

Simon de Senlis Primary School

Pupil Premium Strategy Statement



1. Summary information					
School	Simon de Senlis Primary School				
Academic Year	2016-17	Total PP budget	£75,940	Date of most recent PP Review	n/a
Total number of pupils	51	Number of pupils eligible for PP	51	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (6 children in 2016)</i>	<i>National average for all pupils</i>
% achieving expected level in reading, writing and maths	38%	64%
% achieving expected level in reading	44%	71%
% achieving expected level in Writing	44%	79%
% achieving expected level in Maths	33%	75%
Reading Progress Score	-2.1	
Writing Progress Score	-0.7	
Maths Progress Score	-4.4	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | SEND – A comparatively large proportion of disadvantaged children have significant additional needs (13/51 or 25%). |
| B. | Confidence and self-esteem: Almost two thirds of disadvantaged children have low regard for themselves as learners. |
| C. | Reading – Around 50% of disadvantaged children do not have secure levels of reading by the end of KS1. |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | Disadvantaged children have attendance below the school and national average. 7/51 currently have attendance below 90%. Over half have attitudes towards school below the 50% centile using the PASS evaluation. |
| E. | Emotional well-being. 7 children are adopted from care and 21/51 have had level 2 or above (EHA, CIN, Child Protection) involvement. |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased attendance for disadvantaged children.	PP attendance increases to 95%. No persistent absenteeism from within the PP group.
B.	Increased achievement for disadvantaged children.	PP cohort achieve academic outcomes in line with national average.
C.	Improved attitudes towards self and increased self-esteem.	PASS results show improvement for PP cohort – particularly for self regard as a learner' and 'attitudes to attendance'.
D.	Increased involvement in extra-curricular activities and wider school life	All children from PP cohort attend extra-curricular activities and increased numbers of children attend residential trips and access one musical instrument tuition.

5. Planned expenditure					
Academic year	2016-17				
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	Cost
Improved Teacher CPD focusing on Reading Comprehension & Phonics. Y1 Phonics outcomes increased and KS1/2 Reading.	Lesson Study approach & Teacher CPD focused on Reading Comprehension & Phonics.	This approach is based on the new standard for CPD in schools (July 2016) and also based on two principles evaluated as 'moderate impact' by EEF Toolkit – 'Reading Comprehension Intervention' (+5 months) and 'Phonics Intervention' (+4 months).	Termly evaluation from staff involved and monitoring. Monitoring Reading and Behaviour across school regularly and reporting to Governors.	Joanne Fennelly	£3,000
To ensure that children eligible for PP secure secondary ready expectations by the end of KS2.	Additional teaching resource in Year 5/6 allows for a greater focus on proven intervention and catch-up strategies	This additional resource allows for many of the effective principles of teaching that are evidence-based to be implemented more effectively including: Feedback (+8 months) & Small Group Tuition (+4 months).	Regular monitoring and review of quality of provision and outcomes of children in Year 5 and 6 using standardised testing and CATs/PASS evaluation.	Sue Hughes	£20,539
Total budgeted cost					£23,539
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	Cost
Increased confidence and self-esteem/regard for self as a learner. Improved attendance and reduced Persistent Absenteeism of PP cohort.	Mentoring and self-esteem/confidence building via the family worker (£30,346). Saints Study Centre - £1,600	Until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated 'Social & Emotional Learning' as moderate impact (+4 months).	Review PASS data regularly and academic achievement of PP and PASS intervention group.	Joanne Fennelly Amberley Turnell	£30,346 £1,600
For targeted children to improve confidence and enjoyment of reading	3 x Beanstalk Readers working with children in Year 3 & 4 throughout the year. £1,740	We have proven impact on both PASS and Reading outcomes for children who undertake this reading programme. Evaluation from national school survey shows that both attitudes and outcomes in reading are positive.	Beanstalk intervention is trained and evaluated independently. Children on this intervention have their reading and PASS data tracked and evaluated 3 times throughout the year.	Rachel Rosevear	£1,740

Total budgeted cost					£33,686
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	Cost
Increased number of disadvantaged children attending extra-curricular clubs and attending residential.	Parents are allocated £150 p/a in credit towards targeted extra-curricular clubs, music lessons and residential. £7,650.	Children who attend targeted extra-curricular clubs and/or play musical instruments build social capital that they are excluded from if they do not; they also achieve more highly academically	Monitoring throughout the year to ensure that children take up opportunity	Amberley Turnell – Family Worker	£7,650
Children to build healthy lifestyles and receive correct nutrition throughout the day.	Free School Meals for children eligible through Kingswood Caterers. (£11,000)	Statutory - Children are entitled to this.	Regular advertising of hot meals to parents and for parents to check eligibility for FSM. Deputy Headteacher to oversee the mealtime experience daily.	Joanne Fennelly	£11,000
	Breakfast Club for up to 16 children (£1,000) Milk for children in Reception (£800).	Breakfast club provides effective emotional support for vulnerable children at the start of the day. Lots of research about benefits of eating breakfast and the positive impact of this on learning.	Regularly review attendees list ensuring that the children most in need access it. SLT drop ins to observe children and setting.	Amberley Turnell – Family Worker	£1,800
Total budgeted cost					£20,450

Review of Pupil Premium Grant 2015-16		
Number of pupils and Pupil Premium Grant Received		Number of children
Total of pupils on roll at the time of calculation	406	
Number of children eligible for PPG	58	
Amount of PPG received for each pupil	£1,323	48
Amount of PPG received for each service pupil	£300	2
Amount of PPG received for each pupil- LAC, adopted	£1,900	8
Total PPG Received	£79,304	

Planned support for 2015/2016	Impact of Pupil Premium Grant in 2015-16
<ul style="list-style-type: none"> • Family Support Worker employed full time £27k • Additional TA employed to support in breakfast club £382.38 • Pastoral Leadership for one a day per week £10k • Skilled teacher for targeted interventions £9k • Year 1 and Reception Forest School additional teacher £6k • Extra TA hours for individual children = 17 hours a week £5k • Three TA's employed 5 hours each per week for after school clubs £5k • Individual support via pupil premium (PPF) for trips, clubs and musical tuition £10k • Saints study centre Play for Success 35 places £1.5k • 1:1 tuition for seven Year 6 pupils to increase attainment. 	<ul style="list-style-type: none"> • Overall attendance of PP cohort slightly above national primary average (95% vs. 94.8%). • Persistent Absenteeism of PP Cohort Attendance 10.2 vs Primary National of 15.1 • 21 children now at stages 2-4 of LA Safeguarding Thresholds and have impact either through Early Help or intervention through Social Care. • Academic outcomes at KS1 & 2 below national cohort but individual analysis shows that allowing for SEND and other exceptions, achievement is good. • All children at Reception and Year 1 able to access Forest Schools throughout the year. • 93% (52/56) children used their PP credit to access wider opportunities in school such as extra-curricular clubs. • 16% of children accessed individual music tuition via PP funding. • 15 children accessed 7 week 'Play for Success' programme. • 16 children supported through breakfast club to ensure a positive start to the day.