

Pupil premium strategy statement 2020-2021

School overview	
Metric	Data
School name	South Borough Primary School
Pupils in school	404
Proportion of disadvantaged pupils	21.00%
Pupil premium allocation this academic year	£114,325
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	January 2021
Statement authorised by	Mrs Jeannine Olivier (Executive Headteacher)
Pupil premium lead	Holly Ballard (AHT)
Governor lead	James Johnson

Disadvantaged pupil progress scores for last academic year (2018-2019)	
Measure	Score
Reading	4.1
Writing	2.14
Maths	2.84

Disadvantaged pupil performance overview for last academic year (2018-2019)	
Measure	Score
Meeting expected standard at KS2	90% (9/10)
Achieving high standard at KS2	10% (1/10)

Strategy aims for disadvantaged pupils	
Measure	Activity
Priority 1	To ensure that quality first teaching and interventions prioritise the identification of gaps in core learning and lead to good progress.
Priority 2	To implement effective schoolwide systems that prioritise pupil wellbeing and target effective support swiftly.
Barriers to learning these priorities address	To ensure that the transition back into full time education of disadvantaged pupils is successful, where wellbeing is a priority, allowing children to made good progress.

Teaching priorities for current academic year
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Aim	Target	Target date
Progress in Reading	To achieve above the national average progress scores in KS2 reading (above 0).	July 2021
Progress in Writing	To achieve above the national average progress scores in KS2 writing (above 0).	July 2021
Progress in Mathematics	To achieve above the national average progress scores in KS2 mathematics (above 0).	July 2021
Phonics	To achieve above national average expected standard in phonics screening check.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1.

Measure	Activity
Priority 1	Provide PP families with a device and internet dongle so they can continue to access Google Classroom, Mathletics and Lexia in the same manner as their peers. Fund PP children to engage in music tuition, should they wish.
Priority 2	SLT PP Mentorship and mentor bid money as need identified by SLT. Subsidised places at breakfast and after school clubs. Fully funded places on school trips when they begin for PP children.
Barriers to learning these priorities address	To ensure that the transition back into full time education of disadvantaged pupils is successful, where wellbeing is a priority, allowing children to made good progress.
Projected spending	£50,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Additional staffing to provide targeted support for PP children, including targeted BRP provisions.
Priority 2	Purchase Lexia logons for all PP children to allow them to access the targeted intervention it provides. Purchase pupil-led books for book corners to raise reading engagement.
Barriers to learning these priorities address	To ensure that quality first teaching and interventions prioritise the identification of gaps in core learning and lead to good progress.
Projected spending	£40,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Buy and implement the 'Jigsaw' scheme of work across all year groups to bring the PSHE and RSE curriculum in line with new Government expectations.
Priority 2	Drawing and Talking Art Therapy to run for PP children to enable them to process their feelings either due to, or unrelated to the pandemic. Aspiration Week in Term 6 with Inspiring The Future. Mental Health First Aider Training for Children.
Barriers to learning these priorities address	To develop a 'wellbeing' aspect within the school curriculum that reflects our sensitivity and responsiveness to the emotional and social needs of our community.
Projected spending	£24,325

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to adequately guide teachers in making accurate teacher assessment judgements and the designed lessons address the learning which needs to take place.	Use of INSET days throughout the year and providing teachers with additional PPA time, especially during Term 1.
Targeted support	Ensuring that small group interventions are of high quality, go ahead as timetabled and are regularly reviewed to ensure they are having the desired impact.	Class teachers to plan any interventions. Interventions to be mapped out during pupil progress meetings and reviewed regularly.
Wider strategies	Staff identification of wellbeing issues. Pupils not knowing procedures for how to express a worry.	Protocols and schoolwide systems are clear and shared with all stakeholders.

Review: last year's aims and outcomes (2019-2020)

Aim	Outcome
PP children to make progress and attain in line with their peers.	<p><u>June 2020:</u></p> <ul style="list-style-type: none"> ● At the end of Term 3, prior to lockdown 100% of PP BPOS were on track to achieve their individual targets. ● BPOS group was successfully planned for by HLTA and a AHT, to meet the needs of all children. This is supported by learning walks in term 2 and 3 and book look in term 3 which all had good outcomes. <p>Next steps: To consider if/how this group can run next academic year due to Maternity Leave.</p>

<p>Year 3 PP children make progress in line with their peers</p>	<p><u>June 2020:</u></p> <ul style="list-style-type: none"> • Due to extenuating circumstances, the AHT was not able to offer the intensive support package as originally planned in Term 1, 2 and 3. AHT was used to cover sickness in one Year 3 class so progress was accelerated rapidly in there. • AHT carried out monitoring and team-teaching with NQT. Books and learning walks show targets are achieved. There are still gaps between all pupils and DA pupils in all areas and 68% of the Year 3 children are working at EXS or GDS combined compared to only 36% of DA children. The progress of the current Year 3 cohort as a whole, as well as the DA children, will need to be a focus for next academic year. • Learning walks and book scrutinies in Year 3 showed that 67% of the teaching is good or better and that one class requires significant support to raise the pitch, pace and expectation which will then raise the engagement and achievement. <p>Next steps:</p> <ul style="list-style-type: none"> • Close monitoring and support for the three Year 3 classes as they move into Year 4.
<p>PP children to access the full range of cultural and enrichment activities</p>	<p><u>June 2020:</u></p> <ul style="list-style-type: none"> • Pupil conferencing was successful and the children chose a range of relevant and interesting books for their classrooms. We received much praise for this from our parents, including the carer of a PP Year 6 boy who said “He didn’t like reading but now he’s allowed to read about football I’ve even bought him some books for Christmas. I’ve never bought him books before”. • Pupil conferencing showed the following: “Do the new books in your book corner encourage you to want to read more?” 100% said yes. • “What do you like about the new books in your book corners?” The children said they liked that the books were chosen by them, are about things that interest them and that there is a variety of different topics and genres. • Due to lockdown, we are unable to track the number of children entering the 145 reads raffle, however in Term 3 the average number of reads per child was 62, compared to 57 at the same int last year. <p>Next steps:</p> <ul style="list-style-type: none"> • Repeat next academic year to further stock the bookshelves.
<p>PP attendance and punctuality will improve</p>	<p><u>June 2020:</u></p> <ul style="list-style-type: none"> • Prior to lockdown, five children were currently receiving free places at breakfast club and two at After Care Club. The 5 children in breakfast club are now punctual and caring for the 2 children in ASC is allowing mum to attend an evening course with a view to setting up her own business and be employed for the first time in 12 years. <p>Next steps:</p> <ul style="list-style-type: none"> • Depending on social distancing, consider how/if Breakfast Club can offer spaces to persistently late/absent PP children.

PP children to attain in line with peers in reading.	<p><u>June 2020:</u></p> <ul style="list-style-type: none"> • 100% of BRP provisions had made at least the target 6 months progress and reviewed Provision Maps show that children made an average of 9 months progress on their reading age in the 12 weeks. BRP is hugely valuable in terms of progress and should continue to run as a provision next year. <p>Next steps:</p> <ul style="list-style-type: none"> • Run BRP provisions for a new set of children as identified in PPMs. • Consider children whose gap will have widened over lockdown.
Wellbeing and engagement will improve together with self-worth and aspiration of all PP children	<p><u>June 2020:</u></p> <ul style="list-style-type: none"> • Due to AHT covering absence due to staffing and resignation, this was on hold until term 3. Due to lockdown this did not happen and is on hold for September. <p>Next steps:</p> <ul style="list-style-type: none"> • Set up DA family mentoring by SLT next academic year.
Wellbeing and engagement improves, together with self-worth and aspirations of all PP children	<p><u>June 2020:</u></p> <ul style="list-style-type: none"> • SDQs for the 6 children have shown that 5 children have grown in emotional stability and the 'overall difficulties scale' has reduced from an average score of 22 (very high) to 16 (high). • The Art Therapist concluded his work with 4/6 of the children due to their shift in SDQ scores and was due to continue to see 2 of the children as he believes there is more work that can be done, alongside 4 additional children. <p>Next steps:</p> <ul style="list-style-type: none"> • If there is money in the budget, this should continue to run next academic year as there are PP children who will likely need support after lockdown.
Improve emotional literacy, resilience and self-esteem of PP children	<p><u>June 2020:</u></p> <ul style="list-style-type: none"> • Staff received a half day's training about positive psychology and how to create better thought habits. Staff conferencing shows this to be a successful session and strategies are referred back to in Friday Briefing sessions as a reminder. • Two members of staff are now qualified Mental Health First Aiders. Records show that the MHFA service had been sought out on two occasions prior to lockdown and on four occasions during lockdown and members of staff have been signposted to professional and other services. <p>Next steps:</p> <ul style="list-style-type: none"> • Filter down the information from the MHFA training to empower staff to be aware of wellbeing risk factors. • Consider this as part of Safeguarding Training, especially with the focus on MH after lockdown.
Wellbeing Award	<p><u>June 2020:</u></p> <ul style="list-style-type: none"> • We have signed up to the wellbeing award and AHT has met with the Wellbeing Award • Action Plan has been written and is starting to be evidenced. <p>Next steps:</p> <ul style="list-style-type: none"> • Assessor will visit in December to check evidence towards the award, award should be gained by the end of the academic year 2020/21.