

Sopley Pupil Premium Action Plan 17-18 (3).docx

Overview

There are currently 15 pupils who meet the eligibility criteria for pupil premium funding.

Within the group there are children who fall within the following categories:

- 'Ever 6'/Free School Meals
- Post 'looked after children'
- Armed Services family

Some of the children within the pupil premium group are also on the register of pupils who have Special Educational Needs and Disabilities (SEND).

The provision for disadvantaged children at Sopley School is good- see 2017 analysis below.

Pupil Premium Funding		
Year	Expected	Received
2015-16	£18,620	£18,620
2016-17	£25,380	£25,380
2017-18	£28,440	£28,440

Our Guiding Principles for the effective use of the Pupil Premium Funding

Governors and staff at Sopley School have undertaken training and development to help us understand how to make effective use of Pupil Premium funding - this includes input from external advisers and working with the 'vulnerable pupils' group within our local pyramid of schools to foster and share good practice. We allocate our funding based on the following principles:

- A culture of high expectations must be maintained for the target group.
- A senior member of staff will have oversight of how Pupil Premium funding is being spent.
- High quality teaching is vital, rather than interventions to compensate for poor teaching.
- Teachers will know which of their pupils are eligible for pupil premium.
- The school will analyse which pupils are underachieving and why.
- Where a child is identified as having SEN we use strategies and interventions known to have a big impact e.g. precision teaching, paired reading etc.
- The school will make effective use of assessment data to check interventions' impact and to make adjustments where necessary.
- Support staff will be well trained (e.g. using outside expertise such as our linked Educational Psychologist) to deliver high quality interventions.
- The school will be able to demonstrate impact on the target group.
- Governors will monitor pupil premium - primarily through the school improvement and equality groups. Pupil interviews/pupil mentoring by governors will provide additional feedback and knowledge of the target group.

Achievement of the Group in 2015

The Ofsted data dashboard report noted the following strengths in relation to disadvantaged pupils 2015;

- From at least 5 out of every 6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics was similar to that of other pupils nationally.
- Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils in reading & writing.
- The proportion of disadvantaged KS2 pupils that attained at least Level 4 was equal to or above the national figure for other pupils in reading, writing & mathematics.
- The proportion of disadvantaged KS2 pupils that attained at least Level 5 was equal to or above the national figure for other pupils in reading & writing.

There were no weaknesses noted in relation to disadvantaged pupils in 2015.

Achievement of the Group 2016

NB: There were only 2 children entitled to the Pupil Premium funding in each year group with Nationally standardised outcomes at the end of 2016. *Such small numbers makes comparisons of the group with national averages potentially unreliable.*

Key Stage 2

Subject	% at or above ARE - School	% at or above ARE - National	Comparison
Reading	50%	71%	Below National
Writing	50%	79%	Below National
Maths	0%	75%	Below National

Key Stage 1

Subject	% at or above ARE - School	% at or above ARE - National	Comparison
Reading	100%	78%	Above National
Writing	100%	70%	Above National
Maths	50%	75%	Below National

Year 1 Phonic Screening Test

School Pass Rate	National Pass Rate	Comparison
67%	70%	In line with National

Year 2 Phonic Retake

School Pass Rate	National Pass Rate	Comparison
------------------	--------------------	------------

Sopley Pupil Premium Action Plan 17-18 (3).docx

100%	86%	Above National
------	-----	----------------

Achievement of the Group 2017



Age Related Expectation Summary Report Y2, Y3, Y4, Y5, Y6, Y7 - Pupil Premium (20 pupils)

16 October 2017

Sum2 2016-17

20 pupils	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	4 (20.0%)	12 (60.0%)	16 (80.0%)	4 (20.0%)
Writing	5 (25.0%)	14 (70.0%)	15 (75.0%)	1 (5.0%)
Mathematics	4 (20.0%)	10 (50.0%)	16 (80.0%)	6 (30.0%)
Combined	Working Below Expectation in one or more 5 (25.0%)	Working At or Above Expectation in all 15 (75.0%)		Working Above Expectation in all 1 (5.0%)

Key: Number of Pupils (Percentage)

NB – The table was created in October 2017 showing data as at Summer 2017, Year Groups Year 1-6, (but referenced as Year Groups 2-7 in October 2017.)
In July 2017:

- All those working below expectation were pupils with SEN
- Reading: 100% of disadvantaged pupils without SEN achieved ARE
- Writing: 100% of disadvantaged pupils without SEN achieved ARE
- Maths : 100% of disadvantaged pupils without SEN achieved ARE

The provision for children who are entitled to Pupil Premium at Sopley Primary School is **good**.

END OF KEY STAGE 2 – children attaining Age Related Expectations (ARE) DATA 2017 – 5 PUPILS

	PUPIL PREMIUM SOPLEY Y6 – 5 pupils	ALL SOPLEY Y6	PUPIL PREMIUM WITH NO SEND PUPILS
READING	80%	68%	100% of pupils without SEND
WRITING	60%	68%	75% of pupils without SEND
MATHS	40%	68%	50% of pupils without SEND

Children entitled to Pupil Premium attained in line with all SOPLEY PUPILS in Reading and Writing.

PROGRESS OF THE Y6 PUPIL PREMIUM GROUP 2017

	Local Authority (LA FSM6)	SOPLEY FSM6	
READING	-1.3	+2.5	SIGNIFICANTLY ABOVE LA
WRITING	-0.7	+1.6	SIGNIFICANTLY ABOVE LA
MATHS	-1.9	-1.3	BROADLY IN LINE WITH LA

Children entitled to Pupil Premium in 2016/17 made better than expected progress from some very low starting points particularly in Reading and Writing.

	SOPLEY PUPIL PREMIUM	SOPLEY NON PUPIL PREMIUM	
READING	+2.5	+0.1	WELL ABOVE NON PUPIL PREMIUM
WRITING	+1.6	+1.3	ABOVE NON PUPIL PREMIUM
MATHS	-1.3	-0.2	BELOW NON PUPIL PREMIUM

Children entitled to Pupil Premium made better progress than children who were not entitled to Pupil Premium in Reading and Writing, but not in Maths and this is a school focus for 2017-2018.

Key Priorities for the Group

- Continue whole school focus to raise attainment in Maths, supplementing this provision as necessary to meet the needs of the group.
- Improve attendance so that all children meet or exceed national expectations.
- Improve standards in Spelling and Phonics.
- Targets will reflect the high expectations for the group - so that children will be supported to catch up and then keep up with their peers.
- To embed and sustain the success highlighted above.

How will success for the group be measured?

At Sopley School, as with all children in our care, we measure success for our Pupil Premium children in both in terms of academic and personal development. Our aims for children who are entitled to pupil premium are that;

- 1) **Attainment/Progress** - All children are making progress and that the proportion of Pupil Premium children achieving ARE is as good or better than their peers and national data for disadvantaged children.
- 2) **Attitude to self and school** - Attendance rates and behaviours for successful learning are good or better.

How will we allocate the funding to facilitate this...?

Provision	Cost*	Rationale	Success Criteria	Evidence of Impact
SENCO and assistant time to organise provision for disadvantaged children	£10,000	<ul style="list-style-type: none"> - Early identification of underachievement and guidance regarding next steps. - Securing high impact provision - Link with local school networks to share and evolve good practice 	<ul style="list-style-type: none"> - Provision for PP children effectively tracked across the school and matched to need. - All PP children are making progress and interventions are being assessed for their effectiveness 	<ul style="list-style-type: none"> - pupil progress data and pupil premium tracking on the school assessment system (outcomes in relation to ARE) - testing using age standardised scores - SEN records - lesson observations - outcomes in books - comparison with national data - Sopley Learner values (pupil self-assessment and teacher assessment over time) - ELSA/SEN records - feedback from pupil surveys and pupil mentors
Small group/1:1 Catch Up interventions and Nurture Provision for identified children	£17,000	<ul style="list-style-type: none"> - Facilitating opportunities to ensure that gaps in learning are filled as required. 	<ul style="list-style-type: none"> - Additional support for target children robustly provided. - Quality of intervention provision is at least Good over time. All PP children are making progress and interventions are being assessed for their effectiveness 	<ul style="list-style-type: none"> - pupil progress data and pupil premium tracking on the school assessment system (outcomes in relation to ARE) - testing using age standardised scores - SEN records - lesson observations - outcomes in books - comparison with national data - Sopley Learner values (pupil self-assessment and teacher assessment over time) - ELSA/SEN records - feedback from pupil surveys and pupil mentors

Provision	Cost*	Rationale	Success Criteria	Evidence of Impact
Emotional Literacy Support Assistant - including family support work	£4,600	<ul style="list-style-type: none"> - Member of staff trained to address aspects of personal development/emotional needs/social challenges that may present barriers to learning. - Member of staff available to offer family liaison to provide additional support/advice as required. 	<ul style="list-style-type: none"> - Children are able to self-regulate and control behaviour. - Behaviours for learning of disadvantaged children in Good or better over time. - 	<ul style="list-style-type: none"> - Sopley Learner values (pupil self-assessment and teacher assessment over time) - ELSA/SEN records - feedback from pupil surveys and pupil mentors - feedback from parents
Breakfast/homework club - including family support work	£2,000	<ul style="list-style-type: none"> -Children are able to make a settled start to the day and complete home learning tasks in a secure environment - Member of staff available to offer family liaison to provide additional support/advice as required. -Fostering good attendance 	<ul style="list-style-type: none"> - Barriers to learning linked to socio-economic or family circumstances are known to the school. - Home learning is completed - Engagement of PP children with their learning is Good or better over time. - Improving attendance 	<ul style="list-style-type: none"> - attendance rates - Sopley Learner values (pupil self-assessment and teacher assessment over time) - ELSA/SEN records - feedback from pupil surveys and pupil mentors - feedback from parents
FRIENDS Programme	£1,600	<ul style="list-style-type: none"> -Children are helped to develop resilience, and a positive emotional balance to equip them for learning and life 	<ul style="list-style-type: none"> Children are able to self-regulate and control behaviour. - Behaviours for learning of disadvantaged children in Good or better over time. 	<ul style="list-style-type: none"> - Sopley Learner values (pupil self-assessment and teacher assessment over time) - ELSA/SEN records - feedback from pupil surveys and pupil mentors - feedback from parents
Provision	Cost*	Rationale	Success Criteria	Evidence of Impact

Educational Psychologist Service Level Agreement	£1500	<ul style="list-style-type: none"> - Acquisition of specialist advice where necessary to tailor provision and help staff overcome specific barriers to learning. 	<ul style="list-style-type: none"> - Where children are working below ARE, specific approaches are in place to ensure at least Good progress over time. - Classroom practice and planning reflect the advice given 	<ul style="list-style-type: none"> - lesson observations - planning documents - outcomes in books - ELSA/SEN records
Staff Training and related equipment	£500	<ul style="list-style-type: none"> - Ensuring that all staff working with children have the requisite knowledge and skills to raise attainment and increase rates of progress. 	<ul style="list-style-type: none"> - Classroom practice and planning reflect the advice given 	<ul style="list-style-type: none"> - lesson observations - outcomes in books
ICT programmes to support learning	£200	<ul style="list-style-type: none"> - Children will be have early screening and programmes to support learning 	<ul style="list-style-type: none"> - Children in the target group will have received screened - Interventions will be in place 	<ul style="list-style-type: none"> - pupil progress data and pupil premium tracking on the school assessment system (outcomes in relation to ARE)
Embed and refine use of Target Tracker pupil tracking system	£100	<ul style="list-style-type: none"> - All staff aware of PP children and their academic performance compared to national expectations and peers. - Early intervention for those children requiring additional intervention/personalised provision. 	<ul style="list-style-type: none"> - Provision for PP children effectively tracked across the school and matched to need. - All PP children are making progress and interventions are being assessed for their effectiveness 	<ul style="list-style-type: none"> - pupil progress data and pupil premium tracking on the school assessment system (outcomes in relation to ARE) - Sopley Learner values (pupil self-assessment and teacher assessment over time) - ELSA/SEN records
Subsidised trips/clubs etc.	£500	<ul style="list-style-type: none"> - Increased engagement with school. - Fostering good attendance 	<ul style="list-style-type: none"> - All children eligible to the Pupil Premium are enabled to take part 	<ul style="list-style-type: none"> - attendance rates - Sopley Learner values (pupil self-assessment and teacher assessment over time)

		- Enriching experiences to foster ideas, ambition, aspiration and broader horizons.	in enrichment activities where appropriate. -Improving attendance	- ELSA/SEN records - feedback from pupil surveys and pupil mentors - feedback from parents
--	--	---	--	--

*Total costs of planned provision 17-18	£38,000
Contribution from pupil premium funding	£28,440
Contribution from main budget	£9,560

How will this work be monitored and evaluated for impact?

- 1) **Attainment/Progress** - will be monitored through;
 - o pupil tracking will show progress and outcomes in relation to ARE)
 - o testing using age standardised scores - SEN records
 - o lesson observations
 - o outcomes in books
 - o comparison with LA and national data
- 2) **Attitude to self and school** - will be monitored through;
 - o attendance rates
 - o Sopley Learner values (pupil self-assessment and teacher assessment over time)
 - o ELSA/SEN records
 - o feedback from pupil surveys and pupil conferencing
 - o feedback from parents

The SENCo and School Improvement Committee / Vulnerable Pupil Group will keep the progress of children who are entitled to Pupil Premium in focus. The Safeguarding & Compliance (Equality) and School Improvement Committee will scrutinise and report on the outcomes/effectiveness of provision - reporting to stakeholders annually.