

	Reading % EXS+	Writing % EXS+	Maths % EXS +	RWM % EXS+	Reading % GP	Reading % AP	Writing % GP	Writing % AP	Maths % GP	Maths % AP	VA Progress Reading	VA Progress Writing	VA Progress Maths
PP KS2 (12 pupils)	42	67	17	17	100	100	100	100	100	100	-0.8	2.5	-1.9
NPP KS2 (48 pupils)	65	88	67	54	91.7	91.7	91.7	91.7	93.8	100	-0.9	2.1	-2.4
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

Exs+ = Expected standard and above

GP= Good progress

AP= Accelerated progress

VA= Value Added

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

In-school barriers	
A.	The deficit of progress from KS1 to end of KS2 was not closed in all core subjects, particularly in Maths where only 17% of PP children met 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.	Years 3 & 4: Percentage of children meeting expected standards in Reading, Writing and Maths is low compared to the Non PP children (see table)
External barriers	
E.	Parental engagement
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 Year 6 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 Non PP standard of 72 % (reading), 79% (writing) and 75% (maths)
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.
D.	Identified PP children (at different attainment levels) in current Years 4 / 5 maintain accelerated progress achieved in Years 3 & 4 respectively in order to hit expected standard at the end of KS2	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 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
E.	An increase in the number of families engaging with Pastoral/ELSA support workers and attending parent workshops offered by pastoral/ELSA team and Educational	Parents complete an audit of workshop needs survey. All workshop needs will be covered by either Pastoral support worker, ELSA, Educational Psychologist or SENDco.

	Psychologists.	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.
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
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 'Ride-on-Time' 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.

In response to these outcomes in 2016 we will in 2016/2017

- 1) Continue to compare the attainment and progress measures of PPG pupils in all year groups against that of NPPG pupils and use this information to inform interventions programmes and additional support.
- 2) Pupil premium phonics programme to diminish the difference further between Southcote Pupil Premium children and National non pupil premium children.
- 3) Track FS PPG children better and focus on interventions in order to narrow the gap between PP and NPP children achieving GLD.

- 4) Provide PPG children with invites to attend after-school clubs and residential trips, in line with their personal interest in an aim to widening their opportunities, provide them with new skills, engage them with their learning and a further interest them in education.
- 5) For ELSA to continue to work with PP/vulnerable families in order to improve families engagement with school.
- 6) Provide PPG children with the opportunity, where appropriately identified, to attend holiday clubs run on school site.
- 7) Ensure PPG children requiring additional emotional support receive this at lunch times, through the allocation of activities to develop strengths and interests.
- 8) PPG children are part of the school council to ensure their voice is heard.
- 9) PPG monitoring feedback from the children is acted upon by class teachers and intervention leads across school.
- 10) For all year groups to have an increased percentage of pupils working at expected or exceeding for Maths.
- 11) To diminish the difference in percentage of children achieving expected standards and above between our PPG children and Non-PPG children in all subjects.
- 12) To continue to track more able PP children and ensure accelerated progress rates are continued.
- 13) To increase the percentage of children achieving accelerated progress particularly in Reading in Y3, Y4 and Y5.
- 14) To increase the percentage of children achieving accelerated progress in Maths in Y6.
- 15) To increase the percentages of children achieving EXS+ in all subjects in Y6.
- 16) To bring in line the percentage of writers achieving EXS+ in Y2 with Non PP children.
- 17) To increase the percentage of children achieving EXS+ in all subjects in Y6.

Measuring the impact of PPG spending

All our work through the pupil premium is aimed at closing gaps, accelerating progress and moving children towards and to at least age related expectations. The school will evaluate the impact of the personalised intervention programmes termly as part of our pupil progress meetings. Evaluation will focus on academic gains and how pupils' self-confidence, attendance and learning behaviours have developed as a consequence of the different interventions. Governors to check termly milestones are met.

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)

Nature of support 2016/17

To diminish the difference in progress and attainment of identified pupils in reading, writing and maths by:

- Deploying teachers and teaching assistants to plan, resource and deliver personalised intervention programmes (e.g. maths setting, phonics, fine and gross motor skills) to the identified children according to need.
- Providing additional support from Play Therapist worker and ELSA teaching assistants to support identified pupils with developing their personal, social and emotional skills.
- Continuing to employ a Speech and Language therapist to work alongside and train an additional Speech and Language Teaching Assistant in school. Enabling more sessions to be delivered both on 1:1 basis and in class support.
- Completing an analysis of the impact of personalised intervention.
- Increasing Educational Psychologist time in school enabling them to advise class teachers and train where appropriate for those children who have SEND and are Pupil Premium.
- Targeting emotional development by providing funding for children to engage children in creative activities and improve their self-confidence.
- Using trained teachers to deliver timely interventions both in class and on 1:1 or small group basis across all curriculum areas in order to increase percentage of children who have achieved accelerated progress and exceeding expected standards.
- Introduction of the GROW model approach for coaching for learning with targeted children.
- Pupil Premium children are part of the school council to ensure their voice is heard.
- Pupil Premium phonics intervention.
- To use investigative practice to identify correct intervention for pupils who fail to attain expected phonics results.
- Provide an extra adult in Early Years in order to improve the gender gap in Foundation Stage and improve levels of attainment for Pupil Premium children.
- Purchase Clicker 7 programme in order to provide more scaffolded resources for teaching across school in order to increase the percentage of our Less able PP children achieving EXS+in writing.
- To attend mental health training in order to be able to identify and manage mental health needs of children and adults in school.
- To adopt a new approach of auditory and visual processing skills to facilitate improved retention of learning.

