

Non PP KS1 (76 pupils)	77.3	64.0	77.3	60.0	89.5	61.8	93.4	78.9	94.7	88.2	80.3	47.4	
Non PP National	76	67	74	62									
PP Y3 (13 pupils)	76.9	15.4	84.6	15.4	92.3	69.2	76.9	69.2	92.3	84.6	61.5	38.5	
NPP Y3 (46 pupils)	76.6	25.5	74.5	25.5	87.5	79.2	70.8	56.3	97.9	89.6	62.5	39.6	
PP Y4 (17 pupils)	35.3	11.8	47.1	11.8	82.4	64.7	82.4	70.6	94.1	88.2	76.5	52.9	
NPP Y4 (42 pupils)	72.7	40.9	77.3	40.9	93.2	77.3	90.9	88.6	95.5	95.5	90.9	75.0	
PP Y5 (13 pupils)	46.2	38.5	61.5	38.5	84.6	84.6	92.3	84.6	100	100	76.9	76.9	
NPP Y5 (46 pupils)	75.6	64.4	86.7	64.4	100	100	100	100	100	100	100	100	
	Reading % EXS+	Writin g % EXS+	Maths % EXS +	RWM % EXS+	Readin g % GP	Readin g % AP	Writin g % GP	Writin g % AP	Maths % GP	Math s % AP	VA Progress Reading	VA Progres s Writing	VA Progres s Maths
PP KS2 (12 pupils)	42	67	17	17	100	100	100	100	100	100	-0.8	2.5	-1.9
NPP KS2	65	88	67	54	91.7	91.7	91.7	91.7	93.8	100	-0.9	2.1	-2.4

(48 pupils)													
Non PP National	72	79	75										
	% EXS +												
PP GLD (8 pupils)	57												
Non PP GLD (80 pupils)	70												
PP Phonics	62.5												
Non PP Phonics	86.6												

Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers</i>	
A.	Across KS 2 there is a deficit in all core subjects, particularly in Maths, which resulted in Year 6 data of 17% of PP children meeting expected standards (42% in reading and 67% in writing)
B.	Poor phonics performance impacting learning in KS1 – only 62.5% of PP children met required standard compared to 86.6% of Non PP children
C.	The deficit in attainment of Foundation Stage children at GLD. (see table)
D.	Though children’s barriers to learning have been individually and accurately identified , class teachers don’t always prioritise breaking down these barriers in class because they are trying to work equally with all children or delegating responsibility for intervention to other adults
E.	Some teaching is not yet good for PP children (dialogue and opportunities for depth challenge, expectations)
<i>External barriers</i>	
F.	Confidence to learn independently
G.	Attendance & lateness

Outcome		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated attainment in all year groups for identified priority PP children so that identified targets are met	Teachers to know who PP children are. KPI statements on Target Tracker to be used for identifying children's direct needs. Challenging targets set using FFT data Targeted wave 1 teaching delivered to address these needs. Coaching GROW model used to deliver targeted intervention. Teachers to adjust their timetable to address the areas of need Diminishing the difference to increase the percentage of PP children meeting the expected standard to match National for all key stages All PP children to have 100% accelerated progress in reading, writing and maths in order to be on track to hit expected standard at the end of KS2
B.	Children will progress at expected rates in phonics with identified PP children closing the attainment gap by the end of the year measured through six-weekly Read, Write, Inc assessments and national phonics test	Children are delivered bespoke Phonic programme Monitor and analyse Phonic data Identify areas of need Deliver additional targeted Phonic programme Targeted phonic programme children make accelerated progress. Priority PP children meet targets in order to diminish the difference. 87% passing phonics test in Year 1; 94% retake pass rate in Year 2 and Year 3.
C.	Higher attainment of GLD for PP to be in line with NPP to be measured by hitting monthly statements.	All Key workers to know who PP children are. All Key workers know and identify PP needs through in depth key worker time Underperforming areas in both prime and specific areas are identified Identified areas of needs planned for. Higher attainment achieved. Gap between PP (57%) and NPP (70%) achieving GLD closed.
F.	An increase in the number of families engaging with Pastoral/ELSA support workers and attending parent workshops offered by pastoral/ELSA team and Educational Psychologists in order to promote self-esteem leading to independent learning.	Parents complete an audit of workshop needs survey. All workshop needs will be covered by either Pastoral support worker, ELSA, Educational Psychologist or SENDco. Based on previous attendance figures of 50% we would like to see a 75% attendance rate of parents at targeted workshops.

		Post workshop questionnaires feedback that parents are happy with content, delivery and strategies advised upon.
D and F.	Children to have confidence in their own abilities and to achieve the targets they have set themselves as a result of the Coaching approach to learning (using the Grow Model)	Children can identify their own goal Children can discuss the reality of achieving the set goal and identifying their own barriers to learning Children discuss the options for achieving that goal Children can identify their own way forward to achieving their set goal Children use the Grow Model approach independently in class and apply it to their academic and social and emotional development
E	100% of teaching of PP children to be judged as good	Teachers to know who PP children are Teachers to be able to identify children who are disadvantaged, most disadvantaged and most able disadvantaged GROW model approach to be used to identify barriers for those children Teachers to put in place suitable wave 1 strategies identified for PP children to tackle breaking down the barriers identified through GROW model coaching Monitoring of teaching of PP children to be judged as good and better Attainment of progress of identified PP children to improve.
G.	An improvement in percentage of attendance and 100% reduced lateness for PP children	Identify pupils in years 1,2,3 & 6 whose attendance falls below 92% Designated members of staff to make home-visits to those families Teachers to take on ownership of class lateness and attendance by offering class rewards Pizza party for the highest attendance percentage per class and most improved attendance per class each term Regular updates from Pastoral Support Worker to class teachers of ongoing attendance percentages Years 5 & 6 (31 PP Chn of whom 13% are attendance issues and 16% are lates) to be part of an initiative to improve attendance and lateness. (Reduce attendance and late issues to 3%) School to be part of RBC attendance challenge Budget allocation for weekly and termly reward systems Lateness to be reduced from 16% of PP children to 4% and attendance improved from 22% of PP children to 8%, which will then impact on

		academic performance and more PP children meeting or exceeding expected standards.
--	--	--

2. Planned expenditure

Academic year	2016/2017
----------------------	------------------

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?
Teachers improve: <ul style="list-style-type: none"> Use of concrete learning resources Best practice approaches to teaching subject strands Scaffolding lessons for reasoning and depth Developing fluency 	Specialist maths training (numbers count trainer ECC trainer) 1-1 sessions with all teachers	<ul style="list-style-type: none"> Children following numbers count programmes made an average Number Age gain of 17 months in only 4 months – over 4 times the expected progress. 95% of them showed more confidence and interest in learning mathematics in class after Numbers Count. The techniques shared with our teachers are consistent with this training The EEF toolkit suggests that improving the quality of teaching is a high impact low cost approach 	Monitoring triangulation Release time to plan alongside expert Review from LA Review consultant WEC Pupil voice	MC Lead Governor	Termly monitoring schedule Feedback to governors

<ul style="list-style-type: none"> • Improve any teaching that is not yet good through coaching • Develop middle leadership focus on underperforming children • Improve the reading curriculum to ensure reading skills are taught explicitly 	<p>School improvement consultant WEC:</p> <ul style="list-style-type: none"> • Support plans for teachers not yet good • Subject leader support triangulation skills (PP priority) • Whole staff training reading curriculum- whole class reading) • Whole school training dialogic 	<ul style="list-style-type: none"> • consultant chosen has a track record of improving teaching through coaching and has worked effectively with the school in the past 	<p>Monitoring triangulation Release time to plan alongside expert Review from LA Review consultant WEC Pupil voice</p>	<p>CH, MC, LF, RS/JN Lead Governor</p>	<p>Termly monitoring schedule Feedback to governors</p>
<ul style="list-style-type: none"> • Improve learning in phonics • Increase checks that phonics is being taught and applied well across the curriculum 	<p>School improvement partner Literacy RBC</p> <ul style="list-style-type: none"> • 1-1/ small group sessions • Training • Leadership audit support 	<ul style="list-style-type: none"> • Monitoring revealed that the scheme and teaching pedagogy across the school were contributing to the issues. • In EYFS children needed a smaller group to explore language and have a consistent check that there were sufficient opportunities through the day to apply their new sounds • Consultant chosen is endorsed by the Local Authority and has a proven track record of improvement support • The EEF toolkit suggests that moderate gains can be made through effective phonics programmes. We expect our phonics small groups to accelerate children who are behind by an additional 4 months in one year as a minimum 	<p>Monitoring triangulation Release time to plan alongside expert Review from LA Pupil voice Phonics tracking</p>	<p>LR, LF, RS, Lead Governor</p>	<p>Termly monitoring schedule Feedback to governors</p>

<ul style="list-style-type: none"> Teachers able to interpret and analyse assessment information so that they identify underperformance and plan accordingly. Focusing their formative assessment in class on pp children Increasing specific feedback in class to underperforming PP children 	Data training	<ul style="list-style-type: none"> In the DFE Research report November 2015 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' successful schools are data driven and teachers use data and assessment to adapt their lessons to help pupils make better progress The EEF toolkit notes that improving feedback is a highly effective and low cost intervention 	Monitoring triangulation	CH, SNJ, MC, LF, RS/JN, Lead Governor	Termly monitoring schedule Feedback to governors
Total budgeted cost					£100,559.00

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?
<ul style="list-style-type: none"> Smaller targeted phonics teaching groups adults who target Underperforming and most able PP children during child initiated learning to ensure they apply skills and language learning from adult led activity 	Funding additional EYPPs to target specific children	<ul style="list-style-type: none"> The EEF Early years toolkit suggests that early communication, early numeracy and literacy approaches add an additional 4-6 months progress. Our Year 1 TAs are trained in our expectations and the quality of their interactions and instruction are carefully monitored. This approach allows teachers to focus on the most vulnerable children and closer observation and intervention during child initiated activities 	Focused triangulation and monitoring of interactions, progress and focused pupil observations	LR, LF Lead Governor	Termly monitoring schedule Feedback to governors

<ul style="list-style-type: none"> Strategies from PPMS are consistently applied in everyday teaching underperforming children have increased face to face focus from teachers in class individual coaching plans are in place and coaching happens weekly there is a link between the class teacher and any teacher that leads interventions so that learning from out of class interventions is consolidated and applied in class 	<p>"Tilt strategy" all staff provided with coaching training and expectations made clear. SLT focus their triangulation on underperforming children</p>	<ul style="list-style-type: none"> In the DFE Research report November 2015 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' successful schools made sure that leaders clearly communicated expectations and developed cultures where the performance of vulnerable children is at the heart of self evaluation Our monitoring of implementation of strategies following PPGS and of data of impact of strategies found staff were struggling to focus on all children Leaders wanted to focus more on provision for children that need to catch up The EEF toolkit notes that improving feedback is a highly effective and low cost intervention 	<p>Monitoring triangulation Release time for PPMS Provision plan tracking</p>	<p>CH, MC, LT, SNJ, LF, RS/JN, Lead Governor</p>	<p>Termly monitoring schedule Feedback to governors</p>
<ul style="list-style-type: none"> Accelerated progress for no progress children in English / Maths skills 	<p>Small group teaching Short term specific teacher led intervention for specific concepts and to overcome learning barriers</p>	<ul style="list-style-type: none"> The EEF toolkit notes that small group teacher led instruction can add an additional 4 months progress. Children accessing this programme will be expected to make at least 4 months additional progress in 1 year 	<p>Termly Target tracker monitoring of individual data</p>	<p>CH,MC, LF, JN/RS Lead Governor</p>	<p>Termly monitoring schedule Feedback to governors Class teacher PMs PP Teacher PPMs</p>
<ul style="list-style-type: none"> Improved reading ages (comprehension and decoding skills) 	<p>RAPID</p>	<p>Independent research by NFER found that the programme built the confidence and self-esteem of pupils. In addition, Worcestershire Learning Support conducted a trial of 14 schools. Over half of the children made four times the expected progress in reading accuracy. 54% of pupils made over 12 months' progress in their reading age over the 3 months. 83% of pupils made at least 6 months' progress. 93% made at least 3 months progress.</p>	<p>Salford reading Assessment expectation accelerated progress 6 months progress in 4 months intervention minimum</p>	<p>AON, Lead Governor</p>	<p>Termly monitoring schedule SENCO report to SLT</p>

<ul style="list-style-type: none"> Improved phonics application, spelling and reading accuracy 	NESSY	Research conducted by Dr Carbol concluded that students on average made a gain of 1 year after 18 weeks of using Nessy Reading & Spelling. Several students made gains in excess of 2 years. Average improvement reading single words (decoding skills) 2 years 7 months. The majority of students increased their reading ability by 2 years or greater.	Baseline reading and spelling assessment- post intervention test Book trawl	LF, LR, Lead Governor	Termly monitoring schedule SENCO report to SLT
<ul style="list-style-type: none"> Children with specific speech and language difficulties receive clinical support 	SALT intervention	This is a clinical intervention recommended by health professionals individual progress within progress will vary according to need	SALT assessments- clinical progress expectations	AON, Lead Governor	Termly monitoring schedule SENCO report to SLT Termly meetings with parents to review targets
<ul style="list-style-type: none"> Improve children's emotional development and provide a safe base in school so that they are able to spend effective time in class and reduce incidents of negative behaviour 	Nurture group provision ELSA provision	The EEF toolkit notes that providing social and emotional learning opportunities can improve progress by an additional 4 months per year. We will expect this intervention to at least help children maintain attendance, basic progress of 6 points and avoid or reduce incidents of exclusion or poor behaviour over time.	<ul style="list-style-type: none"> Boxall profile improvement improved progress than before nurture intervention 	AON Lead governor	Termly monitoring schedule
<ul style="list-style-type: none"> Improve the attendance of PP children 	Pastoral support worker Ride time free bike Extra EWO support	DFE research shows that children who attend school well achieve better progress and attainment.	Attendance data (expectation to move all children to 95%)	CH, LE, Lead governor	Termly monitoring schedule
Total budgeted cost					£122,564.00
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?
<ul style="list-style-type: none"> to support concrete learning opportunities in maths and scaffold the development of application and reasoning skills 	Purchase maths equipment	The EEF notes that mastery approaches to learning can add an additional 5 months progress in a year. Educational theory suggests that concrete learning is an essential part of conceptual understanding. this is necessary for reasoning and application	<ul style="list-style-type: none"> Checks that staff use equipment appropriately form part of monitoring of books and classrooms Pupil voice 	MC, Lead Governor	Termly monitoring schedule
<ul style="list-style-type: none"> To provide concrete learning experiences and improve engagement 	Trips and visits	<ul style="list-style-type: none"> Children told us through pupil conferencing that they feel they learn better with a 'real life' experibnece. The EEF notes that mastery approaches to learning can add an additional 5 months progress in a year. Educational theory suggests that concrete learning is an essential part of conceptual understanding. this is necessary for reasoning and application 	<ul style="list-style-type: none"> Checks that staff use experiences appropriately form part of monitoring of books and classrooms Pupil voice 	All staff Lead Governor	Termly monitoring schedule
Entitlement to extra-curricular activities and give success opportunities	After school clubs	<ul style="list-style-type: none"> We want to provide all our children with opportunities to try new things, find individual talents, experience success and improve cultural capital. Many of our affluent children attend lots of clubs outside of school 	Attendance at clubs expected and tracked	CH, LE, Lead Governor	Termly monitoring schedule

Reduce lates and improve attendance and nourishment	Breakfast clubs Cereal bars in each class	<ul style="list-style-type: none"> • We know some of our children are hungry at the start of the day and that this affects their concentration • DFE research shows that children who attend school well achieve better progress and attainment. • We know some of our children have an unsettled start to the day when at home and that this affects their concentration and 	Attendance of Breakfast club participants tracked	LE, CH Lead Governor	Termly monitoring schedule
To improve the child's confidence to learn independently and the teacher to correctly identify the child's barrier to learning	Mental health project training for all staff Termly Triage meetings with Ed Psych and mental health worker	<p>Our mental health project reported that:</p> <ul style="list-style-type: none"> • Childhood mental health issues often continue into adulthood and can become more severe and enduring. (Oxford Health NHS Foundation Trust) • Investment in these young people can help them achieve academically and improve longer-term outcomes such as employment and health. (Oxford Health NHS Foundation Trust) • Knapp, et al (2011) demonstrated that that school based interventions saved the NHS and Education £8,223 per child by the end of year 15. • Almost half of young people with fewer than five GCSEs graded A* to C said they 'always' or 'often' felt down or depressed compared with 30% young people who were more qualified (Princes Trust, 2012) 	Attend regular termly modules delivered across the local authority. Whole staff Inset training Review meetings with Ed Psych and Mental health worker Review meeting with SLT	SENDCO SEND Governor SLT	Annual review
Total budgeted cost					£1,156.00

Southcote Primary School
Pupil Premium Plan Outcomes 2016 - 2017

Leadership and Management

- a. All staff and Governors play an effective and critical role in school improvement through monitoring the teaching and learning of the school as part of a curriculum team.(LT,SNJ, CH
- b. Purposeful and meaningful performance management is in place, which is valued by staff and leads to improvement.(LT/SNJ)
- c. For AHT's to be confident coaching and leading staff (LT/SNJ/CH)
- d. AHTs are robustly monitored throughout the year by (Exec Head, Head of School.and DHT)
- e. Governance is effective and judgements are accurate and inform school self evaluation (COG)

Quality of Teaching, Learning and Assessment outcomes

- a. For 100% teaching to be good and 50 % of teaching to be outstanding by summer term. (SLT)
- b. All NQTs and Schools direct students have had access to a rigorous and well planned bespoke support programme resulting in the teachers exceeding NQT standards (GB)
- c. Quality of assessment and planning results in all children meeting KPI's for their stage . (SLT)
- d. All TA's to have access to a rigorous and well planned bespoke CPD programme which results in rapid improvement in pupil performance (SNJ)
- e. All adults are confident coaching for pupil performance which enables children are personally responsibility for their learning.(All)
- f. To improve the quality of the teaching of reading, handwriting and spelling and reasoning, arithmetic through introduction of new programmes.(AHT's)
- g. For all teachers to be teaching MFL(Curric Teams)

Personal Development, Behaviour and Welfare

- a. To subsidise the cost of planned trips or extra -curricular clubs throughout the year.
- b. To provide small group work or 1:1 work with specialist adults eg Play therapists, Speech and Language therapists, Emotional literacy Support Assistants (ELSA), Massage therapists.
- c. To monitor and follow up any attendance issues.
- d. For all children to have improved social and emotional well-being, behaviour and attitudes for learning.(SLT)
- e. To introduce mindfulness and meditation across school (EP)
- f. For a core group of staff to identify and manage mental health needs in school.(CH)
- g. Pupil voice is utilized and acted upon resulting in the pupils expressing that they are well heard. (SLT)

Outcomes for Pupils

- a. Improvement in maths, reading and writing data, for KS1 and KS 2 to be above national expectation and exceed floor standards.(AHT's)
- b. For EYFS stage data to be above national (LF)
- c. All groups of children in all cohorts have made at least expected progress in reading, writing and maths (AHT's)
- d. Close the attainment and progress gap in all subjects for pupil premium and SEND children particularly in KS1, phonics and EYFS (CH & KH)
- e. Baseline judgements to be accurate at foundation stage (LF)
- f. For all year groups to have an increased percentage of pupils working at expected or exceeding for maths . (AHT's)

