none"> 				
Outcomes:					No cost
Total budgeted cost					£22,586.50