

Southmere Primary Academy Pupil Premium Strategy 2019-20

NOR	416
Number of pupils eligible for PP funding	134
Percentage of pupils eligible for PP funding	32%
Total Budget allocation	£291,755
Total spend	£300,640
Academy Deprivation Index	0.365
Nominated member of AAB	TBC
AAB PP Review dates	TBC

Outcomes of Previous Academic year

	All	2019 Nat.	PP	2019 Nat.	Others	2019 nat.
EYFS (GLD)	53%	72%	50%	57%	63%	74%
Year 1 Phonics	58%	82%	59%	70%	57%	84%
Year 2 Phonics cumulative	74%	92%	86%	85%	67%	94%
Key Stage 1 Reading	48%	75%	55%	60%	44%	78%
Key Stage 1 Writing	32%	69%	43%	55%	26%	74%
Key Stage 1 Maths	54%	76%	81%	63%	40%	80%
Key stage 2 Reading	60%	73%	53%	64%	67%	80%
Key stage 2 Writing	65%	78%	54%	63%	73%	81%
Key stage 2 Maths	68%	79%	50%	59%	82%	78%

Pupil Premium - What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

What does the data suggest for priorities for the next academic year?

EYFS

In 2019 pupils who weren't eligible for Free School Meals out performed those who were by 12%. For all children those achieving the GLD is well below the national average. Accelerating progress through interventions in Reading, Writing and Maths are a priority.

KS1

Year 1 Phonics screening for Pupil Premium children was in line with others but is well below the national average for all pupils. Accelerating progress in Phonics through intervention is a priority.

Standards for Y2 pupils in Year in Reading and Writing were well below the national average. Accelerating progress in these areas is a priority. Half of the cohort did not reach the expected standard in the Phonics screening check and therefore Phonics intervention will be required.

KS2

For Year 3 pupils standards in writing need to be improved by the continuation of Phonics instruction.

In Y6 PP children were outperformed by non-eligible children and were well below national average. Progress will need to be accelerated through intervention.

Behaviour and Attendance

Persistent absence will be targeted through a newly appointed Attendance officer and tracking and rewarding children.

Behaviour will be targeted through a clear and consistent behaviour policy coupled with rewards and consequences.

Current Pupils

	No of ch % Eligible	% L -PA	% M-PA	% H -PA
Early Years				
Specific intervention need	8	S&L Phonological awareness Motor control/Early writing Early Maths	S&L Phonological awareness Motor control/Early writing Early Maths	
Objective number: 1, 2, 3				
Y1				
Specific intervention need	17	S&L Phonological awareness Reading fluency and comprehension Motor control Maths	S&L Phonological awareness Reading fluency and comprehension Motor control Maths	
Objective number: 1, 2, 3				
Y2				
Specific intervention need	21	S&L Reading fluency and comprehension Phonics/Spelling Maths	S&L Reading fluency and comprehension Phonics/Spelling Maths	
Objective number: 1, 2, 3				
Y3				
Specific intervention need	28	Phonics Reading fluency and comprehension Spelling Maths	Reading comprehension Spelling Maths	

Objective number: 1, 2, 3				
Y4				
Specific intervention need	26	Phonics Reading fluency and comprehension Spelling Maths	Reading comprehension Spelling Maths	
Objective number: 1, 2, 3				
Y5				
Specific intervention need	28	Reading Writing Maths	Reading Writing Maths	
Objective number: 1, 2, 3				
Y6				
Specific intervention need	25	Reading fluency and comprehension Writing Maths	Reading comprehension Writing Maths	
Objective number: 1, 2, 3				

Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Support with school trips	£20,000	Pupil Premium pupils	Finance Manager	All pupil premium children will not be at a disadvantage in regards to school uniform or attendance on school visits
Bug Club to support and challenge all pupils in the academy with reading	£1399	All Academy pupils	Class teachers and LSA's	All pupil premium children will not be at a disadvantage in regards to access to good quality books and texts
Attendance Officer	£10,000	All Academy pupils	Attendance Officer, HoA, SENDCo, DSL,	Support for improving attendance and reducing persistent absence
Rewards for behaviour	£3000	All Academy pupils	HoA, Finance Manager, Class teachers, LSA's	Incentives provided for behaviour, application and completion of work
Extended day from 8.30am	£20,000	All Academy pupils	HoA, Class teachers, support staff	To encourage good attendance and promote basic skills
Breakfast Club	£10,000	All Academy pupils	Breakfast Club Assistants	To improve attendance of all pupils particular disadvantaged and ensure that they have breakfast before the school day

Objective 1 Years: EYFS, Y1, 2, 3, 4, 5, 6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Improve the % of children achieving the expected standard or Greater Depth in Writing	Daily Spelling or Phonics intervention groups across school for children working below Age related expectation	Staffing: £34,570	Pupil premium children and all LPA children	SLT, Class teachers and LSA's	Increased % pupils achieving ARE spelling objectives and achieving age-related/greater depth scores on GPS standardised tests. Reduced number of spelling errors within daily written work.
	Writing intervention groups for children working below age related expectation	£15,828	Pupil premium and all children working below ARE	SLT, Class teachers and LSA's	Increased % pupils achieving age related and greater depth in Writing and GPS Increased % of pupils at the Age related standard
	Targeted Y6 Writing groups with Director of Learning for all children	£15,333	All Y6 children	SLT, DoL, Class teachers	Increased % pupils achieving age related and greater depth in Writing and GPS Increased % of pupils at the Age related standard

Review Term 1	<p>Phonics</p> <table border="1" data-bbox="461 185 1559 440"> <thead> <tr> <th></th> <th>All at expected standard Autumn 1</th> <th>PP at expected standard Autumn 1</th> <th>All at expected standard Aut 2</th> <th>PP at expected standard Aut 1</th> <th>June 2020 Prediction All</th> <th>June 2020 Prediction DV</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Writing</p> <table border="1" data-bbox="517 584 1514 1031"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">At expected standard</th> <th colspan="2">Predicted Expected Standard</th> <th colspan="2">Predicted Greater Depth</th> </tr> <tr> <th>All at ARE</th> <th>PP at ARE</th> <th>All predicted ARE</th> <th>PP predicted ARE</th> <th>All predicted GD</th> <th>PP predicted GD</th> </tr> </thead> <tbody> <tr> <td>FS2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							All at expected standard Autumn 1	PP at expected standard Autumn 1	All at expected standard Aut 2	PP at expected standard Aut 1	June 2020 Prediction All	June 2020 Prediction DV	Y1							Y2								At expected standard		Predicted Expected Standard		Predicted Greater Depth		All at ARE	PP at ARE	All predicted ARE	PP predicted ARE	All predicted GD	PP predicted GD	FS2							Y1							Y2							Y3							Y4							Y5							Y6						
	All at expected standard Autumn 1	PP at expected standard Autumn 1	All at expected standard Aut 2	PP at expected standard Aut 1	June 2020 Prediction All	June 2020 Prediction DV																																																																																			
Y1																																																																																									
Y2																																																																																									
	At expected standard		Predicted Expected Standard		Predicted Greater Depth																																																																																				
	All at ARE	PP at ARE	All predicted ARE	PP predicted ARE	All predicted GD	PP predicted GD																																																																																			
FS2																																																																																									
Y1																																																																																									
Y2																																																																																									
Y3																																																																																									
Y4																																																																																									
Y5																																																																																									
Y6																																																																																									
Review Term 2																																																																																									
Objective 2 Years: EYFS, 1, 2, 3, 4, 5, 6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?																																																																																				

Improve the percentage of children achieving ARE or Greater Depth in Reading	Provide daily reading 1:1 or in small groups children working below ARE to improve fluency	Staffing: £34,570	Pupil premium children and all LPA children	SLT, Class teachers and LSA's	Increased % reaching the required standard and greater depth																																																														
	Y1 and Y2 Phonics intervention groups	Staffing: £34,570	All Year 1 pupils and Y2 pupils due to resit	Class teachers, LSA's and HoA	Increased % of PP and LPA children achieving the Phonics screening standard																																																														
	Y6 SAT's Reading Intervention groups	Staffing: £33,400	All Y6 pupils including PP pupils	Y6 teachers, DoL and LSA'S and HoA	Increased % of children achieving ARE and GD																																																														
Review Term 1	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">At expected standard</th> <th colspan="2">Predicted Expected Standard</th> <th colspan="2">Predicted Greater Depth</th> </tr> <tr> <th>All at ARE</th> <th>PP at ARE</th> <th>All predicted ARE</th> <th>PP predicted ARE</th> <th>All predicted GD</th> <th>PP predicted GD</th> </tr> </thead> <tbody> <tr> <td>FS2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • All children working below ARE receive daily reading intervention or group reading 3 x a week • Children identified as potential to achieve Greater Depth receive intervention as identified by class teacher 						At expected standard		Predicted Expected Standard		Predicted Greater Depth		All at ARE	PP at ARE	All predicted ARE	PP predicted ARE	All predicted GD	PP predicted GD	FS2							Y1							Y2							Y3							Y4							Y5							Y6						
	At expected standard		Predicted Expected Standard		Predicted Greater Depth																																																														
	All at ARE	PP at ARE	All predicted ARE	PP predicted ARE	All predicted GD	PP predicted GD																																																													
FS2																																																																			
Y1																																																																			
Y2																																																																			
Y3																																																																			
Y4																																																																			
Y5																																																																			
Y6																																																																			
Review Term 2																																																																			
Review Term 3																																																																			

Objective 3 Years: EYFS, 1, 2, 3, 4, 5, 6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?																																																															
Improve the percentage of children achieving ARE or Greater Depth in Maths	Daily Targeted intervention for pupils to achieve ARE or to be challenged to GD	Staffing: £34,570	Pupil premium children and all LPA children	SLT, Class teachers and LSA's	Increased % reaching the required standard and greater depth																																																															
	Daily Y6 targeted intervention	Staffing: £33,400	All Y6 pupils including PP	SLT, Class teachers, DoL and LSA's	Increased % of children achieving ARE and GD																																																															
Review Term 1	<table border="1" data-bbox="465 635 1543 1086"> <thead> <tr> <th data-bbox="465 635 616 710"></th> <th colspan="2" data-bbox="616 635 752 710">At expected standard</th> <th colspan="2" data-bbox="752 635 1055 710">Predicted Expected Standard</th> <th colspan="2" data-bbox="1055 635 1543 710">Predicted Greater Depth</th> </tr> <tr> <th data-bbox="465 710 616 818"></th> <th data-bbox="616 710 752 818">All at ARE</th> <th data-bbox="752 710 882 818">PP at ARE</th> <th data-bbox="882 710 1055 818">All predicted ARE</th> <th data-bbox="1055 710 1207 818">PP predicted ARE</th> <th data-bbox="1207 710 1379 818">All predicted GD</th> <th data-bbox="1379 710 1543 818">PP predicted GD</th> </tr> </thead> <tbody> <tr> <td data-bbox="465 818 616 858">FS2</td> <td data-bbox="616 818 752 858"></td> <td data-bbox="752 818 882 858"></td> <td data-bbox="882 818 1055 858"></td> <td data-bbox="1055 818 1207 858"></td> <td data-bbox="1207 818 1379 858"></td> <td data-bbox="1379 818 1543 858"></td> </tr> <tr> <td data-bbox="465 858 616 898">Y1</td> <td data-bbox="616 858 752 898"></td> <td data-bbox="752 858 882 898"></td> <td data-bbox="882 858 1055 898"></td> <td data-bbox="1055 858 1207 898"></td> <td data-bbox="1207 858 1379 898"></td> <td data-bbox="1379 858 1543 898"></td> </tr> <tr> <td data-bbox="465 898 616 938">Y2</td> <td data-bbox="616 898 752 938"></td> <td data-bbox="752 898 882 938"></td> <td data-bbox="882 898 1055 938"></td> <td data-bbox="1055 898 1207 938"></td> <td data-bbox="1207 898 1379 938"></td> <td data-bbox="1379 898 1543 938"></td> </tr> <tr> <td data-bbox="465 938 616 978">Y3</td> <td data-bbox="616 938 752 978"></td> <td data-bbox="752 938 882 978"></td> <td data-bbox="882 938 1055 978"></td> <td data-bbox="1055 938 1207 978"></td> <td data-bbox="1207 938 1379 978"></td> <td data-bbox="1379 938 1543 978"></td> </tr> <tr> <td data-bbox="465 978 616 1018">Y4</td> <td data-bbox="616 978 752 1018"></td> <td data-bbox="752 978 882 1018"></td> <td data-bbox="882 978 1055 1018"></td> <td data-bbox="1055 978 1207 1018"></td> <td data-bbox="1207 978 1379 1018"></td> <td data-bbox="1379 978 1543 1018"></td> </tr> <tr> <td data-bbox="465 1018 616 1058">Y5</td> <td data-bbox="616 1018 752 1058"></td> <td data-bbox="752 1018 882 1058"></td> <td data-bbox="882 1018 1055 1058"></td> <td data-bbox="1055 1018 1207 1058"></td> <td data-bbox="1207 1018 1379 1058"></td> <td data-bbox="1379 1018 1543 1058"></td> </tr> <tr> <td data-bbox="465 1058 616 1086">Y6</td> <td data-bbox="616 1058 752 1086"></td> <td data-bbox="752 1058 882 1086"></td> <td data-bbox="882 1058 1055 1086"></td> <td data-bbox="1055 1058 1207 1086"></td> <td data-bbox="1207 1058 1379 1086"></td> <td data-bbox="1379 1058 1543 1086"></td> </tr> </tbody> </table>						At expected standard		Predicted Expected Standard		Predicted Greater Depth			All at ARE	PP at ARE	All predicted ARE	PP predicted ARE	All predicted GD	PP predicted GD	FS2							Y1							Y2							Y3							Y4							Y5							Y6						
	At expected standard		Predicted Expected Standard		Predicted Greater Depth																																																															
	All at ARE	PP at ARE	All predicted ARE	PP predicted ARE	All predicted GD	PP predicted GD																																																														
FS2																																																																				
Y1																																																																				
Y2																																																																				
Y3																																																																				
Y4																																																																				
Y5																																																																				
Y6																																																																				
Review Term 2																																																																				

Review Term 3	
----------------------	--