



## **Southwold Primary School Pupil Premium Report 2018-19**

### **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 funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.
- Pupil premium resources may also be used to target able children receiving PPG to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap, for socially disadvantaged pupils.

### **Barriers Faced by Our Pupils**

- 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 2017-18

### Achievement of PPG Pupils (2018 KS2 Outcomes/Provisional results July 2018)

	Our pupils eligible for PPG				2018 National average for <i>all</i> pupils			
	Progress Score	% at expected standard	% at the high standard	Average Scaled Score	Progress Score (floor)	% at expected standard	% at the high standard	Average Scaled Score
% achieving the expected standard or above								
<b>Reading, Writing &amp; Maths</b>	n/a	80%	12%	n/a	n/a	64%	10%	n/a
<b>Reading</b>	+3.1	84%	24%	105	-5	75%	28%	105
<b>Writing</b>	+3.8	84%	24%	n/a	-7	78%	20%	n/a
<b>Mathematics</b>	+3.5	88%	28%	105	-5	76%	24%	104
<b>Grammar, Spelling, Punctuation</b>	n/a	88%	52%	108	n/a	78%	34%	106

- Disadvantaged **Key Stage 2** pupils' progress in all subjects was significantly above average overall. Disadvantaged KS2 pupils attained an average scaled score in line with the national score for all pupils in reading, writing and mathematics in 2018. The progress disadvantaged pupils made whilst at Southwold and the percentage achieving the expected standard was significantly higher than those of all pupils nationally. The percentage of most able disadvantaged pupils achieving a high standard in Reading, Writing & Mathematics was in line with or above that of other pupils nationally in Writing, Maths, Grammar, Spelling & Punctuation but slightly (4%) below in Reading.
- Disadvantaged **Key Stage 1** pupils achieving the expected standard in Reading, Writing & Mathematics combined in 2018 was slightly below that for all Southwold pupils (69% versus 75%) but above that for all pupils nationally (66%).
- In all year groups the majority of disadvantaged pupils, and in most cases the large majority, are at the expected standard in Reading, Writing & Mathematics. Disadvantaged children have also made good or very good progress across the school, in line with other pupils (School In-House Year End 2018 data set)
- At the end of **Foundation Stage** the majority of disadvantaged pupils met the expected standard (Good Level of Development) with a gap of just 5% to the national average for all pupils.
- Intervention analysis shows that disadvantaged pupils attending lunch time Reading Eggs and Mathletics clubs make better than expected progress in literacy and maths (in school SEN data and KS2 pupil outcomes)
- A programme of therapeutic support and 'speak up' sessions provided by Sidebeside has been accessed by a high number disadvantaged pupils. Families have benefited from advice and support from additional workshops and interventions organised by the Inclusion Team and Learning Mentor, resulting in good engagement with school. This is demonstrated by attendance at coffee mornings and school events. A large number of disadvantaged children are regularly accessing extended day provision and curriculum enrichment and this is monitored by the school to ensure that access continues to be representative.



## Southwold Primary Planned Pupil Premium Expenditure 2018 -2019

### Number of pupils and amount of Pupil Premium Grant Received

Total Number of Pupils on Roll	376
Total Number of Pupils eligible for PPG	154
Amount of PPG received per pupil	£1,320
Total PPG received	£203,280
CLA Pupils	£6,900
EYFS PPG	£620
Total Amount of PPG Received	£210,800

### Whole School Priorities

- To continue to develop oracy across all areas of the curriculum to enable confident communication for all pupils.
- To embed a revised provision for phonics and the teaching of early reading.
- To embed the revised PSHCE and RE curriculums so that children develop a greater sense of school community.
- To ensure that a greater number of children reach the expected standard at the end of Year 2.
- To ensure that rapid rates of progress for all groups (including PPG) to ensure that all groups achieve above national averages at the end of Key Stage 2.

### Aims

1. 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, Writing and Maths
2. 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
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 absence
5. 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- Indicative Use of Funding 2018-19\*

<b>1. 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</b>					
	<b>% of PPG Pupils Accessing Funding</b>	<b>Total Cost of Intervention</b>	<b>Total Amount of PPG Spend</b>	<b>Review Timeframe</b>	<b>Impact Criteria</b>
Lexia – reading programme	92.60%	£405	£375	July 2019	Lexia reading report showing gains for individual pupils in programme
Launch Pad for EYFS	100%	£2,000	£2,000		Reading scores at end of EYFS for target pupils show good progress.
Three HLTAs to deliver interventions across the school	75%	£90,240	£67,680	Termly	Reading scores for target pupils show accelerated progress and closing of gap to peers
Additional TA (0.5) in EYFS to deliver interventions	76%	£12,164	£9,245		Reading scores for target pupils show accelerated progress and closing of gap to peers
<b>2. 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</b>					
DHT Small group support	100%	£10,937	£10,937	July 2019	% of pupils reaching expected standard in comparison to other pupils national.
After Booster classes	71%	£2,250	£1,598		
Lunchtime Symphony Maths Club	100%	£952	£952		
Easter school	53%	£1,388	£736		
Homework club for pupils in receipt of PPG	100%	£895	£895		Achievement of PPG pupils across school in comparison to other pupils
2 out of class teaching assistants to deliver interventions across school	94%	£49,853	£46,862		
<b>3. To ensure that the most able disadvantaged pupils achieve as well as other most able pupils nationally</b>					
AHT supporting most able in Y6	100%	£12,271	£12,271	July 2019	% of focus pupils reaching high standard in comparison to other pupils national.
HLTA supporting most able disadvantaged in YR 6	100%	£24,927	£24,927		
High Standard Booster classes	100%	£2,236	£2,236		
<b>4. To ensure that the attendance of pupils in receipt of PPG is above 95.6%, with a reduction in the % persistently absence</b>					
Additional time from School	100%	£6,650	£6,650	Termly	Reduction in persistent absence for PPG

Attendance Officer					group
Learning mentor support for vulnerable children	100%	£11,803	£11,803	Termly	Reduction in persistent absence for PPG group. Attendance at >95.6
<b>5. 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.</b>					
SENCO/AHT Learning groups	100%	£12,271	£12,271	July 2019	Good progress for target groups in R,W,M
Additional time from S&L therapist	100%	£13,000	£13,000	July 2019	S&L therapy reports indicate impact
55 children receiving therapeutic & Social development support from Side Be Side	79%	£25,000	£19,750	Termly	Feedback reports from Side-be-side measuring intervention and impact
Horse-riding/Beanstalk /Mathletics/ lunchtime clubs	100%	£1,200	£1,200	July 2019	Good progress for target groups in R,W,M
Multi skills sports festival	100%	£500	£500	Termly	Build confidence and self esteem
<b>Total Expenditure</b>		<b>£280,943</b>	<b>£244,935</b>	<b>Difference/Overspend: -£35,087</b>	

*\*This funding plan is based on indicative and planned strategic spend during the period 2018-19 but is subject to revision & change dependent on on-going need and changes to pupil cohorts.*