

Pupil Premium Strategy Statement 2019/2020



I. Summary Information					
School	Southwold Primary School				
Academic Year	2019/2020	Total PP budget	£56,000	Date of most recent PP Review	September 2018
Total number of pupils	270	Number of pupils eligible for PP	62	Date for next internal review of this strategy	May 2020

Attainment - Academic Year 2018/2019				
	Pupils eligible for PP – Disadvantaged (Service pupils excluded)		Pupils not eligible for PP – Non-Disadvantaged	
	Progress (Percentage of pupils achieving at least expected progress during the academic year)	Attainment (Percentage of pupils achieving at least Age Related Expectations at the end of the academic year)	Progress (Percentage of pupils achieving at least expected progress during the academic year)	Attainment (Percentage of pupils achieving at least Age Related Expectations at the end of the academic year)
Year 1				
% achieving in Reading, Writing and Maths		40%		67.9%
% in Reading	100%	40%	89.2%	78.6%
% in Writing	66.7%	40%	78.6%	71.4%
% in Maths	66.7%	40%	92.8%	75%
Year 2				
% achieving in Reading, Writing and Maths		40%		69%
% in Reading	33.3%	40%	84.4%	79.3%
% in Writing	0%	40%	75%	75.9%
% in Maths	33.3%	40%	78.1%	75.9%
Year 3				
% achieving in Reading, Writing and Maths		28.6%		75%
% in Reading	40%	28.6%	46.2%	87.5%
% in Writing	20%	28.6%	71.8%	78.1%
% in Maths	40%	28.6%	82.1%	87.5%
Year 4				
% achieving in Reading, Writing and Maths		45.5%		51.7%
% in Reading	70%	72.7%	57.5%	82.8%

% in Writing	40%	54.5%	67.5%	65.5%
% in Maths	70%	54.5%	77.5%	58.6%
Year 5				
% achieving in Reading, Writing and Maths		57.1%		52%
% in Reading	71.4%	71.4%	83.3%	72%
% in Writing	50%	64.3%	69%	52%
% in Maths	64.3%	64.3%	76.3%	68%
Year 6				
% achieving in Reading, Writing and Maths		61.5%		74.5%
% in Reading	88.9%	69.2%	66.8%	87.2%
% in Writing	88.9%	61.5%	60.1%	76.6%
% in Maths	88.9%	69.2%	66.8%	76.6%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

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| A. | Attendance and Lateness |
| B. | Speech and Language – significant in Foundation Stage |
| C. | Self-esteem of individuals |
| D. | SEND – ASD, ADHD, SEMH, C&L and C&I |

External barriers (issues which also require action outside school, such as low attendance rates)

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| A. | Poor Parental engagement |
| B. | Children’s Social, Emotional, Mental Health |
| C. | Morning transitions from home into school |
| D. | Supervision and monitoring of children and their behaviour out of school |

3. Desired outcomes

	Desired outcomes and how they will be measured	Success Criteria
A.	Attendance of all Pupils to meet National Average	<ul style="list-style-type: none"> Attendance diminished between Pupil Premium and Non-Pupil Premium pupils Weekly attendance meetings to monitor pupil attendance with immediate action Attendance and late arrival concerns referred to the Educational Welfare Officer, in order to target and offer support, following White Horse Federation strategy and procedure
B.	Children to finish Foundation Stage and Year 1 meeting ARE in relation to communication	<ul style="list-style-type: none"> Foundation Stage children meet GLD – At least national data achieved Oracy at a suitable level to ensure children are writing effectively

		<ul style="list-style-type: none"> • Talk Boost interventions implemented to support identified children – Impact evident • Tales Toolkit pilot
C.	Increasing mental health and nurturing needs of identified children - Pupils to have a positive image of themselves; emotional and mental well- being achieved	<ul style="list-style-type: none"> • Pupils achieving ARE and above • Pupils will have a sense of belonging and emotional maturity will be achieved • Pupils will take risks in learning, cope with the challenges of change, display resilience and feel motivated. • Pupils will be socially confident and maintain friendships • Provisions to support children – Pick and mix, Play Stop, 1:1 Time to Talk, Play Therapy, Mindful colouring and Forest School – Impact evident • Increased capacity with additional learning mentor appointed.
D.	Increased Parental Engagement with school	<ul style="list-style-type: none"> • Evidence of increased positive relationships between parents and staff • Increased active parental engagement, supporting learning. • Successful strategies implemented to support children’s learning and well-being • Family Support Worker role fully utilised. • Increased attendance at parent coffee mornings and workshops
E.	Successful morning transitions from home into school	<ul style="list-style-type: none"> • Children to successfully come to school ready to engage in learning • Mindfulness activities for all classes 8:45-9am to ensure children are ready to engage in learning and ensure pupils have the opportunity for time to talk with their Teacher and Teaching Assistant

4. Planned Expenditure

Academic Year **2019-2020**

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?
<p>All Pupil Premium children make the same amount of progress as their peers and fulfil their academic potential based on their relative starting points</p>	<p>Allocated class TA support, including boosters and interventions, for every year group – supporting non-negotiable of Quality First Teaching</p> <p>Mentoring of teaching staff to ensure 100% of teaching is deemed good/outstanding</p> <p>Pupils to capitalise on opportunities to use feedback, written or oral, to improve Quality First Teaching.</p> <p>Whole staff CPD focusing on questioning styles and techniques,</p> <p>Parents to be provided with clear and timely information on how well they are doing in relation to expected standards. Effort grades</p>	<p>The difference is diminishing between Pupil Premium and Non-Pupil Premium children, but the rate of this needs to be accelerated (see year on year data analysis).</p> <p>Evidence: <i>Pupil Progress Data</i> <i>Learning Walks</i> <i>Observations</i> <i>Professional Development drop ins</i> <i>Pupil Books</i> <i>Parent Communication</i></p>	<p>Pupil Progress Meetings and Provision Maps will be used termly to record and evaluate the effectiveness of interventions/analyse quality of teaching and impact on attainment and progress.</p> <p>Additional layer of tracking for all Pupil Premium children for recognition of progress and identify target children – analysis provided to staff to inform provision for children at an individual level.</p> <p>Learning Walks, outcomes and Book scrutiny will be triangulated to ensure Quality First Teaching in all classrooms (See Monitoring and Evaluation schedule)</p> <p>Intervention groups will be managed effectively and adjusted in line with data capture analysis</p>	<p>HW EH SG HD Jl</p>	<p>Termly</p>

	to be standardised across the school.				
Whole school training will ensure staff can best support attainment, development and emotional wellbeing of all Pupil Premium children	<p>Additional Staff Training: Team Teach Training, Safeguarding Training</p> <p>Whole staff CPD focusing on questioning styles and techniques. Whole school training entitled 'no two children are the same' and then whole school plan to implement any changes and strategies as a result of this training</p>	<p>Knowledge of individual pupil needs and a changing trend in the emotional and mental health of pupils</p> <p>Evidence: <i>Training Records</i> <i>Learning Walks</i> <i>Observations</i></p>	<p>Pupil Progress Meetings and Provision Maps will be used termly to record and evaluate the effectiveness of interventions/analyse quality of teaching and impact on attainment and progress.</p> <p>Learning Walks, outcomes and Book scrutiny will be triangulated to ensure Quality First Teaching in all classrooms (See Monitoring and Evaluation schedule)</p>	<p>HW EH SG HD JI</p>	<p>Term 4</p>
Total budgeted cost					£30081.00

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?
<p>Support for families and pupils who are vulnerable or anxious</p>	<p>Learning Mentor/Family Support Worker to engage with Parents and work 1:1 with children</p> <p>Learning Mentor to identify children eligible for SIBs Talk and deliver the 1:1 six session programme</p> <p>Increase awareness of Young Carers within school; Learning Mentor to support identified children.</p>	<p>Knowledge of individual pupil/family needs and a changing trend in the emotional and mental health of pupils</p> <p>The Learning Mentor will work 1:1 with children supporting their Social, Emotional and Mental Health needs</p> <p>The Learning mentor will deliver the SIBs talk programme to those children identified to support their emotional wellbeing and allow them the opportunity to discuss</p> <p>Evidence: Pupil Voice Parent Voice</p>	<p>Young Carers will be identified through parent response.</p> <p>Young Carers register compiled and sent to staff. MACA and PANOC assessment to be completed with all referred Young Carers.</p> <p>Young Carers group will be introduced and will be implemented weekly.</p> <p>Children will be identified for SIBs Talk and programme will be delivered to each child for six sessions.</p> <p>Pupil and Parent Voice will be collated each term.</p> <p>Young Carers Bronze award achieved.</p>	<p>HW SG HD JI</p>	<p>Termly</p>

<p>To increase parental engagement with school and build richer relationships between parents and children, and between parents and staff</p>	<p>Jigsaw Families programme to be delivered for identified families with a significant need for parental support.</p> <p>Home School Link Worker to support identified Pupil Premium families and to encourage engagement with school.</p>	<p>According to the EEF, research suggests increasing parental engagement in primary schools had on average two to three months' positive impact.</p> <p>HSLW to work at full capacity currently working with 4 Pupil Premium families. The need for additional support is evident.</p> <p>Evidence: <i>TAF Documentation</i> <i>HSLW Communication Referrals to LA support</i></p>	<p>A TAF meeting with the HSLW, families, Pupil Premium Lead and Learning Mentor every 6 weeks to provide the opportunity to discuss how additional needs can be met.</p> <p>Weekly inclusion team meetings to include supervision. Assess and identify any further supervision needs. HSLW to attend termly supervision with LCSS.</p> <p>Active parental engagement in Jigsaw Families programme - Parent and Pupil voice identifies the impact of Jigsaw Family sessions both at home and at school through TAF meetings, EHA completion and parental survey.</p>	<p>HW SG HD JI</p>	<p>Termly</p>
<p>Increase mental health and nurturing needs of identified children</p>	<p>Play Therapist to work with identified children – 100 hours of play therapy offered to 8 Pupil Premium pupils across the school.</p> <p>Learning Mentors to deliver nurture group through use of the Community Garden and forest school opportunities.</p> <p>Learning Mentor to timetable 1:1 Time to</p>	<p>A significant proportion of Pupil Premium children have low self-esteem and anxieties, which has been a significant barrier to learning.</p> <p>1:1 nurture interventions and behavior interventions seek to improve attainment by reducing challenging behaviour.</p> <p>Evidence:</p>	<p>Weekly meetings for GP and SG to discuss how additional support can be offered to pupils.</p> <p>Entry and Exit QCA Assessments are completed for all 1:1 Time to Talk Interventions.</p> <p>Entry and Exit Strengths and Difficulties Questionnaire to be completed for all Play Therapy sessions.</p> <p>Each session will be bespoke and planned according to the individual child's needs. These will</p>	<p>HW SG HD JI</p>	<p>Termly</p>

Talk interventions for identified children

Every class will begin the day with a Mindfulness activity.

ARCh Readers will work with 6 Pupil Premium children twice a week.

World Values day celebrated and used to develop mindfulness and positive mental health.

Mental Health Awareness week – introduction of the Sensory room.

Anti-bullying ambassadors and participation in anti-bullying week activities. Trained by OCC learner engagement lead.

Learning mentor and assistant\SENCO mentoring members of the PLT to deliver new initiatives and support for vulnerable children.

Time to Talk referral forms from Staff
Pupil Voice

Parent Voice

According to the EEF, Social and Emotional Learning interventions impact on attitudes to learning and social relationships in school. They have on average +0:04 additional progress on attainment.

be adapted according to the needs of the child weekly.

Evidence from the children – engagement, progression and feeling less anxious. Less low level disruption and challenging behaviour in lessons.

Total budgeted cost

£20000.00

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?
<p>Pupil Premium Children are engaged in all aspects of school life</p>	<p>The cost for school trips and residential visits will be subsidised for disadvantaged families.</p> <p>Year 3/4 pupils to participate in weekly music lessons</p>	<p>Pupil Premium children benefit from all school trips and residential; they do not miss out on opportunities due to financial constraints.</p>	<p>FSM/Ever6 identification updated termly – parents identified and signposted to support. Early Years Pupil Premium identified.</p> <p>Parent and Pupil Voice</p>	<p>HW SG HD JI</p>	<p>Term 4</p>
<p>Children are entitled to broaden their experiences</p>	<p>‘The Southwold Passport of Experiences’ – Year group activities for all Pupil Premium children with an identified specific learning experience.</p>	<p>It is evident from Pupil Voice that our Pupil Premium children do not always have the opportunity to experience days out due to financial constraints and work commitments. ‘The Southwold Passport of Experiences’ will ensure all children have the opportunity to engage in first hand learning experiences. These identified specific learning experiences will build the foundation for</p>	<p>All Pupil Premium children will leave Southwold with an extensive range of first hand experiences and opportunities.</p> <p>Pupil Voice includes reference to first hand experiences and utilises experiences to support written composition.</p>	<p>HW SG HD JI</p>	<p>Term 4</p>

		creative writing. Evidence Pupil Voice			
Total budgeted cost					£5919.00

5. Review of expenditure

Previous Academic Year **2018-2019**

Quality of Teaching for All

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
<p>All Pupil Premium children make the same amount of progress as their peers and fulfil their academic potential based on their relative starting points – diminish difference</p>	<p>Allocated class TA support, including boosters and interventions, for every year group – supporting non-negotiable of Quality First Teaching</p> <p>Pupils to capitalize on opportunities to use feedback, written or oral to improve – Quality First Teaching</p> <p>Use of Learning Mentor and SENCO to deliver quality booster sessions in Year 6.</p> <p>Use of HLTA to deliver breakfast booster sessions in Year 6</p>	<p>£28,000</p>	<p>Teaching Assistants in every class provide interventions for targeted children not achieving expected progress. The difference is diminishing between Pupil Premium and Non-Pupil Premium children.</p>	<p>Interventions that were consistent allowed for effective progress to be made. Provision mapping has been used to evaluate the effectiveness of interventions and analyse the impact on attainment and progress. Intervention time needs to be protected to ensure they take place regularly and as scheduled with minimal disruption. An additional layer of tracking was introduced, September 2018, for disadvantaged children to allow for progress throughout the academic year to be monitored – identification of target children within each cohort.</p>

<p>To raise attainment in writing</p>	<p>Staff INSET focusing on developing Reading and Writing skills to engage children and secure ARE attainment – Establishing the ‘Southwold Way’</p> <p>WHF advisory teacher and supply costs to release teachers to work with her.</p> <p>Subsidised external visits to explore children’s writing and ideas</p> <p>Allocated class TA support, including boosters and interventions, for every year group – Supporting non-negotiable of Quality First Teaching</p> <p>Pupils to capitalise on opportunities to use feedback, written or oral, to improve – Quality First Teaching</p>	<p>£11,150</p>	<p>Pupil Premium children will make the same progress as their peers and fulfil their academic potential based on their relative starting points.</p>	<p>End of Key Stage data 2018 Year 2: 33% of Pupil premium Children achieved ARE in Writing Year 6: 67% of Pupil premium Children achieved ARE in Writing, 22% achieved GDS</p> <p>Interventions that were consistent allowed for effective progress to be made. Provision mapping has been used to evaluate the effectiveness of interventions and analyse the impact on attainment and progress. Intervention time needs to be protected to ensure they take place regularly and as scheduled with minimal disruption.</p>
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<p>Whole school training will ensure staff can best support all Pupil Premium children's development and attainment</p>	<p>Additional Staff training: Pupil Premium – Leading on diminishing the difference, Pupil Premium – Annual inclusion conference 2019, Improving behaviours in Schools and meeting Pupils with SEMH needs Attachment Training, Team Teach Training, Safeguarding Training and Safeguarding Young Carers and Champions</p>	<p>£1357.50</p>	<p>All staff to have the same training to ensure that there is a consistent approach and expectation across the whole school</p>	<p>Mental Health has been a whole school initiative for this academic year. Whole school training on mental health has been a priority to meet the needs of SEMH children. Learning Mentor attended a Mental Health first aid course and has been appointed as our Mental Health First Aider.</p> <p>SEMH provision at Southwold has been acknowledged as a significant area of strength by outside agencies and supported significantly in the accreditation mark for Values Based Education This was also highlighted by Ofsted in January 2019.</p>
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Targeted Support

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
<p>Support for families and pupils who are vulnerable or anxious</p>	<p>Learning Mentor to engage with Parents and work 1:1 with children</p> <p>HSLW to support families</p>	<p>£included in Learning Mentor costs</p>	<p>Learning Mentor to work 1:1 with children to support emotional wellbeing. Children will develop coping strategies, raise their aspirations and engage in their own learning.</p> <p>Learning Mentor to schedule termly Parent Groups to increase parental engagement with Pupil Premium families.</p> <p>Service family coffee mornings scheduled</p>	<p>Learning Mentors hours increased to accommodate ELSA and Time to Talk on 5 days a week with 15 Pupil Premium children to support emotional wellbeing. Mindful colouring with Learning Mentor introduced to support morning transition for vulnerable children.</p> <p>Parental engagement has been minimal with Pupil Premium families - minimal attendance to 1:1 meetings coffee mornings and focus groups.</p>

			monthly with representatives from the Military in attendance.	Various times and dates had little to no impact. Jigsaw Families training September 2018 to encourage parental engagement and support relationships between parent and child. Need for additional Learning Mentor identified
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Pupil Premium Children all come in to school ready to learn	HSLW to work with Pupil Premium families to improve attendance and support parents (separation anxieties)	£4572	Home School Link Worker to continue supporting 4 Pupil Premium families. HSLW to engage both parents and children with school and supporting home/family life.	Families working with our HSLW are engaged and regularly seek advice and support when needed. Additional family support is evident – Jigsaw Families training to increase active parental engagement and positive relationships between parents and staff. Mindful colouring group introduced January 2018 for targeted children with SEMH needs to ensure a successful morning transition into school.
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Other Approaches

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Vulnerable children to have experience of Forest Schools to have a positive impact on their mental well-being	Guide Posts Forest School	£1000	Pupil Premium pupils attending Forest School with improved or maintained attainment and attendance.	20 Pupil Premium children successfully completed the programme over the year.
Pupil Premium children are engaged in all aspects of school life	Subsidising costs of residential visits and school trips. Whole School enrichment – Music Services School resources Contributions to School uniform	£8985	Fully inclusive provision for all pupils. The whole child is valued and has every opportunity to explore new experiences.	All Pupil Premium children had the opportunity to attend residential visits and school trips due to the subsidised cost. SG organised specific outings for Yr4 and Yr5 Pupil Premium children to cook pizzas at Pizza Express, in order for them to participate in real life, everyday experiences that they would not have previously accessed. This significantly supported pupil self-esteem and a sense of belonging.