



Southwold Primary School Pupil Premium Report

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We are committed to reducing class sizes wherever possible thus improving opportunities for personalised learning and accelerating progress for all pupils and in particular vulnerable pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations.
- Pupil premium resources may also be used to target able children receiving PPG to achieve end of year expectations in particular with end of Phase testing in KS1 and KS2
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

Potential Risks and Barriers Faced by Our Pupils Eligible for the Pupil Premium Grant

- Many disadvantaged pupils at our school start their education at a lower level of achievement in Reading, Writing, Mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary and less experience of number and familiarity with reading.
- Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years.
- Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers.
- Many of our disadvantaged pupils live in cramped, busy households which limits their access to materials and experiences supportive of educational success. This affects pupil confidence and knowledge of the key basic skills such as times tables.
- Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
- Some of our pupils in receipt of the Pupil Premium Grant have low self confidence and difficulty in regulating their emotions which acts as a barrier to their educational success.
- Some of our most able disadvantaged pupils do not have aspirational home backgrounds.
- Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.

Deployment

PPG is used to part fund key interventions for vulnerable children and priority is given to children eligible for PPG. Provision for our children who are looked after is subject to specific scrutiny and review as our most vulnerable group.



Southwold- Primary - Impact Statement 2015-16

Achievement of PPG Pupils (2016 KS2 Outcomes)

	Our pupils eligible for PPG				National average for <i>all</i> pupils			
	Progress Score	% at expected standard	% at the high standard	Average Scaled Score	Progress Score	% at expected standard	% at the high standard	Average Scaled Score
% achieving the expected standard or above								
Reading, Writing & Maths	6.4	87	15	107	n/a	53%	5%	n/a
Reading	6.1	91	24	106	0	66%	19%	103
Writing	7.0	94	26	n/a	0	74%	15%	n/a
Mathematics	6.1	100	24	107	0	70%	17%	103
Grammar, Spelling, Punctuation	n/a	93	35	108	n/a	72%	23%	104

- Children eligible for PPG made good progress across the school (Year End 2016 data set), significantly exceeding National standards for 2016
- Children receiving small group intervention make better than expected progress in literacy, grammar, spelling, punctuation and maths (in school SEN data and KS2 pupil outcomes)
- Lunch time Reading Eggs and Mathletics clubs for PPG pupils demonstrate good or better end of year outcomes
- 44 families of children eligible for PPG benefiting from advice and support from additional workshops and interventions organised by the Parent Links Co-ordinator and Learning Mentor, resulting in better engagement with school. This is demonstrated by increased attendance to coffee mornings and school events.
- Parent and pupil sewing club offered families time together with an extra curricular focus these resulted in smoother relations and a boost in pupil confidence
- A reduction in the number of persistently absent pupils and an increase in the attendance of PPG pupils (attendance data)
- Increased confidence and self-awareness of children attending horse-riding (see evaluation)
- All 90 PPG children receiving therapeutic support from Side Be Side demonstrate good or better progress.
- Exclusions of PPG children were below national averages.
- Out of our three pupils who are looked after, 2 out of 3 made great progress and attained well, our yr 6 pupil exceeded end of year standards and our one achieved a Good Level of Development in Early years. Interventions are in place for our third pupil/
- Four times as many (20%) most able disadvantaged pupils achieved a high standard in R,W,M than all others Nationally (5%)



Southwold Primary Planned Pupil Premium Expenditure 2016 -2017

Number of pupils and amount of Pupil Premium Grant Received

Total Number of Pupils on Roll	426
Total Number of Pupils eligible for PPG	183
Amount of PPG received per pupil	£1,320
Total PPG received	£241,560
CLA Pupils	£5,700
EYFS PPG	£3,102
Total Amount of PPG Received	£250,362

Whole School Priorities

- Improve standards of reading comprehension
- Further develop oracy and knowledge of basic skills e.g. times tables, spellings.
- Engage parents and develop strong home school links to support learning and oracy
- To ensure that pupils leave Year 6 at a standard which will allow them to successfully access the KS3 curriculum.

Aims

1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally at the end of KS2, R,W, M and GSP
2. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally at the end of KS1 in Reading
3. To ensure that the most able disadvantaged pupils are identified and achieve as well as other most able pupils nationally
4. To ensure that the attendance of pupils in receipt of PPG is above 95.6%, with a reduction in the % persistently absent
5. To increase the number of parents attending coffee morning workshops and in school oracy/social projects with feedback that indicates a high degree of engagement.
6. To support the most vulnerable pupils in receipt of the PGG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.



Southwold Primary- Use of Funding 2016-17

1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally at the end of KS2, R,W, M					
	% of PPG Pupils Accessing Funding	Total Cost of Intervention	Total Amount of PPG Spend	Review Timeframe	Impact Criteria
DHT Small group support	100%	£18,623	£18,623	July 2017	% of pupils reaching expected standard in comparison to other pupils national.
Booster classes	96%	£11,463	£11,004		
Easter school	60%	£2,550	£1,530		
Homework club for pupils in receipt of PPG	100%	£1,500	£1,500		Achievement of PPG pupils across school in comparison to other pupils
2 out of class teaching assistants to deliver interventions across school	94%	£48,174	£45,284		
2. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally at the end of KS1 in Reading					
Lexia – reading programme	74%	£800	£592	July 2017	Lexia reading report showing gains for individual pupils in programme
Launch Pad for EYFS	100%	£2,000	£2,000	Termly	Reading scores at end of EYFS for target pupils show good progress.
Two HLTAs to deliver interventions in year 1 & 2	100%	£52,620	£52,620		Reading scores for target pupils show accelerated progress and closing of gap to peers
Additional TA (0.5) in EYFS to deliver interventions	76%	£12,044	£9,153		Reading scores for target pupils show accelerated progress and closing of gap to peers
3. To ensure that the most able disadvantaged pupils achieve as well as other most able pupils nationally					
AHT supporting most able in Y6	100%	£12,370	£12,370	July 2017	% of focus pupils reaching high standard in comparison to other pupils national.
HLTA supporting most able disadvantaged in YR 6	100%	£5,898	£5,898		
High Standard Booster classes	100%	£3,200	£3,200		
4. To ensure that the attendance of pupils in receipt of PPG is above 95.6%, with a reduction in the % persistently absent					
Additional time from School Attendance Officer	50%	£6,500	£3,250	Termly	Reduction in persistent absence for PPG group
Learning mentor support for vulnerable children	100%	£14,574	£14,574	Termly	Reduction in persistent absence for PPG group. Attendance at >95.6

5. To increase the number of parents attending coffee morning workshops and in school oracy/social projects with feedback that indicates a high degree of engagement.					
Extended school BC&ASC Salaries & Expenses	62%	£47,754	£29,608	July 2017	Review & qualitative feedback Numbers attending from target group
6. To support the most vulnerable pupils in receipt of the PGG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well being.					
SENCO Learning groups	100%	£12,058	£12,058	July 2017	Good progress for target groups in R,W,M
Additional time from S&L therapist	86%	£14,698	£12,640	July 2017	S&L therapy reports indicate impact
90 children receiving therapeutic & Social development support from Side Be Side	100%	£25,000	£25,000	Termly	Feedback reports from Side-be-side measuring intervention and impact
Horse-riding/Beanstalk /Mathletics/ lunchtime clubs	100%	£8,217	£8,217	July 2017	Good progress for target groups in R,W,M
Multi skills sports festival	100%	£500	£500	Termly	Build confidence and self esteem
Total Expenditure		£300,543	£269,622	Difference/Overspend: -£19,260	