

Southminster C of E Primary School



Pupil premium strategy statement

1. Summary information					
School	Southminster Church of England Primary School				
Academic Year	2017/18	Total PP budget	£90,720	Date of most recent PP Review	n/a
Total number of pupils	167	Number of pupils eligible for PP	37	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age related expectations in reading, writing and maths	22%	67%
% achieving the expected standard in reading	44	77
% achieving the expected standard in writing	33	81
% achieving the expected standard in maths	56	80
Progress score in reading	-3.86	-5.58 (school)
Progress score in writing	-4.54	-4.34 (school)
Progress score in maths	-1.28	-4.67 (school)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Attainment of a significant number of pupils who are eligible for PP are not on track to reach national standards.
B.	Some high ability pupils who are eligible for PP are not on track to meet the higher standards.
C.	Some pupils who are eligible for PP are not making the expected progress.

D.	Some lower achieving pupils have low self-esteem.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Pupils have limited opportunities outside of school to enhance and deepen their learning.
F.	Many pupils eligible for PPG have poor attendance.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased number of pupils meeting expected standards in maths and English at the end of KS2.	Pupils eligible for PP in year 6 achieve at least in line with national expectations.
B.	Increased number of high ability pupils meeting higher standards in maths and English at the end of KS2.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, in reading, writing and maths.
C.	All pupils who are eligible for PP make good progress.	Pupils eligible for PP make at least as much progress as those not eligible for PP in-school and nationally.
D.	Promote higher order thinking through development of metacognitive activities in order to develop self-esteem and promote progress.	Pupils will develop the skill to plan how to approach a given learning task and evaluate their progress, creating their own opportunities for self-challenge.
E.	Provide a range of opportunities for pupils to access extra-curricular activities and school trips in order to enhance and deepen learning.	Pupils will participate in a range of activities to develop social skills and independence outside of curriculum expectations.
F.	Target pupils whose attendance is less than 95% to identify and tackle reasons for poor attendance.	All pupils eligible for PP have 95% or more attendance.

5. Planned expenditure					
Academic year		2017/18			
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?
<p>A. Increased number of pupils meeting expected standards in maths and English at the end of KS2.</p> <p>C. All pupils who are eligible for PP make good progress.</p>	<p>Employ a senior member of staff to co-ordinate, monitor and evaluate effective provision for all those eligible for PP.</p> <p>CPD to increase staff knowledge and skills in attachment disorder and emotion coaching in order to improve behaviours for learning.</p> <p>'Essex Steps' CPD to develop staff knowledge and skills in de-escalation strategies in order to improve behaviours for learning.</p> <p>Teachers to plan lessons to fill 'gaps' in knowledge using Assertive Mentoring and other assessments.</p>	<p>The senior member of staff will ensure good provision for all those eligible for PP by continually monitoring and evaluating provision, liaising with parents to ensure strong home-school links and personalising provision.</p> <p>Behaviours for learning are less than good and need addressing to ensure effective learning can take place.</p> <p>Both the new curriculum and Ofsted handbook stress that an objective of teaching is to create deeper understanding rather than to accelerate pupils into new content. We want to support teachers to plan such opportunities within all lessons.</p> <p>Pupils make less progress when gaps in prior learning are not addressed.</p>	<p>Semi-annual Performance Management Reviews for Assistant Headteacher.</p> <p>AHT to provide training and monitor effectiveness as part of her performance role.</p> <p>AHT to carry out 'Teaching Development' activities with teachers throughout the year and monitor the effectiveness of these.</p> <p>Half-termly Pupil Progress meetings to evaluate and plan for high levels of progress and attainment.</p> <p>Pupil conversations, book scrutiny and lesson observations to ensure approach is embedded.</p>	<p>AHT/ SENCo/ PP Coordinator</p>	<p>Half-termly until July 2017</p>

<p>B. Increased number of high ability pupils meeting higher standards in maths and English at the end of KS2.</p>	<p>CPD on providing 'mastery' opportunities for higher attaining pupils.</p> <p>Links with external providers and extra-curricular activities to enhance and extend learning opportunities e.g. Ormiston Rivers Academy gifted and talented maths sessions, EES KS2 English and maths competitions.</p>	<p>We want teachers to be able to confidently plan and deliver lessons that provide stretch and challenge to high ability pupils.</p> <p>Extra-curricular activities will provide further opportunity to enhance and deepen learning.</p>	<p>AHT to carry out 'Teaching Development' activities with teachers throughout the year and monitor the effectiveness of these.</p> <p>Half-termly Pupil Progress meetings to evaluate and plan for high levels of progress and attainment.</p> <p>Pupil conversations, book scrutiny and lesson observations to ensure approach is embedded.</p>	<p>AHT/ SENCo/ PP Coordinator</p>	<p>Half-termly until July 2017</p>
<p>D. Promote higher order thinking through development of metacognitive activities in order to develop self-esteem and promote progress.</p>	<p>Introduction of 'Learning Agents' project.</p>	<p>Evidence suggests that Metacognition enables us to be successful learners, and has been associated with intelligence (Borkowski, Carr, & Pressley). We want to support all pupils to develop the metacognitive approach to learning in order to embed and grow a whole-school ethos.</p>	<p>Whole-school introduction.</p> <p>Impact to be monitored through observations and pupil and staff voice.</p>	<p>AHT/ SENCo/ PP Coordinator</p>	<p>Half-termly until July 2017</p>
Total budgeted cost					<p>£66,000</p>

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?
<p>A. Increased number of pupils meeting expected standards in maths and English at the end of KS2.</p> <p>C. All pupils who are eligible for PP make good progress.</p> <p>B. Increased number of high ability pupils meeting higher standards in maths and English at the end of KS2.</p>	<p>Tuition offered to pupils in year 6 for maths and English.</p> <p>Learning Support Assistants to deliver effective focused sessions to reinforce skills taught, ensuring gaps in understanding are addressed. Precision Teaching will be the main approach to these personalised interventions.</p>	<p>We want to support pupils in raising attainment ensuring they meet expected standards at the end of year 6. EEF Toolkit indicates small group tuition to have an average impact of +4 months.</p> <p>Pupils make less progress when gaps in prior learning are not addressed. LSA's will be used to deliver effective interventions to fill gaps whilst consolidating new learning.</p>	<p>Regular monitoring of assessments.</p> <p>Learning Support Assistants will receive ongoing training to develop CPD.</p> <p>Learning Support Assistants will record outcomes from each taught session, providing immediate feedback to class teachers, which will be used to inform future planning.</p>	<p>AHT/ SENCo/ PP Coordinator</p>	<p>Half-termly until July 2017</p>
<p>E. Provide a range of opportunities for pupils to access extra-curricular activities and school trips in order to enhance and deepen learning.</p>	<p>Peripatetic music lessons.</p> <p>'Fizz Pop' science programme during afternoons for G&T pupils.</p> <p>Subsidised school visits/in-school visitors.</p> <p>Provide all PP pupils with Children's University Passports.</p>	<p>Learning to play a musical instrument will extend pupils' experience of the world and develop their self-esteem as well as develop language skills.</p> <p>Undertaking a challenging, fun and interactive science programme will broaden opportunities and life experiences, with the aim of raising pupils' aspirations.</p> <p>Participating in the varied school visits and in-school visitors will enhance the curriculum for pupils and help them to develop their understanding and curiosity of the wider world, making links between it and their learning in school.</p> <p>Pupils will collect 'hours' of extra-curricular activities, giving pupils an incentive to participate in a wider variety of extra-curricular activities and raise aspirations.</p>	<p>Monitor impact through pupil conversations and surveys.</p>	<p>AHT/ SENCo/ PP Coordinator</p>	<p>Half-termly until July 2017</p>

Total budgeted cost	£14,720
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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?
<p>D. Promote higher order thinking through development of metacognitive activities in order to develop self-esteem and promote progress.</p> <p>E. Provide a range of opportunities for pupils to access extra-curricular activities and school trips in order to enhance and deepen learning.</p>	<p>Active breakfast club sessions to ensure readiness to learn.</p> <p>In-school counselling for those pupils with academic, personal and social difficulties.</p> <p>Provide a nurture room with trained staff for those pupils finding it difficult to access learning within the normal classroom environment due to social and emotional difficulties.</p> <p>All PP pupils to be taken to the local library and receive a library card.</p> <p>All PP pupils to be taken to the library at the end of the summer term to sign up for the summer reading challenge.</p>	<p>Some pupils have emotional and social difficulties relating to past and present personal experiences, which means they find it difficult to settle in class and be receptive to learning. Ensuring they are ready to begin the day in a positive way, and enabling them to talk through their personal concerns, will help them to do this.</p> <p>By giving pupils a separate place to go when they feel they are unable to access learning in class, will ensure they feel valued as a member of our school. We can provide personalised learning support in order to facilitate the transition back to the classroom as appropriate.</p> <p>Pupils will understand how to use a library and have free access to the books there.</p> <p>Pupils will have the opportunity and motivation to continue to read throughout the summer holiday.</p>	<p>Monitor impact through pupil conversations and surveys.</p> <p>Assessment of reading.</p>	<p>AHT/ SENCo/ PP Coordinator</p>	<p>Half-termly until July 2017</p>
Total budgeted cost					£10,000

6. Evaluation of expenditure

Academic year

2017/18

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Evaluation	Cost
<p>A. Increased number of pupils meeting expected standards in maths and English at the end of KS2.</p> <p>C. All pupils who are eligible for PP make good progress.</p>	<p>Employ a senior member of staff to co-ordinate, monitor and evaluate effective provision for all those eligible for PP.</p> <p>CPD to increase staff knowledge and skills in attachment disorder and emotion coaching in order to improve behaviours for learning.</p> <p>‘Essex Steps’ CPD to develop staff knowledge and skills in de-escalation strategies in order to improve behaviours for learning.</p> <p>Teachers to plan lessons to fill ‘gaps’ in knowledge using Assertive Mentoring and other assessments.</p>	<p>The senior member of staff will ensure good provision for all those eligible for PP by continually monitoring and evaluating provision, liaising with parents to ensure strong home-school links and personalising provision.</p> <p>Behaviours for learning are less than good and need addressing to ensure effective learning can take place.</p> <p>Both the new curriculum and Ofsted handbook stress that an objective of teaching is to create deeper understanding rather than to accelerate pupils into new content. We want to support teachers to plan such opportunities within all lessons.</p> <p>Pupils make less progress when gaps in prior learning are not addressed.</p>		

<p>B. Increased number of high ability pupils meeting higher standards in maths and English at the end of KS2.</p>	<p>CPD on providing 'mastery' opportunities for higher attaining pupils.</p> <p>Links with external providers and extra-curricular activities to enhance and extend learning opportunities e.g. Ormiston Rivers Academy gifted and talented maths sessions, EES KS2 English and maths competitions.</p>	<p>We want teachers to be able to confidently plan and deliver lessons that provide stretch and challenge to high ability pupils.</p> <p>Extra-curricular activities will provide further opportunity to enhance and deepen learning.</p>		
<p>D. Promote higher order thinking through development of metacognitive activities in order to develop self-esteem and promote progress.</p>	<p>Introduction of 'Learning Agents' project.</p>	<p>Evidence suggests that Metacognition enables us to be successful learners, and has been associated with intelligence (Borkowski, Carr, & Pressley). We want to support all pupils to develop the metacognitive approach to learning in order to embed and grow a whole-school ethos.</p>		
Total budgeted cost				£66,000

ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Evaluation	Cost
<p>A. Increased number of pupils meeting expected standards in maths and English at the end of KS2.</p> <p>C. All pupils who are eligible for PP make good progress.</p> <p>B. Increased number of high ability pupils meeting higher standards in maths and English at the end of KS2.</p>	<p>Tuition offered to pupils in year 6 for maths and English.</p> <p>Learning Support Assistants to deliver effective focused sessions to reinforce skills taught, ensuring gaps in understanding are addressed.</p>	<p>We want to support pupils in raising attainment ensuring they meet expected standards at the end of year 6. EEF Toolkit indicates small group tuition to have an average impact of +4 months.</p> <p>Pupils make less progress when gaps in prior learning are not addressed. LSA's will be used to deliver effective 'gap filling' tasks whilst consolidating new learning.</p>		
<p>E. Provide a range of opportunities for pupils to access extra-curricular activities and school trips in order to enhance and deepen learning.</p>	<p>Peripatetic music lessons.</p> <p>'Fizz Pop' science programme during afternoons for G&T pupils.</p> <p>Subsidised school visits/in-school visitors.</p> <p>Provide all PP pupils with Children's University Passports.</p>	<p>Learning to play a musical instrument will extend pupils' experience of the world and develop their self-esteem as well as develop language skills.</p> <p>Undertaking a challenging, fun and interactive science programme will broaden opportunities and life experiences, with the aim of raising pupils' aspirations.</p> <p>Participating in the varied school visits and in-school visitors will enhance the curriculum for pupils and help them to develop their understanding and curiosity of the wider world, making links between it and their learning in school.</p> <p>Pupils will collect 'hours' of extra-curricular activities, giving pupils an incentive to participate in a wider variety of extra-curricular activities and raise aspirations.</p>		
Total budgeted cost				£14,720

iii. Other approaches				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Evaluation	Cost
<p>D. Promote higher order thinking through development of metacognitive activities in order to develop self-esteem and promote progress.</p> <p>E. Provide a range of opportunities for pupils to access extra-curricular activities and school trips in order to enhance and deepen learning.</p>	<p>Active breakfast club sessions to ensure readiness to learn.</p> <p>In-school counselling for those pupils with academic, personal and social difficulties.</p> <p>Provide a nurture room with trained staff for those pupils finding it difficult to access learning within the normal classroom environment due to social and emotional difficulties.</p> <p>All PP pupils to be taken to the local library and receive a library card.</p> <p>All PP pupils to be taken to the library at the end of the summer term to sign up for the summer reading challenge.</p>	<p>Some pupils have emotional and social difficulties relating to past and present personal experiences, which means they find it difficult to settle in class and be receptive to learning. Ensuring they are ready to begin the day in a positive way, and enabling them to talk through their personal concerns, will help them to do this.</p> <p>By giving pupils a separate place to go when they feel they are unable to access learning in class, will ensure they feel valued as a member of our school. We can provide personalised learning support in order to facilitate the transition back to the classroom as appropriate.</p> <p>Pupils will understand how to use a library and have free access to the books there.</p> <p>Pupils will have the opportunity and motivation to continue to read throughout the summer holiday.</p>		
Total budgeted cost				£10,000

1. Evaluation of expenditure				
Academic year	2016/17			
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Evaluation	Cost
Specialist teacher to support development of quality first teaching	Specialist to work with teachers to provide support to ensure accelerated progress.	Pupil Premium pupils' progress is accelerated so that they attain within Assertive Mentoring criterion reading by the end of the year.	Quality of teaching improved in year one and this had an impact on phonics data and year one outcomes.	£10,000
Total budgeted cost				

ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Evaluation	Cost
Drama Classes to improve development of vocabulary and language in English	<p>KS2 to have Drama session based around Shakespeare text. Focus on language vocabulary development.</p> <p>Children to work with Divergent drama team and perform to parents.</p>	<p>Pupils in focus groups in years 5 & 6 to make accelerated progress and meet age related expected attainment in line with statutory assessments for Year 6 pupils.</p> <p>Opportunities to perform, raising self-esteem and appreciation of culture and the arts.</p>	<p>No impact seen within year 6 data.</p> <p>Year 5 made good progress with reading.</p> <p>Overall children's self-esteem increased as did their confidence.</p>	£5,200

Additional Support for quality intervention across KS1	Proportion of the salary of a Specialist Teaching Assistant providing intervention to improve English Skills .	Yr1 FSM pupils to achieve 2 levels of progress in writing according to the Assertive mentoring Criterion and 90% FSM pupils to pass the Yr1 Phonics Screening Test.	60% passed phonics. The remaining 20% were SEN. One with an ECHP and one currently applying	£6000
Breakfast Club	Attendance and punctuality of PPG children to improve with the introduction of Breakfast club.	Improved attendance and punctuality to have impact on learning across the curriculum	Unable to run as agency that was assigned pulled out.	£7,200
Pastoral Support	Counselling services for vulnerable pupils at risk of exclusion.	95% of FSM pupils to meet secure level within Assertive mentoring writing criterion for the year group. 95% of FSM pupils to achieve 94+ on age related standardized score in R + M and meet secure level within Roz Wilson writing criterion for the year group.	Children who received counselling are emotionally stable and have not had any further exclusions	£1500
Total budgeted cost				£23400

iii. Other approaches				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Evaluation	Cost
Academy Resources to ensure that all pupils can attend the year residential visits and extraordinary day trips	School to support FSM pupils to attend, including subsidised places. Residential / Royal Opera House/ .	Ensure equity in extended provision, impacting on language, self-esteem and confidence No child in Years 5 and 6 to be prevented from attending the residential journeys because of cost.	All PPG attended all trips and residentials.	£4000
Total budgeted cost				