

# Simon de Senlis Primary School

## Pupil premium strategy statement (primary)



| 1. Summary information        |                                |   |         |   |           |
|-------------------------------|--------------------------------|---|---------|---|-----------|
| <b>School</b>                 | Simon de Senlis Primary School |   |         |   |           |
| <b>Academic Year</b>          | 2017-18                        | <b>Total PP budget</b>                  | £76,680 | <b>Date of most recent PP Review</b>                  | n/a       |
| <b>Total number of pupils</b> | 49                             | <b>Number of pupils eligible for PP</b> | 49      | <b>Date for next internal review of this strategy</b> | July 2018 |

| 2. Current attainment   |   |  |
|---|---|--|
|   | <i>Pupils eligible for PP (11 children in 2017)</i> | <i>National average for all pupils</i> |
| <b>% achieving expected level in reading, writing and maths</b> |   | 61%                                    |
| <b>% achieving expected level in reading</b>                    | 45%   | 71%                                    |
| <b>% achieving expected level in Writing</b>                    | 45%   | 76%                                    |
| <b>% achieving expected level in Maths</b>                      | 54%   | 75%                                    |

| <b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>                      |  |   |
|---|--|---|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |  |   |
| <b>A.</b>   | SEND – A comparatively large proportion of disadvantaged children have significant additional needs (15/49 or 31%).  |   |
| <b>B.</b>   | Confidence and self-esteem: Almost two thirds of disadvantaged children have low regard for themselves as learners.  |   |
| <b>C.</b>   | Reading – Around 55% of disadvantaged children do not have secure levels of reading by the end of KS1.   |   |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |   |
| <b>D.</b>   | Disadvantaged children have attendance below the school and national average. 1/49 currently have attendance below 90%. Over half have attitudes towards school below the 50% centile using the PASS evaluation. |   |
| <b>E.</b>   | Emotional well-being. 6 children are adopted from care and 15/49 (31%) have had level 2 or above (EHA, CIN, Child Protection) involvement.   |   |
| <b>4. Desired outcomes</b>  |  |   |
|   | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>   |
| <b>A.</b>   | Increased attendance for disadvantaged children.   | PP attendance increases to 95%.<br>No persistent absenteeism from within the PP group.                                  |
| <b>B.</b>   | Increased achievement for disadvantaged children.  | PP cohort achieve academic outcomes in line with Local and national data  |
| <b>C.</b>   | 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’. |
| <b>D.</b>   | 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 the             |

## 5. Planned expenditure

Academic year

2017-18

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 and maths along with developing pedagogy for learning. | Staff Training on developing critical reading across school. Staff training on developing an understanding of developing and improvement enrichment of learning using knowledge organisers and quizzes. Staff training on developing and applying reasoning skills. Lower Phase training on developing synthetic phonic teaching. | EEF evaluated reading comprehension interventions as having moderate impact (+5 months)<br>EEF evaluated phonics tuition has a moderate impact (4 months)  | Termly evaluation from staff involved and monitoring.<br>Monitoring Reading outcomes, maths outcomes and development of knowledge.                  | Joanne Fennelly<br>Beth Chamberlain | £5,000   |
| Improved teacher CPD on delivering effective feedback.  | Staff training, staff questionnaires, children's questionnaires, lesson study, monitoring. Lesson study and paired teaching with staff.   | 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)                                    | Regular monitoring of PP cohort and the impact that regular and precise feedback is having on their learning.                                       | Rachel Rosevear                     | £4,000   |
| To ensure that children eligible for PP secure secondary ready expectations by the end of KS2.  | Additional teaching resource in Year 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. | Lucy Greener                        | £13, 693 |
| <b>Total budgeted cost</b>  |   |  |   |                                     | £22,693  |

| <b>li Targeted Support</b>  |  |   |   |                                      |   |
|---|--|---|---|--------------------------------------|---|
| <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>Cost</b>   |
| Increased confidence and self-esteem/regard for self as a learner.          | Mentoring and self-esteem/confidence building via the family worker, Support available via EHA, CIN, CP where needed. 95% of time given to PP children (£27, 312)  | 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 and Jemma Gribben    | £24, 312  |
| For targeted children to improve confidence and enjoyment of reading        | 3 x Beanstalk Readers working with children in Year 4 throughout the year.<br><br>£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  |
| To develop and improve confidence, enjoyment and outcomes linked to reading | Daily after school reading club to which all PP children are invited to develop a love of reading along with reading comprehension skills.. Any PP children who are working below expected in reading will be read with daily.<br>100 books for everyone initiative- year group books are bought and paid for. | EEF evaluated reading comprehension interventions as having moderate impact (+5 months)<br>Small group tuition has a moderate impact (4 months)   | Regular review of progress within termly assessments and from discussions with the child- child's voice   | Joanne Fennelly and Beth Chamberlain | £1,200- beanstalk<br><br>£2,000- 100 books for everyone |
| For targeted children to receive daily focused small step intervention.     | 20 day challenge   | 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).    | Rachel Rosevear and Jen de Board to visit local schools who run this practise and evaluate ways of delivering at sds.<br>RR and JdB to implement in school.<br>Termly training with staff, fortnightly training with TAs, 4 weekly monitoring of prgogress. | Rachel Rosevear<br>Jen de Board      | £3,585  |

| <b>Total budgeted cost</b>   |   |   |   |                                     | £33,837                 |
|--|---|---|---|-------------------------------------|-------------------------|
| <b>ii. Other approaches</b>  |   |   |   |                                     |                         |
| <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>Cost</b>             |
| 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.<br>Year 5 pupils to access the Saints Study Centre | 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  | Jemma Gribben-Family Worker         | £7,350<br>Saints- £1000 |
| 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. Assistant Headteacher to oversee the mealtime experience daily. | Joanne Fennelly/<br>Rachel Rosevear | £11,000                 |
|  | Breakfast Club for up to 16 children (£1,000)<br>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.                          | Jemma Gribben-Family Worker         | £1,800                  |
|  |   |   |   |                                     |                         |
| <b>Total budgeted cost</b>   |   |   |   |                                     | £20,150                 |

| <b>Review of Pupil Premium Grant 2016-17</b>             |                 |                           |
|--|-----------------|---------------------------|
| <b>Number of pupils and Pupil Premium Grant Received</b> |                 | <b>Number of children</b> |
| Total of pupils on roll at the time of calculation       | 420             |                           |
| Number of children eligible for PPG                      | 49              |                           |
| Amount of PPG received for each pupil                    | £1,323          | 40                        |
| Amount of PPG received for each service pupil            | £300            | 2                         |
| Amount of PPG received for each pupil- LAC, adopted      | £1,900          | 7                         |
| <b>Total PPG Received</b>                                | <b>£75, 940</b> |                           |

| <b>Planned support for 2016/2017</b>   | <b>Impact of Pupil Premium Grant in 2016-17</b>   |
|--|---|
| <ul style="list-style-type: none"> <li>• Improve teacher CPD with a focus around phonics, reading and outcomes at KS1 and KS2</li> <li>• Catch up and 1;1 interventions at Year 6 for children to achieve expected in reading, writing and maths.</li> <li>• Improved self confidence and attendance</li> <li>• Targeted children to improve enjoyment if reading</li> <li>• Improved number of pupils completing experiences, trips and residential trips</li> <li>• Healthy lifestyles and eating throughout the day.</li> </ul> | <ul style="list-style-type: none"> <li>• EYFS GLD- 73%, Year 1 phonics-90% PP- 50%, Year 2 phonics- 96% PP- 100%,</li> <li>• KS1 reading- 75% PP-50%, writing 72%, PP- 30%</li> <li>• KS2- reading- 65%, PP 45%, writing-70% PP 45%</li> </ul> <p>PP- reading- 45%, writing 45%, maths-54%</p> <p>School attendance- 96,3%<br/>           Enjoyment increased and children reading more frequently in spare time and at home.<br/>           Numbers increasing each year- £150 own fund helps towards cost and individual meetings also support concerns.<br/>           PP children attending breakfast club and accessing school lunches where possible. Lunchboxes improved from spot checks.</p> |