

## Pupil premium strategy statement

We have the highest aspirations for all the children in our school community and believe that every child should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish.

As we are a Rights Respecting School, we also believe that children to give their opinion, and for adults to listen and take it seriously (Article 12). After consulting with the children in the school, in offering them support, they would like us to focus on:

- Giving extra support with concepts they haven't fully understood in lessons.
- They want to know that if there is a problem, there is someone they can talk it through with to find a solution.



1. Summary information					
Academic Year	2019/2020	Total PP budget (June 2019)	£161,540	Publication date	September 2019
Total number of pupils	583	Number of pupils eligible for PP (September 2019)	111	Date for next internal review of this strategy	February 2020

2. Current attainment		
Year 6 (2019)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	85%	89.3% (65%)
% making progress in reading	92%	90.5% (73%)
% making progress in writing	92%	93% (78%)
% making progress in maths	89%	93% (79%)
Year 2 (2019)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	69%	60% (65%)
% making progress in reading	75%	74.6% (75%)

% making progress in writing	69%	67% (69%)
% making progress in maths	69%	70% (76%)
Year 1 (2019)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Phonic Screening Check	73% (8/11 pupils)	77% (82%) (56/73 pupils)
Year R (2019)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD	29% (2/7 pupils)	73.6% (72%) (56/76 pupils)

### 3. Barriers to future attainment

<b>A.</b>	<p><b>Low prior attainment</b></p> <ul style="list-style-type: none"> <li>45% of disadvantaged children entered Nursery and Reception with below expected levels of Communication and Language (50/111 did not achieve GLD)</li> </ul>
<b>B.</b>	<p><b>Speech, language and communication</b></p> <ul style="list-style-type: none"> <li>64% of disadvantaged children eligible for PPG do not speak English at home. Overall 72% have English as an additional language.</li> <li>Vocabulary deficit</li> <li>27% of pupils who are entitled to PPG are also SEN.</li> </ul>
<b>C.</b>	<p><b>Unmet needs in the wider family which reduce the opportunity for parental support and engagement</b></p> <ul style="list-style-type: none"> <li>25 children eligible for PPG have open cases on TAF (Serious safeguarding and child protection concerns)</li> </ul>
<b>D.</b>	<p><b>Cultural capital deficit</b></p> <ul style="list-style-type: none"> <li>The majority of PPG children at our school come from families with a low-income and therefore have limited access to enrichment opportunities outside of the universal 'Seymour Park Experience'. The majority also face cultural and language barriers. This means they could miss out on valuable experiences that would help them generate ideas for writing and provide them with a good general knowledge. This would help promote creativity, independence and raise children's aspirations.</li> </ul>
<b>C.</b>	<p><b>Social and emotional needs</b></p> <ul style="list-style-type: none"> <li>16% of pupils eligible for PPG need extensive support with emotional, social and behavioural difficulties in order to ensure high levels of well-being, engagement and involvement in learning.</li> </ul>
<b>D.</b>	<p><b>Attendance</b></p>

- 45% of children eligible for PPG have attendance of below 96% (school target) with 5% having attendance of 90% (persistent absence). **CHECK AGAINST new IDSR 2019**

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Maintain the diminished difference in pupil outcomes for English between children eligible for PPG and all pupils by the end of each key stage.	<ul style="list-style-type: none"> <li>• By the end of reception, communication and language attainment for children eligible for PPG is in line with all children.</li> <li>• By the end of KS1, reading and writing attainment for children eligible for PPG is in line with all children.</li> <li>• By the end of KS2, reading and writing attainment for children eligible for PPG is in line with all children.</li> </ul>
<b>B.</b>	Attendance gap closes between children eligible for PPG and non-PPG children	<ul style="list-style-type: none"> <li>• Reduction in persistent absenteeism for individual children</li> <li>• Attendance and punctuality improves to 96%.</li> </ul>
<b>C.</b>	The social and emotional needs of children eligible for PPG are met and most show an improvement in their learning and pastoral outcomes	<ul style="list-style-type: none"> <li>• Most children have an improved positive attitude to learning, and show effective behaviours for learning.</li> <li>• Children develop life-long learning skills e.g. resilience and resourcefulness.</li> <li>• PP Lead reviews the support given to families of children eligible for PPG to ensure needs are met.</li> </ul>
<b>D.</b>	Children can access the wider 'Seymour Park Experience'	<ul style="list-style-type: none"> <li>• Uptake of extra-curricular activities increases.</li> <li>• Positive feedback from children.</li> <li>• Impact evident in learning outcomes across the curriculum.</li> </ul>
<b>E.</b>	Families receive required support in order to raise pupil attainment and well-being	<ul style="list-style-type: none"> <li>• Children are not additionally disadvantaged by family or safeguarding issues, or additional disadvantage is effectively minimized.</li> <li>• Positive safeguarding outcomes.</li> </ul>

5. Planned expenditure					
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?
Maintain the diminished difference in outcomes between pupils eligible for PPG and all pupils by the end of each key stage	'The Seymour Park Experience' Outstanding classroom provision including personalised learning linked to effective planning, specialist pedagogy, Assessment for Learning (AfL), and appropriate and timely interventions.	A clear emphasis on achievement for all pupils (NFER report on disadvantaged attainment)  At Seymour Park we understand the importance of outstanding classroom teaching coupled with high-impact interventions. The efficacy for this approach can be seen in the positive outcomes for our children.	Ongoing monitoring of progress by members of SLT, including leads for English, maths and AHTs Termly reports on PP progress to SLT by PP AHT Monitoring of interventions by SENDCO and PP Lead Mid-year review submitted to governors	RA	February 2020
<b>Total budgeted cost</b>					£102,000
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?
Improve attendance towards 96% for all PPG children	Learning mentors address attendance and punctuality concerns Breakfast club places	Children with poor rates of school attendance and poor punctuality perform less well than their peers at all key stages (DfE 2016)	Ongoing monitoring of progress by members of SLT, including Key Stage Leads Termly reports on PP attendance to SLT Mid-year review to GB	RA NL	February 2020

Where there may be safeguarding concerns, children continue to develop and progress in line with their peers	School-based social worker Parental support from Learning Mentors and Extended Services Lead TAF system	Children eligible for PPG may also be affected by ACEs such as safeguarding concerns. At Seymour Park, we support a high proportion of vulnerable children through our TAF system.	Termly reports on PP progress to SLT by PP AHT Monitoring of individual impact by Extended Services Lead and PP Lead Individual case studies reviews	RA HoS	February 2020
<b>Total budgeted cost</b>					£41,500
<b>iii. 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>When will you review implementation?</b>
Children can access the wider 'Seymour Park Experience' including trips and enrichment from external providers	The 'Seymour Park Experience' is supported by a wide extra-curricular offer. This should be accessible to all children. Therefore the following activities are funded: <ul style="list-style-type: none"> <li>- Sports holiday club places</li> <li>- Music tuition</li> <li>- Afterschool clubs</li> <li>- Subsidized trips</li> </ul>	Education does not stop at the school gates. A wide and rich extra-curricular offer is essential for children to thrive. Social disadvantaged creates an uneven threshold for children who may be unable to access this wider offer. This adversely impacts on our disadvantaged children.  Cultural capital deficit (Ofsted 2019)	Ongoing monitoring of progress by members of SLT, including leads for English, maths and AHTs Termly reports on PP progress to SLT by PP AHT Monitoring of individual impact by Extended Services Lead and PP Lead Mid-year review submitted to governors	JH RA	February 2020
Targeted family support	<ul style="list-style-type: none"> <li>- English language (ESOL) course for parents</li> <li>- School uniform</li> <li>- Free crèche places for parents attending parenting courses</li> </ul>	School readiness is essential for children to fully benefit from the Seymour Park Experience. Therefore some children will need additional support to enable them to be school ready every day. This includes family early help.	Termly reports on PP progress to SLT by PP AHT Monitoring of individual impact by Extended Services Lead and PP Lead	JH RA	February 2020

	- Breakfast club to provide free breakfast				
<b>Total budgeted cost</b>					£18,000

## 6. Review of expenditure

£176,140 in 2018/2019

Our school evidence and data shows that pupils receiving support make good and very good progress across the school; children who start with little or no English meet and exceed the national expectations.

At the end of KS1 the attainment of the disadvantaged pupils is mostly in line with the non-disadvantaged pupils. This is, however, lower than the National expectations due to the low levels of attainment on entry to school. (\* Wellcom data from Clare??) By the end of KS2 the achievements of our disadvantaged pupils in Reading, Writing and Maths is in line with our non-disadvantaged pupils, and considerably higher than the National expectations.

		2018	2018 National	Dis	2019	2019 National	Dis
EIFS	Good Level of Development	61%	72%	71%			
PHONICS	Year 1 Phonics Screening PASS	86%	83%	88%	80%	82%	73%
	Year 2 Phonics Screening PASS	85%	85%	80%	80%	91%	100%
KS1 READING	Reading % AT Expected	71%	75%	62%	75%	75%	75%
	Reading % ABOVE Expected	14%	26%	0%	20%	25%	19%
KS1 WRITING	Writing % AT Expected	67%	70%	62%	67%	69%	69%
	Writing % ABOVE Expected	8%	16%	0%	11%	15%	6%
KS1 MATHS	Mathematics % AT Expected	74%	76%	85%	68%	76%	69%
	Mathematics % ABOVE Expected	15%	22%	15%	19%	22%	12%
KS1 COMBINED	% AT Expected across reading, writing and mathematics	54%	65%	67%	61%	65%	63%
	% ABOVE Expected across reading, writing and mathematics	7%	12%	0%	11%	11%	6%

		2018	2018 National	Dis	2019	2019 National	Dis
KS2 READING	Reading % AT Expected (Test)	90%	75%	86%	90%	73%	89%
	Reading % Higher Standard (Test)	43%	28%	27%	52%	27%	57%
	Reading PROGRESS	5.4	0.3	4.8	6.1	0.3	6
KS2 WRITING	Writing % AT Expected (TA)	91%	78%	95%	93%	78%	93%
	Writing % ABOVE Expected (TA)	29%	20%	8%	36%	20%	39%
	Writing PROGRESS	5.3	0.3	5.1	4.6	0.3	7.0
KS2 GPS	English GPS % AT Expected (Test)	93%	78%	91%	92%	78%	93%
	English GPS % Higher Standard (Test)	56%	34%	46%	74%	36%	75%
KS2 MATHS	Mathematics % AT Expected (Test)	86%	76%	73%	93%	79%	93%
	Mathematics % Higher Standard (Test)	35%	24%	14%	52%	27%	57%
	Mathematics PROGRESS	5.5	0.3	5.3	5	0.3	6
KS2 COMBINED	Combined Reading, Writing and Maths % AT Expected - (Test/TA)	84%	65%	56%	89%	65%	89%
	Combined Reading, Writing and Maths % ABOVE Expected - (Test/TA)	16%	11%	13%	20%	11%	18%

At Seymour Park Community Primary School, we focus on meeting the needs of Pupil Premium Learners and to Diminishing the Difference by considering the individual requirements of learners and target spending to support them. We endeavour to remove barriers to learning and motivate students to do well. The skills and roles of our teaching staff is constantly developed through effective and considered CPD, ensuring Quality First Teaching is effective. Provision Mapping is used as a way of documenting the range of support available to our pupils with additional needs. Support staff provide a range of interventions to meet the needs of the pupils to ensure they can access the learning and succeed. The AHT for Pupil Premium monitors the attainment and progress of all Pupil Premium pupils throughout the year and liaises with the class teachers to discuss next steps and possible targets.

The Learning Mentors provide a wide range of support packages, carefully tailored to meet the individual emotional and social needs of our disadvantaged pupils. The use of SDQs helps to identify specific areas of concern.

Our Extended Schools Manager provides support to our vulnerable families using Pupil Premium allocations. This includes allocating funding for adult learning courses, before and after school clubs, holiday clubs, residential trips, music tuition, sporting activities and much more.

Our SCIP worker provides supports to our most vulnerable families which has a huge impact on the welfare of our disadvantaged children.

