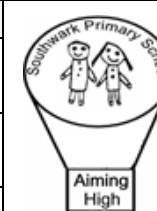


1. Summary Information					
School	Southwark Primary School	Academic Year	2015 - 2016	Total number of pupils on roll	711
Number of pupils eligible for PPG	295 (49.7%)	Number of pupils eligible for EYPP		Total PPG Received	£389,400
Total PPG per pupil	£1320	Total per LAC/Post LAC	£1900	Total EYPP per pupil	£302



2. Key Objectives	
Early Years	<ul style="list-style-type: none"> Ensure the gap between disadvantaged pupils and national non-disadvantaged achieving a Good Level of Development in EYFS is narrowed, particularly in the following areas: Communication & Language, Literacy, and Mathematics.
Phonics	<ul style="list-style-type: none"> Further improve the percentage of disadvantaged boys achieving the Year 1 phonics screening test required level.
Key Stage 1	<ul style="list-style-type: none"> Increase achievement of disadvantaged pupils in all areas in order to diminish the difference between school disadvantaged pupils and national non-disadvantaged pupils. Close the gap between boys and girls, particularly in writing, both in-school and against national peers.
Key Stage 2	<ul style="list-style-type: none"> Continue to increase the proportions of disadvantaged pupils making 'more than expected' progress across KS2, leading to increasing levels of overall attainment. Particular focus on the following groups of disadvantaged pupils: <ol style="list-style-type: none"> Improving performance of boys in all areas. Reading – Increase proportions of pupils with prior middle attainment at KS1 (in particular Level 2c/2b) making more than expected progress. Writing - Increase proportions of pupils with prior low attainment (Level 1) and middle attainment (in particular Level 2c/2b) at KS1 making more than expected progress. Maths – Increase proportions of pupils with prior lower middle attainment at KS1 (Level 2c) making more than expected progress.
Attendance	<ul style="list-style-type: none"> Continued reduction in the percentage of disadvantaged pupils missing sessions. Reduction in the percentage of disadvantaged pupils, in particular girls, absent of 15% or more sessions (persistent absence).

EYFS (GLD) Objective			Strategies								Cost	
Ensure the gap between disadvantaged pupils and national non-disadvantaged achieving a Good Level of Development in EYFS is narrowed, particularly in the following areas: Communication & Language, Literacy, and Mathematics.			Early Years Intervention Leader deployment to deliver and coordinate EYFS interventions linked to Communication & Language (CL), Literacy (L), and Maths (M).								£44,900	
Impact:												
Group	GLD		Communication & Language (ELG 2 or above)						Writing (ELG 2 or above)		Maths (ELG 2 or above)	
	14/15	15/16	Listening & Attention		Understanding		Speaking		14/15	15/16	14/15	15/16
			14/15	15/16	14/15	15/16	14/15	15/16				
School Disadvantaged	56%	51%	81%	85%	78%	94%	78%	94%	63%	57%	69%	70%
National Non-Disadvantaged	69%	69%	87%	87%	87%	87%	86%	86%	74%	74%	78%	80%
Difference	-13%	-17%	-6%	-2%	-9%	+7%	-8%	+8%	-11%	-17%	-9%	-10%
	Widened by 3%		Narrowed by 4%		Closed		Closed		Widened by 6%		Widened by 1%	
School Non-Disadvantaged	57%	72%	82%	88%	80%	86%	82%	88%	66%	72%	71%	81%
National Disadvantaged	69%	52%	77%	77%	77%	77%	75%	75%	74%	56%	78%	64%
<p>The difference between disadvantaged and national non-disadvantaged pupils achieving a Good Level of Development widened by 3%. This remains a priority area for the school in 2016 – 2017. In Writing, the difference between disadvantaged pupils and national non-disadvantaged pupils widened by 6%. In Maths, the % of school disadvantaged pupils achieving 2 or above increased however the difference between school disadvantaged and national non-disadvantaged pupils widened by 1%.</p> <p>Within the Prime Area of CL, the difference narrowed by 4% in ELG Listening & Attention and disadvantaged pupils now outperform national non-disadvantaged in ELGs: Understanding & Speaking.</p>												

Year 1 Phonics Objective	Strategies	Cost
<ul style="list-style-type: none"> Further improve the percentage of disadvantaged pupils achieving the Year 1 phonics screening test required level. 	Phonics Screening top up for identified Y1 disadvantaged pupils requiring additional support to pass the Y1 phonics screening check (daily 15 minute session over 6-8 weeks). Foundation Interventions lead delivering earlier interventions in Foundation Stage targeting this group. Disadvantaged pupils prioritised for top-up interventions. Parental engagement workshops supporting families of 'disadvantaged' pupils how to support their children at home.	£50,000 (equivalent of 2x TAs £246,600 (two-teacher model in every class, specialist teachers across KS1 in English & maths) (NB: Shared across Y1 Phonics, KS1 & KS2 objectives)

Impact:

All Pupils Y1 Check Pass			Disadvantaged pupils Y1 Check Pass			
Y1 Check	School	National	Y1 Check	National (Disadvantaged)	School (Disadvantaged)	National (Non-Disadvantaged)
All pupils Pass %	83%	81%	Pass %	83%	84% ← →	83%
Difference	+2%		Difference	+1%		
School increase rate	+6%		School increase rate	+6%		
National increase rate	+4%		National increase rate	+3%		
<ul style="list-style-type: none"> In 2016 there has been an increase in school % of pupils passing phonics screening. National averages have also risen. Southwark attainment is above national averages by 2%. 			<ul style="list-style-type: none"> School disadvantaged pupils outperformed national non-disadvantaged by 1%. School disadvantaged pupils pass rate increased by 6%. 			

KS1 Objective	Strategies	Cost
<ul style="list-style-type: none"> Increase achievement of disadvantaged pupils in all areas in order to diminish the difference between school disadvantaged pupils and national non-disadvantaged pupils. Close the gap between boys and girls, particularly in writing, both in-school and against national peers. 	<ul style="list-style-type: none"> Targeted Phonics and Fresh Start Groups across KS1 1:1 precision teaching sessions prioritising disadvantaged pupils across the school in maths and spelling. Specialist English & Maths teachers in KS1 leading strategic intervention groups in afternoon sessions. Two teacher model in every class during Maths and English sessions to facilitate additional support and challenge for all pupils, with a focus on disadvantaged pupils. 	£50,000 (equivalent of 2x TAs £246,600 (two-teacher model in every class, specialist teachers across KS1 in English & maths) (NB: Shared across Y1 Phonics, KS1 & KS2 objectives)

Impact:

KS1 Reading School Disadvantaged / National non-disadvantaged	KS1 Writing School Disadvantaged / National non-disadvantaged	KS1 Maths School Disadvantaged / National non-disadvantaged
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Reading	EYFS Read	Sch Exp +	Nat Exp+	Sch GD	Nat GD
<Emerging	38%	73%	39%	7%	2%
School/National difference %		35%		5%	
School/National difference no.		5		0	
Expected	54%	90%	87%	14%	21%
School/National difference %		4%		-7%	
School/National difference no.		0		-1	
Exceeding	8%	100%	99%	100%	66%
School/National difference %		1%		34%	
School/National difference no.		0		1	

- Conversion of school disadvantaged pupils achieving Emerging at EYFS and Expected+ at KS1 were 2+ pupils above the national non-disadvantaged figure.
- Conversion of school disadvantaged pupils achieving Exceeding at EYFS and Greater Depth at KS1 was 1 pupil above the national non-disadvantaged figure.
- Conversion of school disadvantaged pupils achieving Expected at EYFS and Greater Depth at KS1 was 1 pupil below the national non-disadvantaged figure.

Writing	EYFS Writ	Sch Exp +	Nat Exp+	Sch GD	Nat GD
<Emerging	38%	53%	33%	7%	1%
School/National difference %		21%		6%	
School/National difference no.		3		0	
Expected	59%	83%	83%	9%	14%
School/National difference %		0%		-5%	
School/National difference no.		0		-1	
Exceeding	3%	100%	99%	100%	53%
School/National difference %		1%		47%	
School/National difference no.		0		0	

- Conversion of school disadvantaged pupils achieving Emerging at EYFS and Expected+ at KS1 were 2+ pupils above the national non-disadvantaged figure.
- Conversion of school disadvantaged pupils achieving Expected at EYFS and Greater Depth at KS1 was 1 pupil below the national non-disadvantaged figure.

Maths	EYFS Mat	Sch Exp +	Nat Exp+	Sch GD	Nat GD
<Emerging	31%	50%	40%	8%	2%
School/National difference %		10%		6%	
School/National difference no.		1		0	
Expected	69%	89%	87%	19%	20%
School/National difference %		2%		-2%	
School/National difference no.		0		0	
Exceeding	0%	0%	99%	0%	61%
School/National difference %		-99%		-61%	
School/National difference no.		0		0	

- Conversion of school disadvantaged pupils achieving Emerging at EYFS and Expected+ at KS1 was 1 pupil above the national non-disadvantaged figure.

KS2 Objective	Strategies	Cost
<ul style="list-style-type: none"> Continue to increase the proportions of disadvantaged pupils making 'more than expected' progress across KS2, leading to increasing levels of overall attainment. Particular focus on the following groups of disadvantaged pupils: <ol style="list-style-type: none"> Reading – Increase proportions of pupils with prior middle attainment at KS1 (Level 2c/2b) making more than expected progress. Writing - Increase proportions of pupils with prior low attainment (Level 1) and middle attainment (Level 2c/2b) at KS1 making more than expected progress. Maths – Increase proportions of pupils with prior lower middle attainment at KS1 (Level 2c) making more than expected progress. 	<ul style="list-style-type: none"> Targeted Phonics and Fresh Start Groups across KS2 1:1 precision teaching sessions prioritising disadvantaged pupils across the school in maths and spelling. Specialist English & Maths teachers in KS2 leading strategic intervention groups in afternoon sessions. Two teacher model in every class during Maths and English sessions to facilitate additional support and challenge for all pupils, with a focus on disadvantaged pupils. 	£50,000 (equivalent of 2x TAs £246,600 (two-teacher model in every class, specialist teachers across KS1 in English & maths) (NB: Shared across Y1 Phonics, KS1 & KS2 objectives)

Impact:

KS2 Reading School Disadvantaged / National non-disadvantaged	KS2 Writing School Disadvantaged / National non-disadvantaged	KS2 Maths School Disadvantaged / National non-disadvantaged
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Reading	Overall	Low	Middle	High
Score	1.49	8.25	-0.64	-0.60
Diff	1.16	7.88	-0.99	-0.90

- Progress across KS2 of disadvantaged, low prior attainers is significantly above national non-disadvantaged (top 10%).

Writing	Overall	Low	Middle	High
Score	4.07	2.72	4.07	5.07
Diff	4.07	2.72	4.07	5.07

- Progress of middle and high prior attainers is significantly above national (top 10%). Progress of all pupils, from KS1 to KS2, in writing is significantly above national (top 10%).

Maths	Overall	Low	Middle	High
Score	1.78	7.50	0.98	-0.30
Diff	1.78	7.50	0.98	-0.30

- Progress of all pupils in maths is significantly above national (top 10%). Progress of low prior attainers is significantly above national (top 10%).

KS2 Reading Disadvantaged	KS1 Read	Sch Exp +	Nat Exp+	Sch HS	Nat HS
Overall	100	67%	71%	8%	23%
School/National difference %		-4%		-15%	
School/National difference no.		-2		-6	
Low	32%	73%	20%	7%	1%
School/National difference %		53%		6%	
School/National difference no.		8		0	
Middle	68%	66%	68%	9%	11%
School/National difference %		-2%		-2%	
School/National difference no.		0		0	
High	0%	0%	97%	0%	52%
School/National difference %		-97%		-52%	
School/National difference no.		0%		0%	

Conversion of school disadvantaged, low prior attainers at KS1 achieving expected + at KS2 is 2 or more pupils above national non-disadvantaged.

KS2 Writing Disadvantaged	KS1 Writ	Sch Exp +	Nat Exp+	Sch GD	Nat GD
Overall	100%	83%	74%	34%	15%
School/National difference %		9%		19%	
School/National difference no.		7		17	
Low	22%	56%	25%	0%	0%
School/National difference %		31%		0%	
School/National difference no.		5		0	
Middle	64%	94%	82%	34%	11%
School/National difference %		12%		23%	
School/National difference no.		6		12	
High	14%	100%	99%	100%	54%
School/National difference %		1%		46%	
School/National difference no.		0		5	

Conversion of low prior attainers at KS1 achieving expected + at KS2 is 2 or more pupils above national.

Conversion of middle prior attainers at KS1 achieving expected + at KS2 is 2 or more pupils above national.

Conversion of middle prior attainers at KS1 achieving greater depth at KS2 is 2 or more pupils above national.

Conversion of high prior attainers at KS1 achieving greater depth at KS2 is 2 or more pupils above national.

KS2 Maths Disadvantaged	KS1 Math	Sch Exp +	Nat Exp+	Sch HS	Nat HS
Overall	100%	75%	70%	20%	17%
School/National difference %		5%		3%	
School/National difference no.		4		2	
Low	11%	33%	14%	0%	0%
School/National difference %		19%		0%	
School/National difference no.		1		0	
Middle	72%	78%	69%	12%	8%
School/National difference %		9%		3%	
School/National difference no.		5		2	
High	17%	100%	98%	64%	51%
School/National difference %		2%		13%	
School/National difference no.		0		1	

Conversion of low prior attainers at KS1 achieving expected + at KS2 is 1 pupil above national.

Conversion of middle prior attainers at KS1 achieving expected + at KS2 is 2 or more pupils above national.

Conversion of middle prior attainers at KS1 achieving high score at KS2 is 2 or more pupils above national

Conversion of high prior attainers at KS1 achieving high score at KS2 is 1 pupil above national.

Attendance / Enrichment Objective	Strategies	Cost
<ul style="list-style-type: none"> Continued reduction in the percentage of disadvantaged pupils missing sessions. Reduction in the percentage of disadvantaged pupils persistently absent. Ensure that pupils in receipt of PP funding have access to a wide range of learning experiences to provide SMSC opportunities. 	Deployment of attendance team including: Trust Attendance Officer, Family Liaison Officer, Attendance Support Officer to monitor attendance of all pupils, with a particular focus on pupils with poor attendance and/or punctuality and disadvantaged pupils as well as support pupils and families to improve their attendance / punctuality with a focus on disadvantaged pupils. Subsidy for enrichment activities (trips/visits/visitors/residential opportunities). Learning Mentor led interventions e.g. self-esteem, circle of friends. Provision of parent workshops: Phonics, Writing, Maths.	£9,300 Trust Attendance Officer £5,800 Family Liaison Officer £5,600 Attendance Support Officer (Percentage contribution) £1,200 Subsidy of enrichment activities £26,000 Learning Mentor

Impact:

Absence	12/13	13/14	14/15	15/16
Free School Meals	6.6%	5.1%	4.5%	4.0%
No Free School Meals	3.4%	2.9%	2.6%	2.3%
Difference	+3.2%	+2.2%	+1.9%	+1.7%

- Absence for disadvantaged pupils has reduced over a 4 year period.
- Although FSM absence is higher than Non-FSM absence, the gap is closing over a 4 year trend.

Persistent Absence	13/14 (15%)	14/15 (15%)	In 2015 – 2016, persistent absence was measure by pupils missing 10% or more of sessions	15/16 (10%)	15/16 Nat All Pupils (10%)
Free School Meals	10.7%	4.9%		9.0% (268 sessions)	8.8%
No Free School Meals	1.8%	1.7%		4.6% (284 sessions)	
Difference	+8.9%	+3.2%		+4.4%	

- Persistent absence – although not directly comparable, the difference between disadvantaged and non-disadvantaged has widened. This remains a priority for the school.