

Pupil premium strategy / self-evaluation

1. Summary information					
School	South Borough Primary School				
Academic Year	2019/20	Total PP budget	94,620	Date of most recent PP Review	July 2019
Total number of pupils	420	Number of pupils eligible for PP	76	Date for next internal review of this strategy	Jan 2020

2. Attainment and progress (end of KS2 2018-2019)			
	<i>All pupils EXS+</i>	<i>All pupils eligible for Pupil Premium EXS+</i>	<i>National Average</i>
% achieving EXS+ RWM combined	94%	91%	65%
% achieving EXS+ in reading	94%	91%	73%
% achieving EXS+ in writing	97%	91%	78%
% achieving EXS+ in maths	97%	91%	79%
Progress in reading	4.1	3.2	0
Progress in writing	2.8	3.7	0
Progress in maths	3.7	4.1	0

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Social and emotional barriers; poor emotional literacy, low resilience, low self-esteem, inability to regulate emotions	
B.	Educational barriers; low starting point, less progress than peers	
C.	Wellbeing barriers; low aspiration (64% of PP believe they can be successful) , self worth (45% of our PP children don't feel that they're missed when they're absent), engagement (24% of our PP children feel their CT knows their hopes and dreams)	
External barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Poor attendance and punctuality	
E.	Low parental engagement	
F.	Limited cultural/enrichment experiences	
4. Desired outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improved emotional literacy, resilience and self-esteem of all PP children.	SDQ questionnaires to show progress in emotional literacy, conduct and confidence from Term 1 to Term 6.
B.	DA children to make progress and attain in line with peers	The gap in RWM combined will close from 23.2%

C.	Improve wellbeing and engagement of all DA children as well as self-worth and aspiration	<p>Learning walks will show high engagement</p> <p>School will achieve wellbeing award</p> <p>SDQs will show improved scores.</p>
D.	DA attendance and punctuality will improve.	DA attendance and punctuality will be in line with national expectations.
E.	DA parents to engage more with school life.	<p>A proportional amount of PP families attend school events.</p> <p>DA parent focus group continues to run following on from last year's success.</p>
F.	DA children to access the full range of cultural and enrichment activities.	DA children to attend school trips and other enrichment opportunities in line with their peers.

5. Planned expenditure

Academic year

2019/20

The three headings enable you to demonstrate how you 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?
All PP children will access the full range of cultural and enrichment activities	Additional TA and HLTA hours to provide targeted support for PP BPOS children	90.55% of children with targeted support achieved their targets last academic year.	BPOS group planned for by HLTA and AHT in joint PPA sessions. Senco will conduct learning walks of interventions. Pupil progress meetings will monitor progress over time	Senco / AHT	For LGB in Term 3 and Term 6
Year 3 PP children make progress in line with their peers	Additional CT to allow AHT to support all three Year 3 classes to accelerate progress.	The EEF state that a higher qualified teacher to child ratio (ie from 1:30 to 1:19) results in approximately 3 months additional progress per academic year.	Learning walks and book scrutinies will show accelerated progress Pupil progress meetings will monitor progress over time	AHT	Termly at PPMs For LGB in Term 3 and Term 6 Termly in learning walks and book scrutinies.
PP children to access the full range of cultural and enrichment activities	Purchase books for book corners	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006) and many of our DA families tell us they do not have access to quality books at home and feel unable to access the library service. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).	Pupil conferencing will dictate which genre and theme books are purchased for each classroom. Number of reported reads will improve. Pupil progress meetings will monitor progress in reading over time.	AHT	For LGB in Term 3 and Term 6

		Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).			
PP children to make progress and attain in line with their peers.	AHT released to attend PPMs	AHT (DA lead) will ensure monitoring of progress and attainment of DA children termly.	AHT will attend all PPMs.	AHT	Termly at PPMs For LGB in Term 3 and Term 6
Total budgeted cost					£52,620
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?
PP attendance and punctuality will improve	Subsidised places at breakfast and after school clubs.	At the end of last year, DA attendance was 94.7% and the whole school attendance was 95.6% which means that the gap between DA and non-DA has closed from 1.4% to 0.9%. The cost of this was high, so this year any free/subsidised places as BC/ASC will be given alongside a contract to ensure that the cost is worthwhile.	AHT will give out contracts to any parents in receipt of a free/subsidised place at BC/ASC. These contracts will be implemented termly to ensure the cost is having a positive impact on attendance and punctuality.	AHT	Termly review of contracts to ensure the free/subsidised places are having a positive impact on attendance and punctuality. Reviewed in Term 3 and 6 for LGB.

PP children to attain in line with peers in reading.	BRP provision to run	100% of BRP children made at least the 6 months progress and some made as much as 14 months progress in the 12 weeks.	HLTAs and TAs are trained in BRP and have delivered successful interventions throughout last year. Provision Maps and PPMs will monitor impact.	Senco / AHT	Termly review of provision maps Progress measured in PPMs Reviewed in Term 3 and 6 for LGB.
Wellbeing and engagement will improve together with self-worth and aspiration of all PP children	SLT PP Mentorship and mentor bid money as need identified by SLT	Our school evidence together with the EEF shows that “studies have found positive impacts (of mentoring) for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour”.	Mentor training for members of staff who will mentor a DA child each. Termly monitoring of impact of mentoring.	AHT	Termly review Reviewed in Term 3 and 6 for LGB.
Wellbeing and engagement improves, together with self-worth and aspirations of all PP children	Financial support for PP families so that children can access all enrichment opportunities and trips and uniform to feel included, confident and prepared	Last year, this money meant that no DA child missed a trip due to financial pressures. This supported their learning in the classroom and also meant that they accessed wider opportunities.	Close monitoring (Google Sheets) to ensure this money is only spent for this purpose.	AHT	Term 3 and 6 for LGB.
Wellbeing and engagement improves, together with self-worth and aspirations of all PP children.	D&T Art Therapy for 10 pupils	D&T art therapy supports the pupils who are not realising their full potential either socially or academically and is based on the Jungian and Attachment (Bowlby) theories. Research	Monitoring of impact on the children at the start and end of the 12 sessions. Trained therapist delivering the sessions.	AHT	At the start and end of each 12 week block. Term 3 and 6 for LGB.

		suggests that “after completion of Drawing and Talking Therapy, children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem.			
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Total budgeted cost					£31,000
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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?
Wellbeing and engagement improves, together with self-worth and aspirations of all PP children.	Aspiration Week with Inspiring The Future	Research (EPI) shows that children’s career aspirations are unlikely to change between the ages of seven and 17. More than a third of children base these early aspirations solely on people they know. For many reasons, children from disadvantaged backgrounds are likely to have fewer opportunities to meet people in a range of jobs. All of this means that some children’s horizons can be narrowed at a very early age.	Inspiring The Future will create an Action Plan and advise on local businesses who can visit to broaden the children’s horizons as to the opportunities available to them.	AHT	Term 3 and 6 for LGB
Improve emotional literacy, resilience and self-esteem of PP children	Mental Health First Aid Training and Happiness Training from The Art Of Being Brilliant	The Art of Being Brilliant provides an antidote to the crazy world that typifies modern Britain. This workshop uses cutting edge research to explore how you can be you, brilliantly. We will share some of the	Training delivered to staff by wellbeing experts and licensed Mental Health First Aid Trainers.	AHT	Term 3 and 6 for LGB

		'secrets' of Positive Psychology, focusing on learning new habits of thinking and behaviour that will sustain personal 'brilliance'. The themes will feed down to the children and parents through circle time, assemblies and our every day language and role modelling.				
Emotional literacy, resilience and self-esteem improves, wellbeing and engagement, self-worth and aspirations of all PP children	Wellbeing Award	The wellbeing award (developed in partnership with the National Children's Bureau) "focuses on changing the long-term culture of the whole school. Using an evidence-based framework to drive change, it will help deliver staff and pupil wellbeing, review your staff training, and revise your policies. This award will ensure that mental health and wellbeing sit at the heart of your school life".	Regular meetings with Wellbeing Advisor.		Termly with Wellbeing Advisor	
Total budgeted cost					£11,000	
6. Review of expenditure						
Previous Academic Year		2018-19				
i. Quality of teaching for all						
Desired Outcome	Chosen action / approach	Impact			Staff lead	Date of last review

<p>Teachers will deliver lessons that are well pitched and meet the needs of all pupils.</p>	<p>Purchase Classroom Secrets logons - tool for teaching.</p>	<p><u>December 2018:</u> Ordered, ready to use in Term 3. Staff and pupil questionnaires will evidence impact in March.</p> <p><u>March 2019:</u> Staff are using some of the CS for planning and differentiation, more so in KS2. Recent book looks and learning walks suggest that lessons are well pitched and well prepared.</p> <p><u>July 2019:</u> Staff continue to access CS for planning and differentiation. Recent book looks and learning walks suggest that lessons are well pitched and well prepared and that differentiation is more evident.</p>	<p>AHT</p>	<p>July 2019 to governors</p> <p>Termly in PPMs</p>
<p>Attainment and progress will be raised across the school through intervention programmes as identified in pupil progress meetings.</p>	<p>Provision of 2 additional Teaching Assistants to provide additional targeted support throughout the school.</p>	<p><u>December 2018:</u> Term 1 and 2 TA run interventions have an average success rate of 89.9% of children achieving their targets.</p> <p><u>March 2019:</u> Term 3 and 4 TA run interventions have an average success rate of 85.2% of children achieving their targets.</p> <p><u>July 2019:</u> Term 5 and 6 TA interventions have an average success rate of 87.1% of children achieving their targets. BRP is a particular strength with 100% of children achieving their targets.</p>	<p>Senco</p>	<p>July 2019 to governors</p> <p>Termly in PPMs</p>

<p>Attendance and punctuality will improve, therefore the attainment and progress for pupils attending will increase.</p>	<p>Funded and partially funded places at Breakfast Club and After School Club.</p>	<p><u>December 2018:</u> National School Breakfast Program ready to launch in January, offering free breakfast to every child in the school. DA attendance to date is 94.5% (including reception) compared to 95.9% overall. There are 13 DA persistently absent children which equates to 17.6%, compared to 10.9% overall. We currently fund free breakfast club for 12 DA children to ensure punctuality.</p> <p><u>March 2019:</u> National School Breakfast Program has been a huge success with its own tracking data showing an average of 78% of our children accessing the free bagels on the gate in the morning. We had a quality control visit from NSBP in February who praised our provision with only one area to improve – removing the full sugar jam and replacing with sugar free, which we have since done. DA attendance has risen from 94.5% to 95.1% (including reception). The whole school attendance is 96.1% which means that the gap between DA and non-DA has closed from 1.4% to 1%.</p> <p><u>July 2019:</u> 24 number of children have accessed funded or part funded places at breakfast or after school club this year, at a total cost of £14,136. DA attendance is 94.7% and the whole school attendance is 95.6% which means that the gap between DA and non-DA has closed from 1.4% to 0.9%.</p>	<p>AHT</p>	<p>July 2019 to governors Termly in PPMs</p>
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<p>Emotional support will be identified and provided for pupils. This will promote good engagement in class through increased levels of self-confidence.</p>	<p>Pastoral Support to deliver circle time and positive reflection time to vulnerable children</p>	<p><u>December 2018:</u> Mrs Samways has run 3 interventions in Terms 1 and 2; Positive Reflection, Quality Circle Time and Social Skills. The Strengths and Difficulties Questionnaires (SDQ)'s at the end of the 12 sessions of Positive Reflection show that 80% (8/10) of children have made progress regarding their emotional wellbeing. Provision maps show that 66% of children achieved their targets in QCT and 100% in SS.</p> <p><u>March 2019:</u> Mrs Samways has run 3 interventions in Terms 2 and 3; Positive Reflection, Quality Circle Time and Social Skills. The SDQ's at the end of the 12 sessions of Positive Reflection show that 100% of children have made progress regarding their emotional wellbeing.</p> <p><u>July 2019:</u> Mrs Samways has run 3 interventions in Terms 5 and 6; Positive Reflection, Quality Circle Time and Social Skills. The SDQ's at the end of the 12 sessions of Positive Reflection show that 100% of children have made progress regarding their emotional wellbeing.</p>	<p>Senco</p>	<p>July 2019 to governors</p> <p>Termly in PPMs</p>
<p>Additional resources used to engage identified groups of learners to raise attainment in reading. New reading scheme.</p>	<p>Home school reading/study support resources.</p>	<p><u>December 2018:</u> New reading scheme purchased, banded and in use. Home reading raised in frequency from an average of 12 reads at this point last year, to an average of 26 reads this academic year.</p> <p><u>March 2019:</u> Home reading has raised from an average of 36 reads per child at this time last year, to 58 reads per child this academic year.</p> <p><u>July 2019:</u> Home reading has raised from an average of 71 reads per child at the end of the last school year to an average of 98 at the end of this school year. There was an increase of children entering the 145 reads raffle, from 37 last academic year to 68 at the end of this academic year.</p>	<p>AHT</p>	<p>July 2019 to governors</p> <p>Termly in PPMs</p>

<p>Parents confident in supporting the education of pupils through termly sessions with a member of staff.</p>	<p>Workshops on the teaching of phonics, reading, maths and curriculum access for pupils.</p>	<p><u>December 2018:</u> Workshops for Maths and Phonics have run in term 1 and 2. They attracted 25 and 40 parents respectively. Parents fed back that they would like further workshops based on calculations which then ran to meet this need.</p> <p><u>March 2019:</u> Similar sessions ran in Term 3 to ensure that parents are confident with supporting their children in SATs.</p> <p><u>July 2019:</u> Similar sessions ran in Term 4 to ensure that parents are confident with supporting their children in Phonics and for the PESE testing and secondary school transfer.</p>	<p>DHT</p>	<p>July 2019 to governors</p> <p>Termly in PPMs</p>
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<p>The gap will close in the attainment and progress between Disadvantaged Pupils and non-Disadvantaged Pupil pupils for Reading.</p>	<p>Purchase BRP course</p>	<p><u>December 2018:</u> 5/5 of children met their targets in BRP provisions across the school in terms 1 and 2. At the beginning of the academic year, 48.39% of DA children were at or above the expected standard compared to 74.09% of non DA (difference of 25.7%). The gap was smaller with above the expected standard with DA at 9.68% and the non-DA at 12.96% (a difference of only 3.28%). At the end of term 2, 52.46% of DA children were at or above the expected standard compared to 80.44% of non DA. This progress in both areas has widened the gap to 27.98%.</p> <p><u>March 2019:</u> 100% of BRP children made at least the 6 months progress and some made as much as 14 months progress in the 12 weeks. The amount of DA children who were at or above the expected standard is now 54.2% compared to 82% of non DA (a gap of 27.8%). This gap is largely the same as last time with only a small close of 0.1%.</p> <p><u>July 2019:</u> Again, 100% of BRP children made at least the 6 months progress and some made as much as 11 months progress in the course. The amount of DA children who were at or above the expected standard is now 61.7% compared to 84.4% of non DA (a gap of 22.7%). This gap is now 5.25% smaller than in December as 13.31% of DA children who were falling behind in Term 1 have now achieved the expected standard, or above, in reading.</p>	<p>Senco</p>	<p>July 2019 to governors</p> <p>Termly in PPMs</p>
<p>All children will share the school identity through adequate provision of uniform.</p> <p>ALL DA children will access school activities and enrichment activities for PP children.</p>	<p>Vouchers given to DA families (£65 per old term, per child) to purchase uniform and to ensure involvement in enrichment activities and school trips.</p>	<p><u>December 2018:</u> Voucher scheme approved in December, ready to launch in January 2019. Action: Speak to Ashdown/Parent Pay regarding the logistics of launching.</p> <p><u>March 2019:</u> With the current software we use for parent payments, this is not currently a feasible approach. The £7,300 has instead been ring-fenced for paying towards school trips for DA children to ensure that they are able to access our full, broad and balanced curriculum.</p> <p><u>July 2019:</u> As above</p>	<p>AHT</p>	<p>July 2019 to governors</p> <p>Termly in PPMs</p>

<p>School will ensure all DA children have access to activities and enrichment in all areas.</p>	<p>Subsidised places on Year 6 residential.</p>	<p><u>December 2018:</u> £2,500 ring-fenced for the Year 6 residential in Term 6.</p> <p><u>March 2019:</u> Year 6 residential is booked and children will have to pay £65 each instead of £150.</p> <p><u>July 2019:</u> Year 6 residential was successful in Term 6.</p>	<p>AHT</p>	<p>July 2019 to governors Termly in PPMs</p>
<p>Individual literacy and Speech and language programmes will address specific needs identified by staff.</p>	<p>Assessment and screening of pupils for Speech and Language targeted intervention groups.</p>	<p><u>March 2019:</u> BPOS groups are running with HLTA to address gaps between BPOS DA children and their peers. Small steps of progress are evident in assessment and one of the children is already able to begin a transition back to class.</p> <p><u>July 2019:</u> BPOS groups have continued to run with HLTA to address gaps between BPOS DA children and their peers. Small steps of progress are evident in assessment and two of the children have now transitioned back to class.</p>	<p>Senco</p>	<p>July 2019 to governors Termly in PPMs</p>

<p>Gap will close in writing, especially spelling, between DA and non-DA pupils in KS2.</p>	<p>Purchase 12 chromebooks</p>	<p><u>December 2018:</u> OTrack shows that at the start of year baseline, 42.86% of KS2 DA pupils were on track for writing, compared to 76.15% of non-DA children (a gap of 33.29%). At the end of Term 2, in KS2 81.42% of non-DA and 50% of DA are on track. This is a gap of 31.42%. There are currently 19 DA children in KS2 not on track. 5 of these are BPOS.</p> <p><u>March 2019:</u> Currently 84.59% of non-DA and 53.66% of DA are on track for their writing. This is a gap of 30.93% which is a marginally smaller gap than at the end of Term 2. Action: Identified children to continue to use the chromebooks to support their writing.</p> <p><u>July 2019:</u> Currently 81.9% of non-DA and 59.57% of DA are on track for their writing. This is a gap of 22.33% which is a 10.96% reduction in the gap between DA and non-DA.</p>	<p>Senco</p>	<p>July 2019 to governors</p> <p>Termly in PPMs</p>
<p>Engagement for DA children and parents will improve and conferencing will ensure their needs are being met.</p>	<p>Create two DA focus groups; one for parents and one for children</p>	<p><u>December 2018:</u> Focus groups are set up and children's tea party in the school diary for Monday 4th Feb and Parent's tea party in the diary for Monday 11th Feb.</p> <p><u>March 2019:</u> Tea parties were a huge success with 26 children represented at the Parents Tea Party. An action plan was written and all points have been discussed at SLT. Parents said they felt valued and listened to after feedback of the actions.</p> <p><u>July 2019:</u> End of year surveys went ahead via pupil conferencing and Survey Monkey with DA parents commenting that this year they felt more engaged with school and that they felt listened to. Areas for development will form part of the DA plan 2019/20.</p>	<p>AHT</p>	<p>July 2019 to governors</p> <p>Termly in PPMs</p>

<p>Children with be engaged with the outdoors who may not have access to an outdoor space at home.</p>	<p>Extend the outdoor learning environment, shelter and resources.</p>	<p><u>December 2018:</u> Resources purchased to ensure the outdoor classroom was ready for learning, every day in Term 1 and 2. Waiting to hear back regarding quotes for the shelter. Outdoor classroom was used successfully for free flow every morning and most afternoons in Term 1 and 2. Action: consider how the outdoor classroom will be best used as Year 1 move away from free-flow towards more formal teaching.</p> <p><u>March 2019:</u> The year 1 outside area is used successfully for phonics, intervention groups and free flow for the children who still need to access it.</p> <p><u>July 2019:</u> The year 1 outside area is used successfully for phonics, intervention groups and free flow for the children who still need to access it.</p>	<p>AHT</p>	<p>July 2019 to governors</p> <p>Termly in PPMs</p>
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