



## Pupil premium strategy statement: Somerville Primary School.

1. Summary information					
<b>School</b>	Somerville Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£322,600 confirmed and adjusted November 2019	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	516	<b>Number of pupils eligible for PP</b>	211 (updated 16.1.2020) 40.9%	<b>Date for next internal review of this strategy</b>	October 2020

2. Current attainment		
	<i>Disadvantaged Pupils [2018-19]</i>	<i>The national comparator for this column is the national average for non-disadvantaged children.</i>
% achieving in reading, writing and maths	↑ 43% [41.0%]	71%
% achieving expected standard in reading, (high score)	↓ 48% (2%) [68% (14%)]	78% (31%)
% achieving expected standard in Writing, (high score)	↓ 62% (2%) [65% (0%)]	83% (24%)
% achieving expected standard in maths, (high score)	↑ 71% (12%) [62% (8%)]	84% (32%)
% making progress in reading	-2.93 [+1.0]	+0.32
% making progress in writing	-1.81 [+0.02]	+0.27
% making progress in maths	+0.39 [+0.62]	+0.37
	Improvement or decrease on last year's outcomes for disadvantaged children.	

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Not enough children attain the expected standard at the end of KS2 in combined RWM.	
<b>B.</b>	Not enough PP children attain HS or GDS at the end of KS2.	
<b>C.</b>	Not enough PP children reach high prior attaining in KS1 and GLD in F2	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance and punctuality of PP children.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased number of PP children attaining RWM at the end of KS2	More than 53% of PP children to attain RWM (2019 = 43%)
<b>B.</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 Reading and Writing.
<b>C.</b>	Increased number of GLD PP children at the end of F2 and increased number of HAS at KS1	Improve further the difference from disadvantaged to non disadvantaged children for F2 GLD at the end of 2020. Currently disadvantaged children perform (+5.4%) better than the local authority disadvantaged children. They also performed +1.5% than all other pupils at Somerville and directly better than non disadvantaged children at Somerville. 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 2020.
<b>D.</b>	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.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below, currently 16.79% and has reduced since the previous year. Overall PP attendance improves from 93.19% to 96% or in line with 'other' pupils.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2019/20</b>				
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.					
<b>i. Quality of teaching for all</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>
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 Feb 2020	Booster sessions from 2018-19 showed an decrease in the outcomes projected at the end of 2019 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.	COS to organise Booster sessions Governors agree CS provision to make 3 classes for Year 5 cohort.	<b>MF</b>	<b>March 2020</b>
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 2018-19 saw an increase in the original proposed number of children who were going to attain EXS for PP children at the end of KS2 due to low starting points. Rate of progress needs to continue to ensure this is maintained.	Pupil premium lead will oversee the progress of children who are PP alongside MF	<b>CS</b>	<b>March 2020</b>
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.	<b>SE/RT</b>	<b>March 2020 and July 2020</b>
E. Improved progress for prior high attaining pupils	Interventions	Focused support has proven from 2019-20 an increased rate of progress for all groups children.	As Above.	<b>COS</b>	<b>Termly and July 2020</b>
<b>Total budgeted cost: £154,000</b>					
<b>ii. 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>When will you review implementation?</b>

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 Y3 staff. Implement RADY project to Year 3 staff. Executive team to monitor progress of planned actions and support from the assessment team.	<b>CS and MF</b>  <b>NPQSL project lead to work alongside CS</b>	January 2020
<b>Total budgeted cost £8,000 per annum, Plus additional resources unknown currently</b>					
<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>
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.	ES.	March 2020
<b>Total budgeted cost: £90,000</b>					£40,000 ESW provision £25,000 Learning Mentor £25,000 Inclusion Manager

6. Review of expenditure				
Previous Academic Year		2018-19		
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 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	Low: There was a definite decrease in the progress of prior ARE and high attaining pupils especially subject specific.	Need to continue to focus further on low prior attainers to have a similar impact moving in to 2019/20, moderation of KS1 results moving forward needs to be consistent approach.	
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's attendance went from 92.84% to 93.19% overall at the end of 2018-19. 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. Steve Clayton now retired and LA service has changed which will have an overall impact on 2019/2020 To consider other options now that Jayne Allen and Steve Clayton no longer supporting the school.	£30,000 ESW £20,000 Learning Mentor £10,000 Emotional therapy room £35,000 Inclusion Manager £7,000 Music resources £26,000 visits
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<b>7. Additional detail</b>
Additional information can be found on the school website pupil premium expenditure