

Pupil premium strategy statement

1. Summary information					
School	Southwold Primary School				
Academic Year	2019-2020	Total PP budget	£29,140	Date of most recent PP Review	
Total number of pupils	54	Number of pupils eligible for PP	24	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	60%	69%
% making progress in reading	65%	79%
% making progress in writing	75%	74%
% making progress in maths	70%	80%

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.	Limited speech and language skills which impacts on learning
B.	Pupils being 'ready to learn' in class (pupils in a secure place mentally/emotionally)
C.	Gaps in prior knowledge
D.	Behaviour issues addressed to break down barriers for learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Access to resources, such as books, libraries, life experiences
F.	Lack of regular routines including home reading, spellings and having correct equipment in school (e.g. PE Kit)
G.	Low aspirations about what can be achieved and limited access to positive role models
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Improve oral language skills for pupils eligible for PP in KS1 and KS2	PP pupils make rapid progress by end of the year
B.	Pupils can access learning in class because their physiological, safety, emotional well-being needs are met. Self-regulation techniques are encouraged	Pupils ready to learn in class without the need for intervention
C.	Gaps are identified and targeted teaching/interventions teach to gaps	Formative assessments shows gaps are being addressed. Pupils will make (or exceed) expected progress
D.	Behavioural issues addressed	Fewer behaviour incidents recorded; improved behaviours for learning result in increase of work achieved
E.	Pupils read regularly and have access to high quality texts within guided reading and opportunities for speaking and listening; regular visits to library and links with local library	Pupils achieve (or exceed) expected levels in reading and writing make (or exceed) expected progress
F.	Liaison with parents regarding routines, expectations and support from SENDco/ Family Support worker	Pupils ready for learning
G.	Pupils exposed to wide range of social/cultural and sporting experiences	Pupils attend events/visits to places/ meet inspirational people they would not normally be exposed to

5. Planned expenditure					
Academic year		2019 - 2020			
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?
Improve oral language skills for pupils eligible for PP in KS1 and KS2	Nessy Dyslexia Programme	Programme designed to help pupils of all abilities learn to spell, read write and type	Daily session led by designated TA	SENDco	Termly Cost: 2.5 hours per week = £1800.29 per year Subscription £240.00
Higher rates of progress for all pupils eligible for PP	1:1 Pupil Progress meetings to set SMART targets 30 minutes per person per term with CT	Extra support to maintain attainment and accelerate progress. Small group interventions with Class Teachers	Release time for teachers to carry out Pupil Progress meetings; engage with parents and pupils	Class Teachers	Termly Cost: £2723.14 per year

Wide range of appropriate reading materials (Low level, high interest) to fully engage readers	Resources available for increased reading including 1:1 with pupils	High interest/low reading level books can motivate struggling readers by providing books on topics that their peers are reading, but targeted toward their reading level. High/low books can help build reading fluency, vocabulary, background knowledge	1:1 reading with pupils with CT, TA and volunteers	Class Teacher SENDco	Cost: £300
Total budgeted cost					£5063.43
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?
Improve oral and written language skills for pupils in KS1 and KS2	1:1 work an daily provision working on phonics / high frequency words Daily reading with TA	Targets matched to specific pupils with particular needs or behavioural issues can be effective	Organise timetable to ensure staff are able to deliver the intervention	KS1 and KS2 Teachers	Termly Cost:10 hours per week = £7201.14
Reduce number of behaviour issues in KS1 and KS2	Focus on positive behaviours; SMART targets for behaviour; CPD for TAs regarding Positive Playtimes Rewards for positive playtimes PE team to train Y6 to be Playground Monitors	Targets matched to specific pupils with particular needs or behavioural issues can be effective A range of therapeutic approaches for individual to enable them to fully engage in the curriculum within class	Monitor behaviour; observations by TAs during playtimes/lunchtimes Timetable slots for confidence building activities	SENDco/ Class Teacher	Termly Costs: CPD course £150 Rewards £150 Travel expenses £100
TA support for individuals	Pupils working with LSA able to access curriculum in class and be more focussed	Greater focus from individual within class; increase confidence and able to access curriculum and appropriate level	TA allocation timetabled	SENDco/ Class Teacher	Termly Cost:10 hours per week = £7201.14
Total budgeted cost					£14,802

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?
Full engagement in enriched curriculum including ESC provision and Off-Site learning opportunities	Ensure PP pupils are able to engage in a full and enriched curriculum	Develop social skills of individuals; provide opportunities to allow a broad and enriched curriculum; develop language skills and numeracy skills in real world	Impact reports from educational visits; learning opportunities reviewed with pupils	Senior Teacher / Academy Head	Termly Cost:£800 per year
Maximum engagement in learning opportunities	Pastoral support given to those children and families undergoing challenging home circumstances	Develop close relationships; working together to support families to provide a safe and secure home environment leading to better outcomes for children	Regular meetings with parents/other services Pastoral Support Worker	Senior Teacher/ Class Teachers	Termly Cost: 5 hours per week +£3600.57 per year
1/2 day a week SENDco Support	Support given by SENDco to Teachers/TAs to upskill and provide strategies for dealing with behavioural, emotional well-being and learning behaviours	Ensure appropriate support is available and that appropriate strategies/interventions are used	Pupil Progress meetings Regular review of SEND register	SENDco Academy Head SLT	Annually Cost: £4500.00
For disadvantaged pupils to attend Holiday Club	Ensure PP pupils are able to engage in a full and enriched curriculum an subsidised sessions as appropriate				Cost: £600
Total budgeted cost					£9500.57

6. Review of expenditure				
Previous Academic Year		2018 - 2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve pupil progress with literacy and numeracy	Catch up phonics, spelling, reading and writing; maths	Improved literacy and numeracy skills; Gaps targeted and closed	Targeting gaps with catch up sessions to be continued.	£7,000

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
1:1 Teacher, LSA and HLTA support	Pupils with LSA able to access curriculum in class and be more focussed. Teacher/HLTA 1:1 interventions outside class	Interventions and support in class enabled the particular pupils to focus in class and access curriculum at relevant level Targeted intervention outside of class in addition to support in class significantly improved outcomes	To be continued To be continued	£13,000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Full engagement in Off-Site learning opportunities	Ensure PP pupils are able to engage in a full and enriched curriculum	Developed social skills of individuals; provided opportunities to allow a broad and enriched curriculum; developed language skills and numeracy skills in real world. Increased self esteem.	To be continued	
Maximum engagement in learning opportunities	Pastoral support given to those children and families undergoing challenging home circumstances	Children more settled and able to focus at school leading to improved learning outcomes.	To be continued	£4,920

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.