



Pupil premium strategy statement: Somerville Primary School.

1. Summary information					
School	Somerville Primary School				
Academic Year	2018/19	Total PP budget	£298,320 confirmed and adjusted December 2018	Date of most recent PP Review	n/a
Total number of pupils	499	Number of pupils eligible for PP	226 +12 CLA	Date for next internal review of this strategy	October 2019

2. Current attainment		
	<i>Disadvantaged Pupils</i>	<i>The national comparator for this column is the national average for non-disadvantaged children.</i>
% achieving in reading, writing and maths	41.0%	70%
% achieving expected standard in reading, (high score)	↑ 68% (14%)	80% (33%)
% achieving expected standard in Writing, (high score)	↑ 65% (0%)	83% (24%)
% achieving expected standard in maths, (high score)	62% (8%)	81% (28%)
% making progress in reading	↑ +1.0	+0.31
% making progress in writing	+0.02	+0.24
% making progress in maths	+0.62	+0.31
	↑ Improvement on last year's outcomes for disadvantaged children.	

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.	Not enough children attain the expected standard at the end of KS2 in combined RWM.	
B.	Not enough PP children attain HS or GDS at the end of KS2.	
C.	Not enough PP children reach high prior attaining in KS1 and GLD in F2	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance and punctuality of PP children.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased number of PP children attaining RWM at the end of KS2	More than 50% of PP children to attain RWM (2018 = 41%)
B.	Increased number of PP children attaining HAS and GDS at the end of KS2	Percentage of children at HAS and GDs above national PP equivalent children esp. in Writing.
C.	Increased number of GLD PP children at the end of F2 and increased number of HAS at KS1	Diminish the difference from 13% currently to 5% for F2 GLD at the end of 2019. Increase the number of children and percentage of children reaching HAS at KS1 in each subject by 3 (4.5% equiv) by the end of 2019.
D.	Opportunities for parents and carers to develop literacy and numeracy skills to support own children.	Increased confidence of parents and carers to support their own children in literacy and numeracy through audits.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 92.3% to 95% or in line with 'other' pupils.

5. Planned expenditure					
Academic year	2018/19				
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?
A Improve PP children RWM outcomes	Booster session provision Additional classteacher provision to reduce class sizes RAAP actions to be implemented Additional TA support from Jan 2019.	Booster sessions from 2017-18 showed an increase in the otucomes projected at the end of 2018 for individual children. Inclusive of near misses 98+ SScore children. Additional classteacher to be allocated as a consequence of pupil success meetings highlighting behaviour difficulties for children and large class sizes limiting progress.	RAAP CS to organise Booster sessions Governors agree CT provision to make 3 classes of 20 children.	MF	March 2019
B and C Improve outcomes for all PP children at Higher standard.	Additional support from teaching assistants and booster provision at the end of KS1 and KS2 for specific identified groups of PP children.	Previous support from 2017-18 saw an increase in the number of children attaining EXS for PP children at the end of KS2 who were not envisaged to have attained ARE due to low starting points. Rate of progress needs to continue to ensure this is maintained.	Production of a RAAP in December 2018 by Exec team. Clare Speight, Clair O'Shaugnessy and Amy Sandles all to produce RAAPs for year groups. Pupil premium lead will oversee the progress of children who are PP alongside CS and MF assessment leads.	CS	March 2019
D Provision of family learning workshops to identified families	Implement family learning workshops for invited family groups.	Research into family interventions.	Feedback surveys from parents, outcomes for PP children to be monitored overtime.	HB	March 2019 and July 2019
E. Improved progress for prior high attaining pupils	Interventions and RAAP	Focused support has proven from 2017-18 an increased rate of progress for all groups children.	As Above.	CS and SH	December 2018, Feb 2019 and July 2019
Total budgeted cost: £154,000					
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?

A. Remove barriers for PP children	PP lead involvement	Proven research from RADY project see RADY evidence files in RADY/ My Documents.	Awareness of RADY launched to all staff at 8 th Jan 2019 INSET. Implement RADY project to Year 2 and Year 3 staff. Executive team to monitor progress of planned actions and support from the assessment team.	CS and MF	July 2019, annually and July 2023 when final outcomes should be proven.
Total budgeted cost £8,000 per annum, Plus additional resources unknown currently					
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?
E. Increased attendance rates	Overcome negative barriers for PP children associated with reducing their attendance.	Ensuring that there is a clear message to parents and carers who have a disregard towards attendance at school. By ensuring that it is clear that panel meetings and fixed penalty notices will be followed up using the LA and school protocols. Provision of a learning mentor to support those children whose attendance is low as a consequence of ow emotional wellbeing. Additional support for parents of non attendees through Cold calls, late gate, panel meetings, consideration for late minibus provision.	To be continued Meet regularly with Social Inclusion Manager and SENCO through PE meetings to ensure that attendance for PP children is improving.	Social Inclusion Manager and PP lead.	July 2019
Total budgeted cost: £90,000					£40,000 ESW provision £25,000 Learning Mentor £25,000 Inclusion Manager

6. Review of expenditure				
Previous Academic Year		2017-18		
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)	Cost
A and B Improve outcomes for all PP children at Higher standard.	Additional support from teaching assistants and booster provision at the end of KS1 and KS2 for specific identified groups of PP children.	Low: There was an increase at the end of KS1 however at the end of KS2 PP children reaching the higher standard reduced. However this cohort had well below prior attainment in comparison to previous year and national comparators.	Cohort specific consideration needs to be applied when creating actions, it is not realistic to create impact measures of increasing outcomes purely based on the previous years standards. The cohort, individuals and their barriers need to be thought out when considering possible outcomes which are aspirational whilst attainable.	£150,000
C. Improved progress for prior high attaining pupils	Interventions and RAAP	High: There was a definite increase in the progress of prior high attaining pupils especially subject specific. Reading High +2.30, Writing High +5.89, Maths High +2.96	Focus on high prior attainers had a positive impact, however there is much to learn now and the school needs to focus further on low prior attainers to have a similar impact moving in to 2018/19.	
ii. Targeted support				
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)	Cost
B. Remove barriers for PP children	PP lead involvement	Medium: Increase in the number of children reaching the expected standard and above at the end of EYFS. Success criteria: met but still more to do.	There is a definite need to diminish the difference between those PP children and Non PP children at the end of F2 to ensure this has an impact at the end of KS1 and KS2.	£52,000
iii. Other approaches				
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)	Cost

D. Increased attendance rates	Overcome negative barriers for PP children associated with reducing their attendance.	Medium: Attendance continues to improve since the previous year esp for PP children. PP children who were regular non attendees a small number again left the school as a consequence of being pursued.. Fixed penalty notices and panel meetings increased causing a number of these children to leave the school and transfer into other local schools. Message to all parents has continued to improve that poor attendance not tolerated.	Continue the number of ESW sessions at 38 per year. Jayne Allen intervention through attendance matters for only part of the year. Consider other options now that Jayne Allen will only work for the first six months of the year and consider options for increasing ESW or from other providers.	£30,000 ESW £20,000 Learning Mentor £10,000 Emotional therapy room £35,000 Inclusion Manager
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7. Additional detail
Additional information can be found on the school website pupil premium expenditure 2018-19