

## SOUTHCOTE PRIMARY SCHOOL

### Pupil Premium grant expenditure. Report to parent/carers 2017/18.

1. Summary information						
<b>School</b>		Southcote Primary School				
<b>Academic Year</b>		2017/18	<b>Total PP budget</b>	£117,480	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	533 Jan 2017 census	<b>Number of pupils eligible for PP</b>	89 17%	<b>Date for next PP Strategy Review</b>	July 2018	

**Analysis of 2017 Data.**

**Exs+ = Expected standard and above**  
**VA= Value Added**

**GP= Good progress**  
**AP= Accelerated progress**

	Reading % Exs+	Writing % Exs+	Maths %Exs +	RWM %Exs	Reading % GP	Reading % AP	Writing % GP	Writing % AP	Maths % GP	Maths % AP	RWM % GP	RWM % AP
<b>PP Y1 (9 pupils)</b>					Year 1 Progress data cannot be calculated because the systems from EYFS to End of year 1 are not compatible.							
<b>NPP Y1 (80 pupils)</b>												
<b>PP KS1 (9 pupils)</b>	44	11	33	11	44	22	56	22	56	22	22	0
<b>Non PP KS1 (78 pupils)</b>	76	63	82	60	78	44	83	59	73	33	51	13
<b>Non PP National</b>	79	72	78	67								
<b>PP Y3 (15 pupils)</b>	80	53	47	40	87	65	87	77	80	53	80	33
<b>NPP Y3 (73 pupils)</b>	77	62	71	71	88	77	92	78	86	75	82	55
<b>PP Y4 (14 pupils)</b>	79	64	71	57	86	64	86	86	93	93	79	57
<b>NPP Y4 (46 pupils)</b>	67	54	76	52	85	61	91	91	91	89	85	61
<b>PP Y5</b>	12	18	12	6	94	82	94	94	82	82	94	65



<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b><i>In-school barriers</i></b>	
A.	Year 6 data of PP reaching expected standards in writing (64%) a decline on previous year. Still disparity between PP and Non PP children.
B.	Year 6 data of PP reaching Higher Standard in all subject areas was below National.
C.	KS1 PP poor attainment in all subject areas.
D.	Poor phonics performance impacting learning in KS1 – only 56% of PP children met required standard compared to 82% of Non PP children
E.	The deficit in attainment of Foundation Stage children at GLD. (see table)
F.	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
G.	Some teaching is not yet good for PP children (dialogue and opportunities for depth challenge, expectations)
<b><i>External barriers</i></b>	
H.	Confidence to learn independently
I.	Attendance & lateness

<b>Outcome</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A, B &amp; C.</b>	Accelerated attainment in all year groups for identified priority PP children so that identified targets are met	<p>Teachers to know who PP children are.</p> <p>Teachers to understand breakdown of PP children into Most Able Disadvantaged, Most disadvantaged and Disadvantaged.</p> <p>Teachers to focus on which PP children need tilting strategies.</p> <p>Statements on Target Tracker to be used for identifying children's direct needs.</p> <p>Growth Mindset strategies adopted for PP children</p> <p>Challenging targets set using FFT data</p> <p>Targeted wave 1 teaching delivered to address these needs.</p> <p>Coaching GROW model used to deliver targeted intervention.</p> <p>Teachers to adjust their timetable to address the areas of need</p> <p>Diminishing the difference to increase the percentage of PP children meeting the expected standard to match National for all key stages</p> <p>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</p>
<b>D.</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	<p>Children are delivered bespoke Phonic programme</p> <p>Monitor and analyse Phonic data</p> <p>Identify areas of need</p> <p>Increase frequency of delivery of additional targeted Phonic programme</p> <p>Targeted phonic programme children make accelerated progress.</p> <p>Priority PP children meet targets in order to diminish the difference.</p> <p>83% passing phonics test in Year 1; 75% retake pass rate in Year 2 and Year 3.</p>
<b>E.</b>	Higher attainment of GLD for PP to be in line with NPP to be measured by hitting monthly statements.	<p>All Key workers to know who PP children are.</p> <p>All Key workers know and identify PP needs through in depth key worker time</p> <p>Underperforming areas in both prime and specific areas are identified</p> <p>Identified areas of needs planned for.</p> <p>Higher attainment achieved.</p> <p>Gap between PP (40%) and NPP (76%) achieving GLD closed.</p>

<b>F.</b>	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.
<b>I</b>	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 & Growth Mindset strategies)	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
<b>A,B,C D &amp; E</b>	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.
<b>I.</b>	An improvement in percentage of attendance and 100% reduced lateness for PP children	Identify pupils in all years whose attendance falls below 95% Designated members of staff to make home-visits to those families Phone calls home made by office for every PP child absence 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 3 weekly updates from Pastoral Support Worker to class teachers of ongoing attendance percentages Teachers to talk to each PP parent at first parent meeting where

		<p>attendance is an issue and show child's attainment and progress data. (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 19% of PP children to 4% and attendance improved from 27% of PP children to 8%, which will then impact on academic performance and more PP children meeting or exceeding expected standards.</p>
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## 2. Planned expenditure

**Academic year**

**2017/2018**

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



<ul style="list-style-type: none"> <li>• Improve any teaching that is not yet good through coaching</li> <li>• Develop middle leadership focus on underperforming children</li> <li>• Improve the reading curriculum to ensure reading skills are taught explicitly</li> </ul>	<p>School improvement consultant WEC:</p> <ul style="list-style-type: none"> <li>• Support plans for teachers not yet good</li> <li>• Subject leader support triangulation skills (PP priority)</li> <li>• Whole staff training reading curriculum- whole class reading)</li> <li>• Whole school training dialogic</li> </ul>	<ul style="list-style-type: none"> <li>• consultant chosen has a track record of improving teaching through coaching and has worked effectively with the school in the past</li> </ul>	<p>Monitoring triangulation Release time to plan alongside expert Review from LA Review consultant WEC Pupil voice</p>	<p>CH, NF, PC, RS/JN Lead Governor</p>	<p>Termly monitoring schedule Feedback to governors</p>
<ul style="list-style-type: none"> <li>• Improve learning in phonics</li> <li>• Increase checks that phonics is being taught and applied well across the curriculum</li> </ul>	<p>School improvement partner Literacy RBC</p> <ul style="list-style-type: none"> <li>• 1-1/ small group sessions</li> <li>• Training</li> <li>• Leadership audit support</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring revealed that the scheme and teaching pedagogy across the school were contributing to the issues.</li> <li>• 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</li> <li>• Consultant chosen is endorsed by the Local Authority and has a proven track record of improvement support</li> <li>• 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</li> </ul>	<p>Monitoring triangulation Release time to plan alongside expert Review from LA Pupil voice Phonics tracking</p>	<p>LR, PC, RS, Lead Governor</p>	<p>Termly monitoring schedule Feedback to governors</p>

<ul style="list-style-type: none"> <li>Teachers able to interpret and analyse assessment information so that they identify underperformance and plan accordingly.</li> <li>Focusing their formative assessment in class on pp children</li> <li>Increasing specific feedback in class to underperforming PP children</li> </ul>	Data training	<ul style="list-style-type: none"> <li>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</li> <li>The EEF toolkit notes that improving feedback is a highly effective and low cost intervention</li> </ul>	Monitoring triangulation	CH, SNJ, NF, PC, RS/JN, Lead Governor	Termly monitoring schedule Feedback to governors
<b>Total budgeted cost</b>					£100,559.00

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<ul style="list-style-type: none"> <li>Smaller targeted phonics teaching groups</li> <li>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</li> </ul>	Funding additional EYPPs to target specific children	<ul style="list-style-type: none"> <li>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</li> </ul>	Focused triangulation and monitoring of interactions, progress and focused pupil observations	LR, PC Lead Governor	Termly monitoring schedule Feedback to governors

<ul style="list-style-type: none"> <li>Strategies from PPMS are consistently applied in everyday teaching</li> <li>underperforming children have increased face to face focus from teachers in class</li> <li>individual coaching plans are in place and coaching happens weekly</li> <li>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</li> </ul>	<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"> <li>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</li> <li>Our monitoring of implementation of strategies following PPGS and of data of impact of strategies found staff were struggling to focus on all children</li> <li>Leaders wanted to focus more on provision for children that need to catch up</li> <li>The EEF toolkit notes that improving feedback is a highly effective and low cost intervention</li> </ul>	<p>Monitoring triangulation Release time for PPMS Provision plan tracking</p>	<p>CH, NF, LT, SNJ, PC, RS/JN, Lead Governor</p>	<p>Termly monitoring schedule Feedback to governors</p>
<ul style="list-style-type: none"> <li>Accelerated progress for no progress children in English / Maths skills</li> </ul>	<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"> <li>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</li> </ul>	<p>Termly Target tracker monitoring of individual data</p>	<p>CH,NF, 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"> <li>Improved reading ages (comprehension and decoding skills)</li> </ul>	<p>RAPID READING</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"> <li>Improved phonics application, spelling and reading accuracy</li> </ul>	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	PC, LR, Lead Governor	Termly monitoring schedule SENCO report to SLT
<ul style="list-style-type: none"> <li>Children with specific speech and language difficulties receive clinical support</li> </ul>	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"> <li>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</li> </ul>	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"> <li>Boxall profile improvement</li> </ul>	AON Lead governor	Termly monitoring schedule
<ul style="list-style-type: none"> <li>Improve the attendance of PP children</li> </ul>	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
<b>Total budgeted cost</b>					<b>£122,564.00</b>
<b>iii. Other approaches</b>					

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<ul style="list-style-type: none"> <li>to support concrete learning opportunities in maths and scaffold the development of application and reasoning skills</li> </ul>	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"> <li>Checks that staff use equipment appropriately form part of monitoring of books and classrooms</li> <li>Pupil voice</li> </ul>	NF, Lead Governor	Termly monitoring schedule
<ul style="list-style-type: none"> <li>To provide concrete learning experiences and improve engagement</li> </ul>	Trips and visits	<ul style="list-style-type: none"> <li>Children told us through pupil conferencing that they feel they learn better with a 'real life' experience.</li> <li>The EEF notes that mastery approaches to learning can add an additional 5 months progress in a year.</li> <li>Educational theory suggests that concrete learning is an essential part of conceptual understanding. this is necessary for reasoning and application</li> </ul>	<ul style="list-style-type: none"> <li>Checks that staff use experiences appropriately form part of monitoring of books and classrooms</li> <li>Pupil voice</li> </ul>	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"> <li>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</li> </ul>	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"> <li>• We know some of our children are hungry at the start of the day and that this affects their concentration</li> <li>• DFE research shows that children who attend school well achieve better progress and attainment.</li> <li>• We know some of our children have an unsettled start to the day when at home and that this affects their concentration and</li> </ul>	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"> <li>• Childhood mental health issues often continue into adulthood and can become more severe and enduring. (Oxford Health NHS Foundation Trust)</li> <li>• 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)</li> <li>• 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.</li> <li>• 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)</li> </ul>	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	SEND SEND Governor SLT	Annual review
<b>Total budgeted cost</b>					<b>£1,156.00</b>

**Southcote Primary School  
School Improvement Plan Outcomes 2017-18**

**OVERVIEW OF EXPECTED OUTCOMES**

<b>1. Leadership and Management</b>	<b>2. Quality of Teaching, Learning and Assessment outcomes</b>
<ul style="list-style-type: none"> <li>a) Governance is effective across the federation and self-evaluation is accurate.(COG)</li> <li>b) Monitoring shows the clear impact of each DHTs/AHTs leadership through consistent development of school priorities within and across teams; improvements in quality of teaching and learning and pupils outcomes for classes in their teams and for whole school areas they are responsible for (SLT)</li> <li>c) Subject leaders play an effective and critical role in school improvement through monitoring the teaching and learning, which is accurately used to inform school self-evaluation (EHT&amp;HoS)</li> <li>d) Effective business management in place for the school</li> <li>e) Joint working across all year groups is in place and all sectors of the school</li> </ul>	<ul style="list-style-type: none"> <li>a) 100% of teaching is good and 33% of teaching is outstanding at the end of the summer term (SLT)</li> <li>b) Assessment is accurate and used to inform teaching and learning</li> <li>c) Clear expectations and CPD enables TAs and EYPs to effectively support learning(SLT)</li> <li>d) More consistent and appropriate challenge for advanced learners results in all cohorts meeting their FFT 20 targets for above national attainment</li> <li>e) In the moment learning in place and effective in EYFS (SNJ)</li> <li>f) Experienceology in place across the curriculum and across the school (AHTs)</li> <li>g) All staff implementing growth mindset techniques</li> <li>h) Writing, spelling and grammar are at national expectations across the school.</li> </ul>
<b>3. Personal Development, Behaviour and Welfare</b>	<b>4. Outcomes for Pupils</b>
<ul style="list-style-type: none"> <li>a) Persistent pupil lateness is in line with National averages</li> <li>b) Attendance of PP pupils is at least in line with National averages for all pupils</li> <li>c) To continue to identify and manage mental health needs in school.(AON)</li> <li>d) Pupil voice is utilized and acted upon resulting in the pupils expressing that they are well heard. (SLT)</li> <li>e) Children and parents have a heightened awareness of e-safety and social media</li> </ul>	<ul style="list-style-type: none"> <li>a) KS2 data has improved in reading and is above National at expected and above National for all subjects for higher attainers.</li> <li>b) KS1 data has improved for reading and writing and is above National at expected and all subjects for greater depth.</li> <li>c) EYFS stage data is above national expectation (SNJ)</li> <li>d) The percentage of Year 1 children achieving the expected level in phonics is increased to 90%; significant reduction in the gap between PP and non PP children in yr1.</li> <li>e) The attainment and progress gaps in all subjects are closed for pupil premium children in all subjects particularly in KS1, phonics and EYFS</li> </ul>

