

Pupil Premium Strategy Statement Sowerby Primary Academy 2018-19

1. Summary information					
School	Sowerby Primary Academy				
Academic Year	2018-19	Total PP budget	£84,540	Date of most recent PP Review	Internally July 2018
Total number of pupils	312	Number of pupils eligible for PP	63 FSM(6), 20% 12 Service 4%	Date for next internal review of this strategy	December 2018

2. Current attainment July 2018		
	<i>% Pupils eligible for PP in school</i>	<i>% Pupils not eligible for PP (national average)</i>
KS2 % achieving ARE or above in reading, writing & maths (4/12 pupils)	33% Non-SEN 40%	67%
KS2 % making at least expected progress in reading (6/12 pupils)	50% Non-SEN 60%	77%
KS2 % making at least expected progress in writing (7/12 pupils)	58% Non-SEN 70%	81%
KS2 % making at least expected progress in maths (6/12 pupils)	50% Non-SEN 60%	80%
KS1 % achieving ARE or above in reading, writing & maths (7/14 pupils)	50% Non-SEN 73%	%
EY – GLD (3/6 pupils)	50% Non-SEN 75%	73%
Y1 Phonics (6/8 pupils)	75% Non-SEN 83%	84%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Low on entry Communication language literacy 45% Only 50% enter school broadly in line with national
B.	Low prior attainers fail to meet ARE at end of KS2 not only PP pupils in RWM

C.	Attitudes to learning self-control/motivation in Y5 (current Y6) a small minority of boys had impacted on academic progress. Some of these are eligible for PP				
External barriers					
D.	Pre-school is from several 9+ feeder nurseries and child care providers				
E.	Many of our PP families are split families and require support form EMS/SEMH/Children Centre 36% of school population (including those eligible for PP)				
F.	Lack of aspirations for further education and careers from limited experiences outside of local areas				
4. Desired outcomes			Success criteria		
A/B	Low prior attainers meet national expectations or better for each Key Stage		Every child will be taught in mixed ability groups and Keep Up approaches used to ensure that they all make progress. NO child gets left behind the majority in daily lessons. Quality of T&L good/Outstanding Progress measures gap sch/nat closing for those eligible for PP. Pupils eligible for PP make rapid progress through both KS1 and KS2 so that their attainment at the end of KS2 is higher than the equivalent end of KS1 attainment.		
C	Children are focused on learning and behaviour good or outstanding. Rigorous monitoring (before and after pupil voice), behaviour during observations, and learning walks		Behaviour tracker records show fewer incidents. Mentoring groups allow KS2 pupils to self reflect and regulate themselves to persevere and progress well. Growth mind sets and attitudes to learning have a positive impact on rates of progress and attainment across all year groups. Teaching in mixed ability groupings to allow all pupils to have high expectations of themselves. Unstructured time (eg. Playtimes and lunchtimes) are settled and productive and happy times.		
E	Have robust systems to identify need/vulnerabilities rapidly and respond swiftly to ensure a positive outcome.		ELSA/Mentoring/Behaviour tracking are identifying vulnerable pupils/families who may need additional support through EMS/SEMH/Early Help. The Team around vulnerable families (DSL, SENDCo, ELSA, Classteacher, agency) have a shared understanding and knowledge to act quietly to implement support.		
F	The curriculum is a rich combination of skills and acquired knowledge and skills. Pupils eligible for PP make progress in non-core subjects in line with those not eligible. Reading is the corner stone of our curriculum and the key to unlocking any barriers. All pupils will have equality of access to the curriculum and opportunities to succeed.		Sowerby Curriculum is focused on reading as the key to unlocking a thirst for knowledge. The progression of skills is clear through school. Pupils are courageous in their learning and demonstrate perseverance and resilience. The curriculum is accessible to all learners and broad in it's coverage and deep in understanding.		
5. Planned expenditure					
Academic year		2018-2019			
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?

<p>Low prior attainers meet national expectations or better for each Key Stage</p>	<p>Keep Up approaches used to ensure that they all make progress. NO child gets left behind the majority in daily lessons. Pre-teaching/corrective teaching/5min boxes/workwatch</p> <p>CPD and SLT Management time to support and monitor quality of provision.</p>	<p>2017 Progress was higher than national non disadvantaged for PP R +1.93, W +0.61, M +1.00. This has not translated into the progress for 2018 at KS2. In particular for the LPA (level 1/2c pupils) EY on entry is 50% below expected and 4/5 80% PP pupils below on entry. We must make a significant difference for these pupils at early stages of school. In KS1 this is more in line with national as is phonics.</p>	<p>Record of staff meetings and Pupil Progress meetings. Monitoring by SLT/SL's in their subjects and tracking progress of specific groups. Every child will be taught in mixed ability groups and Quality of T&L good/Outstanding Progress in books evident Termly Pira Puma summative assessments Y1-6 Trust moderation to identify inequalities in assessment. Keep Up approaches throughout school. Cold/hot tasks in maths and writing to see progress. Teaching to EOY expectations for all pupils as a minimum</p>	<p>SLT Maths/English Leads</p>	<p>Feb 2019</p>
<p>Consistency in Quality of T&L High aspirations and positive relationships between teacher/parent/pupil</p>	<p>1x classteacher non class based to cover supply,</p>	<p>High staff turnover eg. Current Y6 did not have a consistent teacher from Y1-Y4. This has meant inaccurate KS1 judgements based on 1 term of teaching. It also resulted in lack of progress over time until Y4. Supply teaching was not as aspirational and following robust policies. Vulnerable learners feel less anxious and demonstrate positive behaviours when a familiar adult is teaching. Teachers find classes more settled when they return and no learning is lost.</p>	<p>Leaders are able to have focussing on improvement in their subjects and the impacts in T&L. and PP Additional trained HLTA's to cover classes where non class based teacher is not available. CPD to develop more HLTA's who can cover classes for short periods on time and cover PPA and NQT time.</p>	<p>AC/HR HLTA's</p>	<p>Feb 2019</p>
Total budgeted cost					£45,000

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?
Have robust systems to identify need/vulnerabilities rapidly and respond swiftly to ensure a positive outcome.	ELSA/Mentoring/Behaviour tracking are identifying vulnerable pupils/families who may need additional support through EMS/SEMH/Early Help. The Team around vulnerable families (DSL, SENDCo, ELSA, Classteacher, agency) have a shared understanding and knowledge to act quietly to implement support.	Vulnerable pupils (including PP) make up at least 36% of the school population. There is not a one size fits all approach to tackle to variety of barriers that this creates.	HSLW coordinate school database and it is updated termly with any vulnerable pupils and highlights any cross over for pupils eligible for PP so that they can be addressed rapidly. Working closely with SEMH, CAMH's and Prevention, Level 1 Mental Health CPD whole school. ELSA's to complete level 2/3 Family Learning Register of children who take part in extra-curr activities and other enhancement activities. Funding for all pupils eligible for PP for residential trips and experiences.	AC/KU	February 2019
Behaviour of a minority in KS2 is impacting on learning of Y5/6	Mentoring group Lunch/playtime hub House points system and Golden Letters. Work watch to focus on writing in pupils eligible for PP in all year groups. Progress meetings focus on pupil eligible for PP first and behaviours for learning strategies	A minority of Y5/6 pupils have the ability self-regulate and this would often hinder learning once returned to the classroom. Many parents of the majority of pupils who were extremely well behaved were not being made aware	CPD to make staff at all levels of issues around attachment Growth mindset CPD learning powers Positive Behaviour Focus Rights Respecting School Marvellous Me Home school link worker and ELSA mentor Weekly mentoring Progress meetings identifies strategies to support SEMH pupils Uniform/ shoes for pupils eligible for PP who does not have provision.	KU/AC	Termly Dec/March/July
Total budgeted cost					£20,000

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?
Increased parental engagement	Marvellous Me parents responses to messages and postcards regarding learning in classroom	A minority of parent consistently engage with school regularly. Despite 100% attendance at parents evenings impact was short lived for pupils eligible for PP and some hard to reach families.	Marvellous Me parent App to share good news. Awards and messages about learning currently and in the future. Purple Mash parents training Facebook page Expand use of Mme Parent Pay Family Learning	KU	Termly Dec/March/July
Improve positive behaviour at playtime/lunchtimes	Outdoor learning environment. Den building and forest schools ATA lead Sport opportunities	Behaviour at lunchtime long periods of unstructured time was a challenge for some. MSA's were not as effective as ATA's	Re arranged Sensory Garden as Den building/gardening and large scale building for KS2. EY play principles to allow forest schools to engage and motivate. More ATA's Fewer MSA's Hub – those who feel that lunch is too long and need ELSA or nurture time	Play leader DB Home school link worker AC	July 19
Total budgeted cost					£21,000