

# Pupil premium strategy statement for South Hill Primary School

1. Summary information					
School	South Hill Primary School				
Academic Year	2020/2021	Total PP budget	£90,115	Date of most recent PP Review	Autumn 2020
Total number of pupils	414	Number of pupils eligible for PP	75	Date for next internal review of this strategy	Autumn 2021

2. Current attainment
Unavailable due to COVID as no end of KS2 Data

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	<b>Communication and Language and Literacy</b> (CL) skills in Reception are lower for all pupils (including those eligible for PP) This slows attainment in all literacy skills and progress in later years.	
<b>B.</b>	<b>Attainment</b> In some classes, for core subjects (RWM) attainment and progress data indicates a gap between eligible and non-eligible pupils.	
<b>C.</b>	<b>Additional Learning Needs</b> 21% of PPG pupils are identified as having SEN needs and 43.75 of those children who are PPG and SEN –(Their primary need is social and emotional mental health.) There is also a high percentage of pupils with speech and Language needs as well as EAL.	
<b>D.</b>	<b>Wellbeing</b> Wellbeing barriers linked to mental and physical health needs for the majority of our PPG pupils in KS1 and KS2.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	<b>Parental Disengagement</b> Parental disengagement is an external barrier due to a lack of support, language issues, attendance rates and parental wellbeing.	
<b>F.</b>	<b>Economic Hardship</b> Some families struggle to provide clothing, equipment, trips and food.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
<b>A.</b>	Improve Communication and Language Skills in reception classes so that CL data improves.	Pupils eligible for PP in Reception class will make good progress by the end of the year in CL and Literacy.
<b>B.</b>	Higher rates of progress/Attainment for PP pupils in all year groups.	-Pupils eligible for PP in Y1-6 will make good progress. -Attainment Gaps will close. (better at end of the year than the start) -Additional support has positive impact.

<b>C.</b>	Pupil Premium pupils identified with additional learning needs will make measureable progress.	-Pupil premium pupils with SEN needs will make measurable progress from starting points.
<b>D.</b>	Pupils identified with social and emotional needs will make measurable progress.	-Case studies show progress made in support of pupils barriers to learning
<b>E.</b>	Strategies to support parents to engage with school, support attendance and for families to receive support for pupils to engage in extra curriculum activities.	-Signposting and supporting families to external agencies -Use of Gade Family support network -PPG pupils to experience extra-curricular and enrichment opportunities. -Attendance rates
<b>F.</b>	Parents to engage with school in the support of needs for their child/ren.	-Pupils will feel confident and happy in correct uniform, PE kit -Extra food given at school -School bags and books purchased

## 5. Planned expenditure

<b>Academic year</b>	<b>June 2020 - June 2021</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improve CLL skills in Reception for the PP pupils.	<p>Staff training to support this area.</p> <p>WELLCOMM initiative to support speech and language in the EYFS setting – trained staff</p> <p>Guided Reading sessions to be embedded in EYFS setting.</p> <p>EYFS leadership to address this through CPD for staff and in the EYFS action plan</p> <p>INCO to provide support</p> <p>APP meetings for EYFS children.</p>	<p>We aim to invest money and time into developing the key skills and knowledge of our EYFS staff and leadership in developing children's vocabulary which in turn supports their phonics, reading and writing.</p> <p>Vocabulary and communication is declining at South Hill and is crucial to develop this life skill which build confidence for the future development of these children.</p> <p>The WELLCOMM initiative offers an excellent assessment tool and intervention to support communication in the EYFS setting.</p> <p>Read Write Inc. termly assessment used as evidence of a robust phonics system which in turn can support the development of vocabulary and communication.</p>	<p>Training will be targeted to this aim.</p> <p>INCO and EYFS trained person will assess pupils using the WELLCOMM packs.</p> <p>SLT drop-ins will be targeted towards this aim.</p> <p>Parental engagement and access will be encouraged.</p> <p>It will be a whole school initiative to develop vocabulary (English lead has purchased 'word of the day books)</p>	<p>EYFS lead</p> <p>SLT</p> <p>PP leaders</p> <p>INCO</p>	<p>Termly</p> <p>Dec/Mar/Jul</p>

<p>B. To increase the percentage of PPG pupils making positive progress in the Core subjects.</p>	<p>Baseline Assessments and APP meetings identify pupils at risk. These pupils are then put into a weekly intervention to support closing gaps.</p> <p>Teachers to ensure pupils are in a weekly intervention for the core subjects (if needed) in which a focused session is accessed, supporting individual needs carried out by the class TA.</p> <p>PP leads will identify pupils requiring additional</p>	<p>We aim to ensure that all PP children (regardless of ability or need) makes good progress when compared to their peers.</p> <p>It is evident that the children who are making less progress have less parental support and thus in school support is crucial.</p> <p>To further embed Guided Reading sessions across the school supports a group and tailored approach to reading.</p> <p>Weekly interventions/targeted learning supports pupils' individual needs and verbal feedback offers support at the time of impact.</p>	<p>APP meetings will identify pupils. Class teachers supported to identify best support for pupils.</p> <p>TA training to support and target pupils via interventions and verbal feedback.</p> <p>Observations/Analysis of the interventions/strategies throughout the year will demonstrate good progress.</p>	<p>Co-Heads INCO</p> <p>Class Teachers</p> <p>Core Subject Leaders</p> <p>PP leaders</p> <p>INCO and wellbeing team</p>	<p>Termly Data and intervention evaluations will be analysed.</p>
<p>C. To show measureable progress of pupils PPG pupils who have an identified SEN need or Social and Emotional issue.</p>	<p>INCO to provide tailored support for SEN pupils and to provide training where necessary.</p> <p>INCO and Wellbeing lead to signpost pupils and families to required support networks.</p> <p>Reasonable adjustments made to support pupils to achieve success.</p> <p>Trained Play Therapist on-site and TAs supporting pupils social and emotional needs.</p>	<p>Interventions with Learning Mentor and external well-being team members such as Gade Family support,</p> <p>TA role in class during Literacy and Numeracy lessons</p> <p>Identify targeted approaches for the relevant children in KS1 or KS2.</p> <p>INCO to adopt strategies and work with teachers or TA's that will target the behaviour/need in question.</p> <p>Trained Protective Behaviours/Wishes and Feelings TA to support pupil on an ad-hoc basis.</p> <p>Use of case studies to show measurable progress.</p> <p>Zones of Regulation launched throughout the school so pupils can regulate behaviour.</p>	<p>PP leaders will lead and develop the new initiatives to ensure they are making an impact.</p> <p>PP leaders to monitor Case Studies termly to analyse measureable progress.</p> <p>INCO/PP lead will support TA and staff meetings and their progress towards ensuring the PP children in their class are making progress</p> <p>Teachers have PP evidence folders to highlight strategies that have been used and are successful</p>	<p>Co-Heads INCO</p> <p>Class Teachers</p> <p>Core Subject Leaders</p> <p>PP leaders</p> <p>INCO and wellbeing team</p>	<p>Termly Data and intervention evaluations and case studies reviewed.</p>
<p>D. Pupils identified with social and emotional needs will make measurable progress.</p>	<p>Forest School Teacher to support enrichment opportunities.</p>	<p>To support the outdoor learning experience for all.</p>	<p>Class teachers to support curriculum journey and liaise with the Forest schools teacher for maximum links.</p>	<p>Forest schools teacher</p>	<p>Termly Review Case Studies</p>

<b>Total budgeted cost:</b> WELLCOMM trained TA /Time/EYFS Additional Staff = £6000 PP Leaders = £3000 Learning Mentor = £3000 INCO Time = £2000 Play Therapist (in-house) = £6000 Forest Schools Teacher (AM) = £12,000	£32,000
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**ii. Targeted support**

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?
B. To increase the percentage of PPG pupils making positive progress in the Core subjects.	<p>A TA to provide intensive interventions to support interventions which target PPG pupils.</p> <p>Time for the INCO to support training and observe intervention sessions.</p>	<p>Quality First teaching within the class by the teacher and TA to support in-class targeted learning for some groups.</p> <p>An additional TA to provide high quality group or 1:1 support.</p>	<p>Baseline gained in Autumn 1. APP meetings in Autumn 2 and then Spring 2 and Summer 2. Half termly checks to ensure pupils are targeted timely.</p> <p>Partnership between the class teacher and interventions TA to ensure maximum impact.</p>	<p>Co-Heads</p> <p>INCO</p> <p>SLT</p>	Half Termly
C. To show measureable progress of pupils PPG pupils who have an identified SEN need or Social and Emotional issue.	<p>Small group interventions with more experienced Teaching Assistants. (Focus on the core subjects)</p> <p>Nurture Lunch cub and nurture play club</p>	<p>An additional TA to provide high quality group or 1:1 support for PPG pupils who also have Special Educational Needs.</p> <p>Overlearning and re-capping to support progress from class TAs. (TAs in each class)</p>	Monitoring and measuring progress.	<p>Class Teachers</p> <p>INCO</p> <p>SLT</p>	Half Termly
E. Pupils identified with social and emotional needs will make measurable progress.	<p>Pupils and families will be signposted to external support.</p> <p>Additional play therapy sessions for our pupils.</p>	<p>Case studies demonstrate progress to support pupils being ready to learn.</p> <p>Our on-site play therapist has had impact with pupils to support their emotional regulation.</p>	Liaising and feedback from external agencies demonstrate progress.	<p>Wellbeing Team</p> <p>INCO</p> <p>SLT</p>	Termly Programmes as required.

<b>Total budgeted cost:</b> Wellbeing Team = £5, 400 Play Therapist (additional cases) = £4000 SEN/Intervention TA = £14,210 Resources = £4,600 Gade Family Support = £4,305 Nurture Club Adults = £3000	£35, 515
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**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?
<p>F. Strategies to support parents to engage with school, support attendance and for families to receive support for pupils to engage in extra curriculum activities.</p> <p>G. Parents to engage with school in the support of needs for their child/ren.</p>	<p>Trips and workshops for all children (inc PP) to be paid for to improve enjoyment and engagement at school, with the choice of funding vouchers to be offered.</p> <p>Music/instrumental teaching for PP children and Rock Steady school initiative.</p> <p>Protective Behaviour to support pupils/families social and emotional needs.</p> <p>FSW used across the school to support families</p> <p>Sports coach to promote clubs to PP children and engage parents for support</p> <p>Wellbeing team to ensure pupil voice is strong with learning attitudes and mental health – play therapy, nurture club, time to talk, SEN TA, sports coach etc.</p> <p>School uniform offered to our PPG pupils.</p>	<p>Our PPG pupils often do not have access to as much as children who are not eligible. This target and funding is directed to supporting the Personal Development of our PPG pupils.</p> <p>To support the Personal Development of all our pupils to ensure they have similar opportunities.</p> <p>Attendance for some PPG pupils needs improving.</p>	<p>Learning mentor evidence</p> <p>Gade Support/Family Support Worker log and evidence</p> <p>Take up of musical tuition and enjoyment of music and school.</p> <p>Take up of funding vouchers</p> <p>Take up of sports clubs and other extra-curricular clubs.</p> <p>Co-Heads to meet with families and Attendance lead to support families further.</p>	<p>Co-Heads</p> <p>PP leaders</p> <p>Attendance Lead</p>	<p>Half Termly</p> <p>Weekly attendance checks</p>

Increase the level of parental engagement across the school – attendance to workshops, reading, homework, uniform, access to trips etc for children eligible for PP	<p>Parental engagement courses/CPD for ideas as to how this can be improved</p> <p>Trips and workshops for all children (inc PP) to be paid for to improve enjoyment and engagement at school</p> <p>Various strategies and support children and families including well-being team, time to talk and a nurture club</p> <p>FSW used across the school to support families</p> <p>Various workshops around various themes to be organised for all parents here at school and in the wider community</p>	If we get the parents support, the children will change their attitude to school too and progress.	<p>Pupil voice surveys for PP children will be monitored – enjoyment of school</p> <p>Parent surveys will be monitored – inc PP families.</p> <p>Workshops monitored etc</p>	<p>HT</p> <p>SLT</p> <p>PP</p> <p>INCO</p>	Termly Dec/Mar/Jul
<b>Total budgeted cost:</b> School trips, PGL, School Uniform, School Equipment, School bags, School Sports Clubs, School					£24,000

**Total PPG Received: £90,115**

**Total Estimated Expenditure: £91, 515**

6. Review of expenditure 19-20				
Previous Academic Year		19-20 – Total number of pupils:		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Improve oral language skills in Reception for the PP pupils.	INSET/PEER OBS/	<p>EYFS data will show an improvement in oral language skills of the PP children.</p> <p>Data = CL areas – Non Disadv = 84% / Disadv = 50%</p> <p>The gap has not diminished yet.</p>	<p>All strategies were carried out but the cohort changed considerably over the year.</p> <p>We introduced a PP club with parents led by the Children's Centre as well.</p> <p>Needs more time and energy devoted to this method.</p> <p>Having a PP lead and other members of staff dedicated to PP provision and how these children and families can be best served is vital.</p>	

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	
<p>Higher rates of progress for PP pupils in KS2 (through all year groups) including EAL pupils with PP</p> <p>Behaviour issues of all children in KS1 and KS2 will be addressed.</p>	<p>CPD TA / Interventions teacher/APP meetings/music offers/behaviour policy/FSW/ Case studies/targeted approaches/ Behaviour policy</p>	<p>In 3 out of 6 year groups, there has been good progress made in R/W/M for our PP children.</p> <p>Reading and Maths showed good progress in 5/6 year groups.</p> <p>Exclusion rates and Level 3 (significant behaviour letters) sent home dropped significantly over the year.</p>	<p>The targeted approach, the PP overview for all staff, the APP meetings targeted for PP children, case studies all showed an impact on ensuring all staff were aware of the PP children and what was their need.</p> <p>This was different in all cases.</p> <p>This year we have learnt to continue this approach and ensure there is a PP lead to action appropriate further strategies and support all staff to ensure all year groups demonstrate good progress.</p>	
<b>iii. Other approaches</b>				
<b>iv.</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Increase the punctuality and attendance rate of PP pupils across the school.</p>	<p>Trips support/attendance policy/welfare staff</p>	<p>Attendance Data = 96.4% whole school</p> <p>Disadvan = 91.2%</p> <p>Non- disadv = 95.7%</p> <p>Still a gap but not as big as last year.</p>	<p>Still need to address punctuality.</p> <p>A small minority of our PP families attend school regularly late.</p> <p>Attendance policy has worked very well.</p> <p>FSW and wellbeing team will continue working with families to ensure clear, consistent communication between home and school to ensure there is understanding.</p>	