

Pupil premium strategy statement (primary)

1. Summary information					
School	Downside Primary School				
Academic Year	2016-2017	Total PP budget	£320,000	Date of most recent PP Review	October 2017
Total number of pupils	1013	Number of pupils eligible for PP	213	Date for next internal review of this strategy	

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Language skills are lower for pupils eligible for pupil premium than for other pupils. This impacts on reading and writing progress and attainment in all year groups.	
B.	Poor learning behaviours in pupils with social and emotional needs, eligible for PP, are having a detrimental effect on their academic progress.	
C.	Significant % of pupils eligible for PP are SEN. This impacts negatively on the attainment of these pupils.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance rates for pupils eligible for pupil premium in Years 2, 3, 5 and 6 are below their non-pupil premium peers. The resulting reduction in school hours causes them to fall behind on average.	
E.	Some pupils eligible for PP lack a learning-rich home environment	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved language skills amongst all pupils eligible for PP.	Pupils eligible for PP make progress in line with national in reading and writing from Year R to KS1 and from KS1 to KS2.
B.	Poor learning behaviours of pupils with social and emotional needs are addressed.	All pupils eligible for pupil premium will make at least expected progress from YR to KS1 and KS1 to KS2.
C.	Improved progress for SEN pupils who are eligible for PP.	All pupils eligible for pupil premium will make at least expected progress from YR to KS1 and KS1 to KS2..
D.	Increased attendance rates for pupils eligible for PP in years R, 2, 3, 5 and 6.	The number of persistent absentees among pupils eligible for PP will reduce. The attendance rate for pupils eligible for PP in Years R, 2, 3, 5 and 6 will improve to be in line with, or better than their non-PP peers.
E.	All pupils eligible for PP will benefit from improved parental involvement and a wider range of life experiences.	Pupils eligible for PP will participate fully in home-school learning projects and tasks. Trips, in-school workshops and visiting authors will facilitate a greater range of life experiences, which will impact on all areas of learning.

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4. Planned expenditure					
Academic year					
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. Improved language skills amongst all pupils eligible for PP.	<p>Staff training from local authority and external literacy consultants on developing pupils' language skills and vocabulary.</p> <p>Wider range of texts purchased to be used throughout literacy units in class.</p> <p>Greater emphasis on language, vocabulary, reading and writing through topic units. New topic related texts to be purchased.</p>	<p>Lack of language-rich environment and exposure to a wider range of texts has resulted in poorer performance in the new KS1 and KS2 reading SATs, as shown by the DAISI and in-school analysis.</p> <p>Training of teachers, HLTAs and TAs will ensure the language needs of all children are provided for, consistently, across the school.</p> <p>Exposure to a wider range of texts (modern and classic) will enable all pupils to experience all tiers of vocabulary.</p>	<p>New strategies seen in lesson planning and observations. Managed by SLT and year leaders.</p> <p>Improved vocabulary on display. This will also be seen in children's writing.</p> <p>Depth and breadth in reading materials will be monitored through learning walks and book scrutinies.</p> <p>Reading is part of School Improvement plan – regularly reviewed by SLT.</p>	SLT and Year Managers	<p>Termly through data and pupil progress meetings.</p> <p>Half termly monitoring cycle.</p>
B. Poor learning behaviours of PP pupils with social and emotional needs are addressed.	<p>The learning and wellbeing lead and team will take a greater role in whole school provision.</p> <p>Staff training sessions, led by CC, throughout the year.</p>	<p>Children with good emotional wellbeing are better able to make progress.</p> <p>We aim to create an environment where the majority of children learn to manage their own emotional wellbeing and the few with more complex issues, are</p>	<p>Monitoring through LWM team.</p> <p>Monitoring of behaviour records.</p>	CC SLT	Throughout the year.

C. Improved progress for SEN pupils who are eligible for PP.	Use of external agencies to support and advise teachers and TAs in differentiation and inclusion for SEN pupils.	Inexperienced teachers and NQTs need specific advice from specialist advisors to ensure all children are provided for in the whole class setting.	Recommendations from advisors are used to inform practice. This is monitored through SEN team leads and learning walks.	AH for inclusion SEN lead	Half termly
Total budgeted cost					£120,000
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. Improved language skills amongst all pupils	<p>1:1 and small group targeted interventions, using the ERR programme. Individualised programmes implemented by speech and language therapist. 1:1 and small group reading and comprehension interventions: TAs and senior staff. A wide range of programmes have been purchased to support children's learning. As all pupils have an I Pad, PP children can have individualised apps to support their learning, such as Third Space Learning.</p> <p>SEN team run story-based attention groups to improve vocabulary and comprehension.</p> <p>New tracking system (LATS) is more readily available to all staff, enabling them to target and make provision for pupils eligible for PP.</p>	<p>Analysis of small group work, 1:1 and ERR interventions, shows that these have had a positive outcome in previous years.</p> <p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs This approach has been shown to be effective in other schools.</p> <p>Vocabulary enrichment strategies, through the use of interactive storytelling and repetition have been shown to be effective in other schools. Based on Gina Davies' 'Attention Autism programme'.</p> <p>Regular data drops can now be summarised and analysed quickly, allowing a faster identification and response for pupils at risk of not making expected progress.</p>	<p>Intervention records, pupil progress meetings and tracking/ data analysis.</p> <p>Groups will be tracked termly and assessment information analysed.</p> <p>Timetabled to ensure that interventions take place.</p> <p>Pupils are base-lined at start of the programme and reassessed half termly.</p> <p>Data drops scheduled in October, February and June. D James with responsibility for attainment and data.</p>	<p>SLT Year leaders</p> <p>Lead teacher for Social and communication difficulties. (SCD)</p> <p>D James</p>	<p>Termly through data and pupil progress meetings.</p> <p>Half termly through Year leaders' monitoring cycle.</p> <p>Half termly</p> <p>October, February and June.</p>

B. Poor learning behaviours of pupils with social and emotional needs are addressed.	Use of learning and wellbeing team, including mentors, child psychotherapist, psychologist and support from external agencies, such as CHUMS and CAMH. Improvements have been made to the wellbeing area to facilitate improved provision	Children with good emotional wellbeing are better able to make progress. Children with complex needs receive the individual support they need to make progress.	Monitored by LWM team. Liaison with external agencies. Tracking of Y6 pupils with complex emotional needs.	CC AH for Inclusion	Throughout the year.
C. Improved progress for SEN pupils who are eligible for PP.	1:1 support In class and TA support. Dedicated specialist HLTAs to offer assessment and advise class teachers and class TAs. A number of I Pads are now dedicated for SEN use and specialised apps have been purchased to provide for individual needs.	Individual needs require individual approaches to teaching and learning. Audit carried out by SEN consultant advised that this approach would lead to improved progress.	Monitoring through lead teachers and SEN team.	AH for inclusion SEN leads	Half termly
D. Increased attendance rates for pupils eligible for PP in years R, 2, 3, 5 and 6.	Family worker support where there is persistent absenteeism. EWO involvement.	Family workers build strong relationships between home and school and can explore and help to address reasons for poor attendance.	Monitor attendance records.	Admin team Family workers EWO	Daily (Admin) Half termly (EWO)
Total budgeted cost					£100,000
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 ?
A. Improved language skills amongst all pupils eligible for PP.	Home- school reading initiative involving books on loan to pupils. Books purchased to provide each child with a copy of the class reader.	This is to encourage greater parental participation. To improve parental awareness of national standards.	Monitoring lesson planning. Class teacher evaluations. Learning walks.	SLT	At the end of each cycle.

		To promote greater collaboration between home and school. As this is a new initiative, evidence of impact will be collected and analysed through the year.			
B. Poor learning behaviours of pupils with social and emotional needs are addressed.	Lego therapy in KS2 and Art/ Cooking therapy in KS1. Children are given roles and responsibilities to facilitate communication. SEN team and LWM.	Lego therapy has been shown to promote cooperative working, respect and tolerance. Nationwide programme. Art and cooking programme has been developed to promote social skill development in the same way.	Regular monitoring by lead teacher for SCD and LWM.	SCD lead teacher	Termly
E. All pupils eligible for PP will benefit from improved parental involvement and a wider range of life experiences.	<p>A large team of family workers support parents by running workshops in a number of curriculum areas and activities to support children's learning, such as World Book Day costume making. Parents are encouraged to come into school at the beginning of the day to support their child, once a week. After school and lunchtime homework clubs are run by teaching staff in each year group, for those children whose parents are unable to support them. Parent library clubs have been set up by family workers and a range of high-quality children's books have been purchased for loan by parents.</p> <p>Family workers and staff run a number of sports clubs that target pupil premium children. Participation in inter-school activities has increased through more extensive use of sports staff and minibuses.</p> <p>Family learning classes are run for parents of Year R and Key Stage 1</p>	<p>Parents are key in supporting effective learning as shown by a number of research projects (Sutton Trust) Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regularly read with their child and complete homework.</p> <p>Opportunities to participate in sports activities will raise pupils' self-confidence and self-esteem. This will, in turn, help pupil learning behaviours. It will also extend their range of learning experiences.</p> <p>With a better understanding of the curriculum, parents are more</p>	<p>Family workers to be briefed on targeting parents to attend. Workshops to be scheduled in and evaluated.</p> <p>Clubs are timetabled in and supervised by sports staff and family workers.</p>	<p>Family worker team Teachers</p> <p>FW PE team</p> <p>JG</p>	<p>On-going throughout the year.</p> <p>Termly</p> <p>At the end of each cycle.</p>

	<p>Year groups plan for a variety of trips and visitors, including topic-related workshops and author visits. All trips (including residential) are subsidised for children in receipt of pupil premium funding.</p> <p>Extra-curricular science clubs are run for those children with little support for learning at home.</p> <p>Software licences are renewed to enable home access to targeted learning programmes – Mathletics, RM maths, Purple Mash, Bug Club.</p>	<p>aware of the expectations for their children, in a national context. Through support for their own learning, parents are able to support more effectively at home.</p> <p>Providing trips and in-school visits will help to extend all pupils' range of learning experiences, and to raise aspirations.</p> <p>Developing pupils' abilities to make predictions and to take controlled risks, will raise self-confidence and self-esteem and broaden life experiences.</p> <p>On-line learning at home can provide motivation and stimulation for pupils within a familiar context. Pupils with less home support can learn with targeted activities.</p>	<p>Family learning is scheduled and timetabled in throughout the year. An experienced, senior teacher works with Luton adult services to deliver the programme.</p> <p>Trips and visits are planned into curriculum topics.</p> <p>Science curriculum team will monitor termly.</p> <p>Liaison between IT dept, year leaders and class teachers.</p>	<p>Luton Adult learning</p> <p>Year leaders</p> <p>Science curricular team</p> <p>IT lead</p>	<p>Each year</p> <p>Termly</p> <p>On-going throughout the year.</p>
Total budgeted cost					£100,000