

2019/20

The Pupil Premium - Using it to 'Make A Difference' 2019/2020

Southwick Community Primary School



Making A Difference



Summary Information			
Total Number of Children (R-Y6)	317	Number of Children eligible for PP	193
Total Budget	£280,592	% of children PP	61%

KS2 attainment 2018/19				
	Progress KS1-2	PP	All children	National
% achieving expected standard in reading	+2.7 above average	60%	61%	73%
% achieving expected standard in writing	+2.9 well above average	57%	74%	78%
% achieving expected standard in maths	+3.1 well above average	60%	70%	79%
% achieving expected standard in Spag			87%	78%
% achieving expected standard in r/w/m			52%	65%

Barriers to future attainment for children eligible for PP.	
Internal barriers (action required in school)	
1.	Language skills are very low for children entering EYFS. SCLN are well below the expected level.
2.	The need for school to enhance cultural capital to remove barriers to accessing and understanding the wider curriculum, improving entry into the next steps in education and preparing for adulthood.
3.	All children (especially PP children) reaching greater depth is well below national expectations.
4.	SEN/PP children achieving significantly below expected levels.
External Barriers	
5.	Emotional, mental health and well-being support addresses difficulties with emotional regulation, anxiety, emotional resilience and ACE's that impact learning, collaborative learning and concentration. Additional support needed.
6.	Social deprivation and social care needs are abundant and affect learning, mental well-being and social and academic success.
7.	Poor attendance contributing negatively to academic and social success.
8.	Parental aspirations and ability to support learning- parents can face challenging behaviours at home and face challenges adopting consistent routines and boundaries at home, impacting negatively on attendance, homework, value of education and aspirations.



9.	Experiences children receive out of school.
10.	Physical and mental health and diet with some children not receiving close to 5 a day.



Expected Outcomes			
	Actions and how they will be measured	Expected Outcomes/ how we will know	Cost
1.	<ul style="list-style-type: none"> • Early identification of need, immediate intervention. • Improve outcomes for pupils in EYFS and entering EYFS from our feeder nursery- especially in speaking, listening, understanding and vocabulary- Kirsty Page CPD-Launchpad for Literacy (all staff). • Staff/child ratio reduced to support intervention and ensure a 'fast start'. • High quality teaching and learning opportunities both inside and outside. • Development of outside areas. 	<p>Improved GLD 2020 Improved scores in CLL- forming basis of learning, no gaps to be later filled. Children with consistent profiles.</p>	£5,000
2.	<ul style="list-style-type: none"> • Whole school CPD – cognition and learning • An invigorated curriculum, based on cognitive principal and research, which meets and exceeds the standards in the national curriculum with a focus on DEPTH of learning rather than just quantity - providing opportunity to develop a love of learning- preparing for the next stage in education/life. • QFT and AFL provide opportunities to explore whole-school threshold concepts through a breadth of contexts – revisited in each key stage to build knowledge and transference skills – removing context bound understanding. • A curriculum which includes the arts, cultural and skillset learning to allow children to thrive and develop change to the long term memory. Provide memorable meaningful experiences, opportunities to over-learn 'joined up' contextual concepts at a pace to develop knowledge rather than information. 	<p>Measureable learning gains Improved progress and attainment across school- narrowing national gap. Aspirations raised. Cultural capital raised.</p>	£20,000

Expected Outcomes			
	Actions and how they will be measured	Expected Outcomes/ how we will know	Cost
	<ul style="list-style-type: none"> Curriculum budget for each subject coordinator to provide enrichment/enhancement opportunities. 		
3.	<ul style="list-style-type: none"> As above UKS2 – teacher to support on mornings- PP 2 x TA (one a qualified teacher) to support in ensuring greater depth is achieved in LKS2 (y4). CPD in writing for purpose /reading central to English Action Plan- release time for English lead to support teaching staff across school with planning, delivery, pitch, opportunity to extend. Maths CPD/ release time for maths leads to focus on reasoning, investigation across school- aimed at provision for greater depth, opportunity to achieve greater depth. Appointment of outdoor coordinator to provide opportunity/enrichment to learning. English quality texts, support and CPD. 	Greater depth raised in all year groups in all areas- to narrow the gap to national expectations.	£96,130
4.	<ul style="list-style-type: none"> Appropriate teaching and learning provision for SEN/PP who cannot access NC. TA specialising in S&L to support KS1/ 2 pupils through intensive intervention- under advice from SALT team (am) Teacher employed to support Y3 with large % of SEN. 60 children in cohort- 3 classes needed to meet children’s needs. Support plan CPD, PLP support and CPD on meeting needs delivered and modelled by SLT. Resources to support. 	<p>Focused support, PLP lead to appropriate pace of teaching/learning and relevant provision.</p> <p>Success in social and education setting. PFA through focussed and relevant life skills teaching and learning/ Raising of cultural capital.</p>	£59,321



Expected Outcomes			
	Actions and how they will be measured	Expected Outcomes/ how we will know	Cost
5.	<ul style="list-style-type: none"> Reduce emotional, mental health and well-being barriers to learning for children. Targeted, meaningful and impactful support provided to develop resilience and individual coping strategies. Place 2 Be 2.5 day model cancelled- 5 day well-being manager appointed as part of pastoral team to support children (200+ last academic year), staff, parents through targeted intervention, 1:1 counselling, 'Time to Talk', art therapy etc. Release time for PSHE lead to moderate impact throughout school. Creation and equipping of 'rainbow room' and 'sunshine room' designed for SEN, Nurture, well-being space. 	<p>Increase in self-esteem, resilience, confidence, engagement and enjoyment is evident.</p> <p>SDQ, Boxall, emotional literacy, attendance and progress and attainment data demonstrates impact.</p>	£41,000
6.	<ul style="list-style-type: none"> Dedicated time to support families, signpost and support in accessing services available – drop-ins, family support meetings. School pastoral team/well-being manager to work with families to increase opportunities for PP children (and all children) to receive enrichment/experiences to raise aspirations. School Ready Programme - developed by Well-being manager and Educational Psychologist (PN) to promote effective parenting around understanding emotions and school engagement before children begin EYFS. Family classes (parent/child) including cookery (healthy economical meals), literacy, art, ICT to support relationships and aspirations. 	<p>Parental engagement with school/services.</p> <p>Reduction in number of families involved with social care.</p> <p>Experiences and enrichment for children and families.</p>	£5,000



Expected Outcomes			
	Actions and how they will be measured	Expected Outcomes/ how we will know	Cost
7.	<ul style="list-style-type: none"> • Early intervention, via a structured approach with rewards/consequences, with children, families, outside agencies. • Governors, teachers, to ensure a joint approach and drive to improve attendance, including parent workshops/meetings to support. • Monitor all children whose attendance falls below national expectations with robust policy/procedures. • Termly prize giving, rewarding 100% attendance, improved attendance, family attendance. • Support for families with routines/boundaries. 	<p>Improved attendance-96%. Reduction in PA to under 10%. Raising of standards, deepening of learning.</p>	£5,000
9/10.	<ul style="list-style-type: none"> • Pastoral team/ wellbeing manager support – signpost to services available through family drop-in sessions and FSMs. • Increased opportunities for PP children (and all children) and parents to receive enrichment/experiences to raise aspirations and increase access to wider curriculum. • All children receive a variety of non-negotiable experiences whist in our school, e.g. theatre visit, boat ride, rock pooling, climb a mountain. • Phase leaders receive a budget to subsidise trips/ create enrichment opportunities. • Appointment of OPAL lead to support and develop play. • Opportunity to explore rich artistic, cultural, spiritual and social heritage of our area. 	<p>Parental engagement with school/services. Reduction in number of families involved with social care. Experiences and enrichment for children and families. Children receive a rich and varied set of experiences that impact on their education and their future aspirations. Collaborative play and learning. Interests and talents identified and supported in and out of school. Raise cultural capital and understanding of the world, on a local, national and international level.</p>	£35,000



Expected Outcomes			
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11.	<ul style="list-style-type: none"> School cook/ assistant cook to provide a nutritious, wholesome and tasty menu at daily rate held at £2 (20p less per day than rest of city)- we realise that those not in receipt of FSM can find paying for lunch very difficult. Breakfast club/sports club provision – FOC to families Healthy cooking for children and parents – FOC to families 	Lifestyle and dietary changes, reduction in obesity, with promotion of physical and mental health a priority. Opportunity to promote interests and talents.	£14,000
		Total	£280,451