

2018/19

# The Pupil Premium Report 2018/19

Southwick Community Primary School



*Making A Difference*



Date set	Review Date	Last Updated
September 2018	July 2019	July 2019

### **Pupil Premium**

The pupil premium is additional funding for publicly funded schools to raise the attainment of disadvantaged children and close the gap between them and their peers. The pupil premium is allocated to children who are looked after by the LA, those that have been eligible for FSM over the past 6 years (Ever 6) and for those children whose parents are serving in the armed forces. Schools are free to spend the pupil premium as they see fit. However, school will be held accountable for how they have used the additional funding to support children.

### **Our Principles**

- Our teaching and learning opportunities will meet the needs of all children.
- Appropriate provision is made for children from vulnerable groups, ensuring all needs are met.
- We acknowledge that not all FSM children are socially disadvantaged and also those not in receipt of FSM may be socially disadvantaged.
- Funding will be allocated based on a needs analysis, identifying classes, year groups and/or individuals.



Pupil Premium Funding 2018/19		
	FSM/Ever 6	LAC
Amount Per Child	£1320	£2300
Number Of Children	201	6
Projected Income	£265,320	£13,800
<b>Total</b>		<b>£279,120</b>

Pupil Premium Children in School 2018/19		
Year Group	Number of PP children	Number of Non PP children
R	24	13
1	16	17
2	39	18
3	35	16
4	29	20
5	34	16
6	30	16
Total	207	116
Total %	64%	36%



The Well-being of our children and staff is at the core of our school. Enabling children to simply access school, the removal barriers to learning and the supporting cultural capital is pivotal to our school and our community. All children are given the opportunity for meaningful support through our PSHE programme and children are given extra support where necessary. This includes CP, LA CIN, Early help children who are immediately supported (1:1) before, during and after a plan. All children in school are able to access all areas of our well-being service- 1:1, group support, Place 2 Talk and parental support.

Place 2 Be/ Well Being Outcomes			
	Autumn 2018	Spring 2019	Summer 2019
<b>1:1 Counselling</b>	15 children accessed 157 sessions offered	14 children accessed 152 sessions offered	15 children accessed 140 sessions offered
<b>Place 2 Talk</b>	123 children accessed 224 sessions offered	146 children accessed 277 sessions offered	162 children accessed 265 sessions offered
<b>Parent 1:1 support</b>	10 parents	8 parents	8 parents



**Progress Data- Whole School**

Year Group	Reading				Writing				Maths			
	PP		Non PP		PP		Non PP		PP		Non PP	
	Expected	BTE	Expected	BTE	Expected	BTE	Expected	BTE	Expected	BTE	Expected	BTE
<b>1</b>	53%	41%	35%	59%	41%	47%	24%	71%	47%	35%	24%	41%
<b>2</b>	62%	13%	61%	22%	51%	26%	56%	28%	69%	10%	83%	11%
<b>3</b>	74%	26%	94%	0%	43%	23%	63%	0%	43%	20%	50%	31%
<b>4</b>	53%	4%	38%	10%	21%	4%	24%	0%	11%	4%	10%	0%
<b>5</b>	21%	56%	29%	57%	24%	32%	21%	29%	32%	12%	57%	29%
<b>6</b>	81%	52%	100%	50%	71%	54%	100%	81%	96%	43%	88%	50%

**Progress Data- End of Key Stage 2- all children (Booster tuition support)**

Reading	Writing	Maths
<b>+2.7</b>	<b>+2.9</b>	<b>+3.1</b>



## Attainment Data % ARE- Whole School

Year	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
<b>R</b>						
<b>1</b>	59%	53%	59%	53%	65%	59%
<b>2</b>	44%	67%	44%	67%	49%	72%
<b>3</b>	51%	81%	26%	50%	51%	69%
<b>4</b>	29%	24%	18%	19%	43%	52%
<b>5</b>	24%	38%	18%	31%	32%	69%
<b>6</b>	60%	81%	57%	85%	60%	85%

## EYFS- ARE attainment

	Writing	Number	Reading	L&A	Making Relationships	M&H	Health	Self conf	Speaking	SSM	Understanding	Behaviour
<b>On Entry</b>	51%	43%	46%	41%	40%	57%	22%	35%	38%	41%	41%	46%
<b>On Exit</b>	61%	68%	65%	78%	76%	82%	79%	83%	78%	73%	76%	65%

## Educational Psychologist

Number of children assessed/ reported on	Outcome/ support offered
20 children	<ul style="list-style-type: none"> <li>Assessments carried out and reported on to SLT/ individual teachers</li> </ul>

	<ul style="list-style-type: none"> <li>• Focused targets for children incorporated into support plans for staff to ensure appropriate learning/ intervention takes place.</li> <li>• Children have relevant support-internal and external.</li> <li>• EHCP referrals x 5 supported.</li> <li>• 'In-house' support and drop in available and timetabled for all teaching staff.</li> <li>• Identification of need and post identification support.</li> </ul>
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### SEN Support/ Intervention/ Resources

Year Group	Progress (Expected/ Better than expected)			Attainment (ARE)		
	R	W	M	R	W	M
R	67%/22%	56%/22%	22%/56%	65%	61%	68%
1	14%/71%	41%/47%	29%/57%	14%	28%	14%
2	15%/31%	23%/38%	62%/0%	15%	15%	15%
3	43%/57%	57%/29%	14%/29%	29%	0%	29%
4	67%/11%	33%/11%	11%/11%	0%	0%	11%
5	36%/45%	36%/9%	0%/11%	0%	0%	9%
6	+2.26	-0.12	+3.86	33%	39%	50%

### Speaking and listening CPD- EYFS

Area	Progress		Attainment	
	Expected	BTE	Sept 2018	July 2019
Speaking	35%	57%	38%	78%
Listening	27%	65%	41%	78%
Understanding	32%	62%	41%	76%



### After School Clubs/ Lunchtime Clubs

Number of Clubs Provided	Number of Children Accessed	% PP
28	265	84% of PP children attend

Swimming		
Number of children who had lessons	Non swimmers at beginning	Non swimmers at end (at least 5 metres)
198	153	54 (Y3 swimmers only had 4 sessions)

### ICT Teaching and Learning Support/ Resources

- Updated all hardware/ software.
- ICT consultants completed whole school CPD.
- ICT consultants demonstrated lessons, best use of ICT equipment, creating sustainability.
- ICT coordinators attended apple training/ Ipad training x 2.
- Parents club accessed by 8 families.
- ICT club for children- 3 x 30 mins per week- HT.

### Attendance





Attendance initiatives/ strategy worked well as a whole school focus from Governor level to class teacher. (See SDP)  
 Attendance below shows whole school attendance without unauthorised holidays

	School attendance		PA	
	With holidays	Without holidays	With Holidays	Without holidays
<b>Whole School</b>	<b>94%</b>	<b>97%</b>	<b>16.12</b>	<b>10.1</b>

**CPD – Other**

CPD	Impact
<b>PSHE</b> <b>Autism awareness</b> <b>Support staff 1:1</b>	Support for teachers/TA in addressing barriers to learning ensuring children ready to learn and have strategies for school/ home life to self-regulate and access school/home. Reading, curriculum knowledge, intervention support/CPD from management team- purposeful intervention- increased progress for SEN/PP.

<b>Curriculum Enhancement/ Educational Visits</b>	Curriculum development through Chris Quigley- Depth of Learning, committing to the long term memory, meaningful learning and PFA- not teaching to pass a test and ends of key stage. Whole school CPD led by SLT- resources, assessment system to support teaching and learning.
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Number of Educational Visits/ Visitors across whole school	78
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