



## Pupil Premium Strategy Report 18/19 (Reviewed)

In **2018-19** Pupil Premium funding was £1320 per pupil. Schools also receive funding of up to £2300 for Looked after Children and those adopted from care and £300 for Service Forces children.

Sythwood Primary School is estimated to receive **£243,180** this academic year based on the information published by the DfE in June 2018.

### Principles of Pupil Premium spending

At Sythwood Primary School we are always working to ensure that low expectations or a poor socio-economic background are not a barrier to achievement by carefully considering the potential of all our children. We have also used existing research and publications to support and enable us to make decisions about expenditure and the effective use of our Pupil Premium funding.

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. It is the case that limited resources may mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.
- We have sought external specialists and identified opportunities where by which our children can have an enriched and enhanced access to the curriculum.

## Identified barriers to educational achievement

- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities.
- Poor attendance – high persistent absence and lateness contributing to lower than expected progress.
- Limited English language and vocabulary spoken at home.
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework.
- The number of pupils who are in receipt of Pupil Premium as well as on the SEN register for cognition and learning.
- Behaviour – pupils with specific social and emotional needs which affect their learning.
- Children lack confidence and are less likely to see themselves as successful.

## How we are spending our pupil premium allocation for the school year to overcome these barriers

We aim to use pupil premium approaches that are strategic, evidence-based, ambitious and built on an ethos of high quality teaching for all. How the Pupil Premium is spent is monitored closely and all schools are accountable for the impact of the money spent. We use a wide range of strategies and approaches to provide additional support for the 'Pupil Premium' targeted children. The focus of the PPG spending is primarily to enhance pupil's core numeracy and literacy skills. However, a key part of this is targeted interventions that are also provided to support emotional and behavioural needs so they can be more successful in our school. To help us implement a strategic and evidence based approach, all our interventions are underpinned by provision maps which identify individual needs and put appropriate interventions and resources (including staff) in place to address these areas. One page profiles, created by PP children, are also used to identify children's needs and include comments from parents.

## How we will measure the impact of the pupil premium?

The school evaluates the attainment and progress of each pupil at least termly through;

- Pupil Progress meeting with Pupil Premium children highlighted (termly)
- Work trawls and progress evident in books across the curriculum
- Intervention reports from learning support assistants
- Parent interviews
- Pupil Interviews

These tasks directly influence future planned support and target setting for all pupils. Alongside this the attendance of Pupil Premium children will be monitored this academic year followed by an analysis of any patterns discovered. Pupils participating in planned focussed support are assessed in terms of academic progress and progress in other areas such as confidence, engagement within the classroom, social or emotional development.

## Planned expenditure for 18/19

Activity	Outcomes	Target pupils	Monitoring	Predicted cost	Impact (RAG)
<i>Academic</i>					
Accelerated Reader	Improved comprehension skills. For pupils to achieve in line with their peers in standardised tests and to make accelerated progress from their individual starting pupils.	All disadvantaged pupils in Year 3 and 4.	Progress data Learning walks Work scrutiny	£2440	All children in Year 3 and 4 given opportunity to use Accelerated Reader. 1:1 support provided for identified chn. Out of the 24 (Y3/4) chn who got this intervention (one term), 23 made positive progress (increased reading age) and 8 of them made significant progress of +1:0 year.
Early Years Intervention	Chn's needs identified earlier in the school. Chn receive support quicker and gap between them and their peer group decreases.	Identified disadvantaged pupils in EYFS.	Progress data Learning walks SEN provision map	£25,200	Children were quickly identified to make significant progress with early intervention put into place. Interventions were run consistently to allow the children make this progress. Ideas and a clear vision of interventions were able to be drawn upon from SENCO training. A clearer direction and needs of the children were created and more evident.
Reading Recovery Teaching & CPD	Accelerated progress from their individual starting pupils.	Identified disadvantaged pupils in Year 1.	Progress data Learning walks Intervention reports Benchmarking	£29,890	All children (11chn) made accelerated RR progress. Five CPD sessions completed.
Third Space Learning	For pupils to achieve in line with their peers in standardised tests and to	Identified disadvantaged pupils in Year 5 and 6.	Termly data Learning walks Work scrutiny	£5990	30 chn selected. Good attendance (above 95%) of sessions. All chn rated the

	make accelerated progress from their individual starting pupils.				sessions highly. 24 of 26 reached the end of year expected standard in maths.
<b>Physical</b>					
Sensory Circuits resources	Increased concentration. Improved engagement in learning.	Identified disadvantaged pupils across all year groups.	Progress data Teacher feedback Intervention reports Observations Pupil voice	£1,000	Reduced behaviour incidents recorded (see exclusions below). Increased time spent in class for identified chn. All chn rated the sessions highly.
<b>Social and Emotional</b>					
SEMH interventions: Happy to be Me and ELSA	Enhanced self-esteem and resilience. Increased attendance. Improved communication skills.	Identified disadvantaged pupils across all year groups.	Attendance data Teacher feedback Intervention reports Parent voice Pupil voice SEN provision map	£98,199	HTBM: 6 chn completed sessions. Most gave positive feedback from chn, parents and teachers.  ELSA: 9 chn attended and 7 completed sessions (achieved targets). Positive feedback from teachers.
Behaviour Intervention Leader appointed	Identified chn have clear behaviour plans so are more settled in school and behaviour incidents decrease. Positive learning behaviours and more engaged in learning.	Identified disadvantaged pupils across all year groups.	Attendance data Progress data Teacher feedback Learning walks Pupil voice CPOMS reports	£31,129	Reduced behaviour incidents recorded. Increased time spent in class for identified chn. Referral system in place to identify chn requiring support. Decreased number of exclusions.
<b>Family Support</b>					
DSL & Wellbeing Leader appointed and CPD  Interventions: Young Carers and Drawing and talking	Parents feel supported and more engaged in school activities. Enhanced self-esteem. Increased attendance. Increased engagement in learning.	Identified disadvantaged pupils across all year groups.	Attendance data Parent voice Pupil voice CPOMS reports	£30,447	Regular meetings with parents and MAP to support children's development, welfare and school attendance. Identifying vulnerable children in need of referrals to external services, through regular meetings with teachers and continuous monitoring of CPOMs. Regular sessions and intervention

					work with children to support emotional wellbeing and smooth transitions from home to school. Weekly Drawing and Talking sessions with identified vulnerable children. Supporting Young Carer Club Leader in the management of weekly sessions and ongoing support of identified Young Carers. Managing and supporting the well-being ambassadors in creating and completing projects which encourage positive wellbeing within the whole school community.
<b>Enrichment</b>					
Forest School every afternoon.	Enhanced self-esteem and perseverance. Increased attendance. Improved communication skills.	All disadvantaged pupils in Year 1, 3, 4 and 5.	Attendance data Teacher feedback Pupil voice	£8024	At least 95% of all PP chn attended sessions. Most chn stated that it was the best feature of the school.
Subsidised School Trips and Workshops for all	Improved engagement in learning linked to trips and workshops. Enhanced self-esteem. Increased attendance.	All disadvantaged pupils.	Attendance data Progress data Book scrutiny Pupil voice	£7500	All chn experienced at least three trips/workshops during the year. Teachers reported that trips/workshops significantly enhanced learning in class.
Music lessons (piano and guitar).	Enhanced self-esteem and positive engagement with school. Increased attendance.	Identified disadvantaged pupil in KS2 (10chn per term).	Attendance data Parent view Pupil voice	£3108	Ten children attended weekly sessions. All performed in celebration concert. All chn rated sessions highly.
After school football and multisport club.	Enhanced self-esteem and positive engagement with school. Increased attendance.	Identified disadvantaged pupils (20chn per term).	Attendance data Parent view Pupil voice	£1320	60 chn attended over the year. All chn rated sessions highly.

Date of next Pupil review: December 2018, April 2019, July 2019.

Created and reviewed by Elliot Cole (DHT)

### 18/19 Attendance

	17/18	18/19 Target	18/19
Overall attendance	95%	95.2%	95.3%
<b>Pupil Premium attendance</b>	93.1%	93.4%	94%
Overall persistent absence	14.7%	9.7%	10.3%
<b>Pupil Premium persistent absence</b>	27%	23%	12.4%

### Exclusions

Exclusions	Sub-group	School numbers	National	Spring	Summer	Target
<b>FX exclusions (% of pupil group)</b>	All	566	1.2%	1.3%	0.9%	1.2%
	PP	160	3.6%	3.8%	2.1%	3.6%
<b>PX exclusions</b>	All	566	0.0%	0.0%	0.0%	0.0%
	PP	160	0.1%	0.0%	0.0%	0.0%

### Pupil Voice

Statement	Autumn (% of children who agreed)	Summer (% of children who agreed)
I am happy to come to school	81%	83%
Adults in school explain to me how to improve my work	80%	82%
I feel safe when I am school	85%	88%
I read more than twice a week	79%	66%
I do at least one club after school	49%	86%

## 18/19 Assessment

EYFS				
Subject	Sub-group	Cohort	End of year	Progress
Good level of development (GLD)	PP	15	40%	NA
	Not PP School	72	61%	NA
	Not PP National	NA	TBC	NA
KS1				
Subject	Sub-group	Cohort	End of year	Progress
Phonics	PP	23	72%	NA
	Not PP School	52	80%	NA
	Not PP National	NA	TBC	NA
Combined	PP	27	48%	NA
	Not PP School	63	60%	NA
	Not PP National	NA	TBC	NA
Reading	PP	27	63%	NA
	Not PP School	63	71%	NA
	Not PP National	NA	TBC	NA
Writing	PP	27	48%	NA
	Not PP School	63	62%	NA
	Not PP National	NA	TBC	NA
Maths	PP	27	63%	NA
	Not PP School	63	68%	NA
	Not PP National	NA	TBC	NA
KS2				
Subject	Sub-group	Cohort	End of year	Progress
Combined	PP	20	60%	NA
	Not PP School	58	69%	NA
	Not PP National	NA	TBC	NA
Reading	PP	20	75%	TBC
	Not PP School	58	72%	TBC
	Not PP National	NA	TBC	TBC
Writing	PP	20	75%	TBC
	Not PP School	58	88%	TBC
	Not PP National	NA	TBC	TBC
Maths	PP	20	80%	TBC
	Not PP School	58	88%	TBC
	Not PP National	NA	TBC	TBC
SPAG	PP	20	75%	NA
	Not PP School	58	90%	NA
	Not PP National	NA	TBC	NA

Lessons learned:

- We need to explore better ways of monitoring impact of behaviour/wellbeing intervention.
- We must consider more ways we can support KS1 children with academic progress.
- We will increase pupil voice (linked to focus areas) so we can get a more comprehensive view of progress.
- We must increase the number children who read more than twice a week.