

Pupil premium strategy statement – Sowe Valley Primary School

1. Summary information					
School	Sowe Valley Primary School				
Academic Year	2019/20	Total PP budget	£102,320	Date of most recent PP Review	
Total number of pupils	210	Number of pupils eligible for PP	70	Date for next internal review of this strategy	T.B.C

2. Current attainment (2018 data)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	46%	70%
% making progress in reading (asp)	-1.57	0.31
% making progress in writing (asp)	-2.06	0.24
% making progress in maths (asp)	-2.89	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Limited language acquisition for PP children in reception– limited vocabulary along with limited letter recognition and reading skills upon entry to the EYFS stage. Autumn Baseline 11% ARE in Reading, 7% in writing, 21% in Speaking
B.	A high crossover of PP & SEND children with complex social, emotional and behavioural needs
C.	Not enough HA pupils reach greater depths that are eligible for PP
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor attendance and punctuality for Pupil premium children
E.	Low socioeconomic demographic – IDSR school deprivation indicator Highest 20% (0.3)
F.	Poor parental support for parents in in reading and understanding how to support their children’s learning and support with Home Work.
4. Desired outcomes	
A.	Attendance for Pupil Premium Children
B.	Increase the number of PP pupils achieving GLD in reading, writing and spoken communication.
C.	Ensure that phonics data for PP children

D.	Increase the percentage of children achieving GD at KS1, whilst maintaining the end of KS1 results to be in-line with national.	
E.	Increase the percentage of children achieving GD at KS2, whilst increasing the end of KS2 results to be in-line with national.	

5. Planned expenditure					
Academic year	2019 - 2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the number of PP pupils achieving GLD in reading, writing and spoken communication, closing the gap on national standards and where necessary making accelerated progress.	Narrowing of vocabulary gap to have positive impact on reading and writing All pupils screened on entry for S and L deficit Welcomme Screening. Intervention put in place.	Early speech and language intervention to narrow vocabulary gap on entry to school Evidence and historic school data shows that children from disadvantaged backgrounds are affected by a poverty of vocabulary Nationally recognised PP vocabulary gap (30 million words by 4)	1. SENCO + SENCO TA to screen children each term using Welcomme materials 2. SENCO to meet with NLE termly 3. Reception staff CPD – Time for Talk	Maria Mizen	Termly review COST – SENCO TA £10.692
Ensure that phonics data for PP children is at least 80% in-line with national from 2018, with 60% of the PP children passing the phonics re-take in year 2	Staffing allocation to allow group teaching of phonics across Key Stage 1. Pupils from KS2 are able to access where appropriate. Individual/group reinforcement of phonics.	Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment. Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'. This includes children who find learning to read difficult, for example those who have dyslexia.	1. Specialist TA allocated to give individual support for PP pupils struggling with phonics	Jane Mortimer – EYFS lead Year 1 teacher	Termly COST – SENCO TA AS ABOVE

<p>Increase the percentage of children achieving GD at KS1, whilst maintaining the end of KS1 results to be in-line with national.</p>	<p>Regular monitoring and analysis of data to inform targeted intervention. Maths lead in Year 2 Introduction of Maths Rocks Times tables Active maths focus Re timetabling Mathletics Autumn 2019</p>	<p>The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'</p>	<p>1. Maths lead currently teaching in year two 2. Termly pupil progress meetings</p>	<p>Jade Wakefield</p>	<p>Termly</p>
<p>Increase the percentage of children achieving GD at KS2, whilst increasing the end of KS2 results to be in-line with national.</p>	<p>Key focus on writing; - writing moderation at both school and network level - Introduction of writing skills lists for each year group - Introduction of 'Big Write' and systems in place for identifying areas of need - Ensuring Big Write is used to introduce objects and unfamiliar vocab to the children.</p>	<p>The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'</p>	<p>Moderation Termly assessments Statutory tests</p>	<p>Carole Carter Emma White</p>	<p>Termly</p>
Total budgeted cost					<p>£10,692</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

Increased attainment through focused intervention	Intervention – Pupil Premium Mentors years 1 - 6	Research has demonstrated that disadvantaged children do not receive support at home in terms of reading, learning spellings, learning tables or completing homework. Each Pupil Premium child is allocated a mentor who works with the child individually each day to ensure that Pupil Premium children receive this support	Weekly reviews with PP mentors Tracking spelling/times tables and reading scores	Emma White	£44,608
Increased attainment through focused intervention	Pet Xi intervention – Year 6	Combining academic expertise with the PET-Xi methodology of active learning, quizzes, games, prizes, raffles and lots of fun. Previous experience has demonstrated that the children make good progress through the intensive block, active learning and adult to children ratio.	PetXi Tracking KS2 SAT results	Year 6 teacher	£12,000
Reduce risk of exclusion for child with extreme behaviour needs.	Taxi transport to The Keys Provision	Child started at Sowe Valley 28.1.19 having had a challenging time at previous school. He had been in a nurture room at previous school and was not used to completing work or working within a classroom environment. He suffers from low self-esteem and was consistently in flight or fight mode. A 1:1 support was put in place to help the child to settle into a mainstream classroom with various strategies. The Keys is an intervention for children on the verge of exclusion. The children attend for 4 days each week before spending the 5 th day in their home school. This is a 2 term intervention. Parents are unable to meet transport needs.	Child is reintegrated into mainstream classroom successfully	Rachael Buswell	£300
Total budgeted cost					£56,908
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Clear identification of Pupil Premium Grant eligible pupils	New school jumper for every parent that applies for funding	Following the introduction of Free Schools Meals, uptake for the Pupil Premium Grant was low and did not reflect the socioeconomic demographic of the school.	Learning mentor	Rachael Buswell	September 2019 COST Learning mentor £26,484

		2018/19 uptake - 7 children in Reception (24%)			School jumpers - £390
Increased attendance of PP children	Funding of Educational Welfare	Children who are persistently absent are affected in a number of ways. Primary-school children who have ongoing absence issues often come from disadvantaged backgrounds. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up.	Half termly meeting with Educational Welfare Minutes of meetings Tracking of Pupil Premium Attendance		COST £1500
Raised self-esteem and self-confidence, impacting on progress	Funding of learning mentor	Our learning mentor provide support and guidance to children who are experiencing difficulties in learning due to social, emotional or behavioural problems or other issues. Our learning mentor helps pupils overcome behavioural, social or emotional problems that are affecting their learning.	Discussions with Learning mentor Learning mentors notes Attendance figures Data		COST Learning mentor AS ABOVE
Raised self-esteem, impacting on progress	Funding of school trips and residential	<p>While it is possible to learn some basic concepts in class, there is no substitute for real experience in the wider world. School residential trips provide a great opportunity for pupils to gain such experience and face a range of challenges that can contribute significantly to their personal development.</p> <p>Pupils may feel that they know their classmates and teachers well from day-to-day contact in school, but the experience of living with them in a residential community can add a completely new dimension. It raises the whole area of interpersonal skills, including leadership, team work and trust and respect.</p> <p>There are also issues concerning the psychology of the whole experience, particularly involving self-confidence, self-esteem and resilience. We frequently hear from teachers that pupils who do not normally shine in the classroom have excelled on a residential trip. This can all help to improve performance and relationships back at school.</p> <p>Many of our children would not be able to take part if the residential trip was funded by parents, we therefore subsidise this opportunity to ensure the children get this life</p>	Soft data		£5000

		experience.			
Provision and support in place for pupils – improved outcomes for pupils	Educational psychology	EPs use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning. They provide advice and training on how schools might help children to learn and develop. They recommend methods, or develop strategies in partnership with schools, to help a child learn more effectively. Strategies may include teaching approaches, improvements to learning environments, advice on curriculum materials and behaviour support.	EP reports Children's targets		£1000
Increased life experiences	Sundries – lunches, uniform, travel etc				£346
Total budgeted cost					£34,374
Total					£102,320