



Detmold Road, London, E5 9NL

## Pupil Premium Report 2019 - 2020

### Principles

- We ensure that teaching and learning opportunities meet the needs of all of our 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 the pupil premium grant 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 and spelling development.
- 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 School Impact Statement 2018 - 2019

### Current Achievement of PPG Pupils (2019 KS2 Outcomes)

% achieving the expected standard or above	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
<b>Reading, Writing &amp; Maths</b>	n/a	73%	19%	n/a	n/a	65%	10%	n/a
<b>Reading</b>	0.5	85%	27%	106	-0.2	73%	27%	104
<b>Writing</b>	1.6	92%	27%	n/a	0.0	78%	20%	n/a
<b>Mathematics</b>	0.3	92%	23%	106	-0.2	79%	27%	105
<b>Grammar, Spelling, Punctuation</b>	n/a	96%	54%	110	n/a	77%	36%	106

- In 2019, the progress of disadvantaged **Key Stage 2** pupils in all subjects was above average overall in comparison with all pupils nationally. Disadvantaged KS2 pupils attained an average scaled score above the national score for all pupils in reading, mathematics and GSP in 2019. Disadvantaged pupils have performed better than those nationally in reading, writing, mathematics and GSP at the end of Key Stage 2 for the last 4 years and make progress better than that of pupils nationally over time. The percentage of most able disadvantaged pupils achieving a high standard in reading, writing and GSP was above that of other pupils nationally and broadly in-line in GSP.
- The number of disadvantaged pupils achieving the expected standard at **Key Stage 1** was above the national average for all pupils in reading, writing and mathematics. The number of disadvantaged pupils exceeding the expected standard at Key Stage 1 was above those achieving the higher standard nationally in reading and writing and broadly in-line in mathematics.
- At the end of **Foundation Stage**, the vast majority of disadvantaged pupils (90%) met the expected standard (Good Level of Development) far exceeding those nationally (Good Level of Development 74%).
- Disadvantaged children in all year groups make progress broadly in-line with or better than their peers in reading and writing and mathematics, (in house data, June 2019).
- Children receiving small group intervention make better than expected progress in literacy and maths (in school SEN data and KS2 pupil outcomes).
- Homework club and booster intervention (lexia, symphony, precision teaching, parent reading champions) for PPG pupils support good or better end of year outcomes (intervention analysis, June 2019).
- Therapeutic support sessions provided by Unlocking Potential have been accessed by disadvantaged pupils inclusive of play or art therapy, talk time sessions, occupational therapy and additional speech and language support.
- Families have benefit from advice and support through additional workshops and interventions organised by the Inclusion Team, resulting in better engagement with school. This is demonstrated by attendance at coffee mornings and school events such as significant males into school and curriculum fayres.
- A continued programme of investment in quality resources to facilitate teaching and support learning continues to enhance engagement. Additional funding has been invested to enhance the curriculum provision relevant to our context. Within this the investment in quality, first hand experiences e.g. residential trips, day trips, visitors and resources continues to be a priority and a high number of disadvantaged children access this provision.



## Southwold Primary School Planned Pupil Premium Expenditure 2019 - 2020

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

Total Number of Pupils on Roll	398
Total Number of Pupils eligible for PPG	144
Amount of PPG received per pupil	£1,320
Total PPG received	£190,080
CLA Pupils	£6,900
EYFS PPG	£1,239
Total Amount of PPG Received	<b>£198,219</b>

#### Whole School Priorities

- To ensure that pupils leave Year 6 at a standard this will allow them to successfully access the KS3 curriculum.
- To ensure that most able pupils are challenged and reach a standard this will allow them to successfully access the next stage of the curriculum.
- 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.

#### Aims

1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally in the Year 1 Phonics Check and at the end of KS1 in Reading.
2. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally in the Year 4 Timestable Check and by the end of KS2 in Reading, Writing, Mathematics 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 96%, with a further reduction in the % persistently absent, particularly in EYFS.
5. To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.

**Southwold Primary School Indicative Use of Funding 2019-20\***

<b>1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally in the Year 1 Phonics Check and at the end of KS1 in Reading.</b>				
	<b>Total Cost of Intervention</b>	<b>Total Amount of PPG Spend</b>	<b>Review Timeframe</b>	<b>Impact Criteria</b>
Launch Pad for Language in EYFS	£5,688	£5,688	July 2020	<ul style="list-style-type: none"> <li>• Reading scores at end of EYFS for target pupils show good progress.</li> <li>• Lexia reading report showing gains for individual pupils in programme.</li> <li>• Phonics check data for disadvantaged pupils is above that of all pupils nationally.</li> <li>• Reading scores for target pupils show accelerated progress and closing of gap to peers.</li> </ul>
Lexia – reading programme	£693	£347		
Precision teaching	£12,153	£9,115		
Additional TA support for interventions	£12,750	£9,690		
Additional resourcing for and training for Phonics	£1,663	£1,663		
<b>2. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally in the Year 4 Timestable Check and by the end of KS2 in Reading, Writing, Mathematics and GSP.</b>				
DHT small group support	£11,867	£11,867	July 2020	<ul style="list-style-type: none"> <li>• % of pupils reaching expected standard in comparison to other pupils nationally.</li> <li>• Achievement of disadvantaged pupils across school in comparison to all pupils nationally.</li> <li>• Progress of identified disadvantaged pupils reaching the higher standard because of intervention.</li> <li>• Timestable check data for disadvantaged pupils is above that of all pupils nationally.</li> </ul>
Breakfast club booster (timestable focus)	£332	£332		
Booster classes (Year 6 pupils only)	£3,900	£3,900		
Easter school (Year 6 pupils only)	£2,591	£1,555		
Homework club for pupils in receipt of PPG	£1,566	£1,566		
Symphony – maths programme	£1,998	£1,998		
Mathletics and Rock Stars home learning access (across the school)	£1,814	£1,814		
Additional TA support for interventions	£25,500	£19,380		
Lexia – reading programme	£693	£347		
Precision teaching	£12,153	£9,115		

<b>3. To ensure that the most able disadvantaged pupils are identified and achieve as well as other most able pupils nationally.</b>				
AHT release to undertake coaching, mentoring and planning support across Year 2 and Year 6.	£13,066	£13,066	July 2020	<ul style="list-style-type: none"> <li>Data collection points in December and June show progress in disadvantaged pupils attaining the higher standard.</li> <li>Year 2 and Year 6 meetings demonstrate progress for key pupils through gap analysis.</li> </ul>
Enrichment opportunities (university visits)	£600	£600		
HLTA supporting most able disadvantaged in YR 6	£34,236	£17,118		
More able booster groups in Year 2 and Year 6 (Spring and Summer Term)	£3,900	£3,900		
<b>4. To ensure that the attendance of pupils in receipt of PPG is above 96%, with a further reduction in the % persistently absent.</b>				
Additional time from School Attendance Officer	£6,650	£6,650		<ul style="list-style-type: none"> <li>Reduction in persistent absence for PPG group.</li> <li>Attendance data analysis at half-termly meetings shows figures for disadvantaged pupils above 96%.</li> </ul>
Additional time from the Learning Mentor to track and monitor lates, (including home visits) and support vulnerable children	£11,946	£11,946		
<b>5. To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.</b>				
SLT learning groups	£13,066	£13,066	July 2020	<ul style="list-style-type: none"> <li>Good progress for target groups in R,W,M.</li> <li>S&amp;L therapy reports indicate impact.</li> <li>Therapy reports indicate impact.</li> <li>Feedback reports from Unlocking Potential measuring intervention and impact.</li> </ul>
Additional time from S&L therapist	£11,377	£11,377		
Subsidised peripatetic lessons	£17,766	£15,989	Termly	
Therapeutic and social development support from Unlocking Potential	£25,000	£25,000		
Horse-riding for key identified pupils	£1,830	£1,830	July 2020	
Breakfast Booster (Year 6 pupils)	£332	£332		
Subsidised residential visit (Kench Hill) for children in receipt of the pupil premium grant	£5,873	£2,936		
Learning mentor supporting for vulnerable children across EYFS, KS1 and KS2	£11,946	£11,946	Termly	
<b>Total Expenditure</b>	<b>£252,951</b>	<b>£214,134</b>	<b>Overspend: £15,915</b>	