


1. Summary Information					
School	Southwark Primary School				
Academic Year	2016 – 2017	Total PP Budget	£397,320	Last review	July 2016
Total number of pupils	720	Number of pupils eligible for PP	301	Next review	Termly (April 2017)



2. How can Pupil Premium be spent?	
<p>The decision about how individual schools use their pupil premium is left to individual schools with the expectation that they will diminish the difference in attainment and progress between those eligible and those not eligible nationally. “It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility” (DfE). Schools are held accountable for how this additional funding is used to support these pupils. Measures are included in the performance tables which capture the achievement of disadvantaged pupils eligible for the grant.</p>	
3. Who is entitled to Pupil Premium?	Pupil Premium per pupil
Pupil Premium Grant (PPG) is provided to all schools to support pupils (Reception – Y6) within the following categories:	
<ul style="list-style-type: none"> • Pupils who are currently registered for Free School Meals 	£1320
<ul style="list-style-type: none"> • Pupils who have been registered for Free School Meals at any point during the last six years (Ever 6) 	£1320
<ul style="list-style-type: none"> • Pupils who are looked after (LAC) which is defined by the Children Act 1989 as one who is in the care of an English local authority 	£1900
<ul style="list-style-type: none"> • Pupils who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order (Post LAC) 	£1900
<ul style="list-style-type: none"> • Pupils with parents serving with the UK Armed Forces 	£300

How will the PPG be paid to Southwark Primary School?

Schools that are academies on 1 April 2016 will receive PPG directly from the Education Funding Agency (EFA). EFA calculate the number of pupils on the January 2016 census who are Ever 6 FSM or post LAC pupils. LAC pupil numbers are updated in December 2016. PPG will be paid to academies in quarterly instalments on: 6th July 2016, 5th October 2016, 5th January 2017, and 5th April 2017.

What are the main barriers to educational achievement faced by pupils eligible for Pupil Premium funding at Southwark Primary School?

- Poor attendance and punctuality of disadvantaged pupils
- Low levels of parental engagement
- Lack of parental understanding on how best to support their child's learning and emotional/social/behavioural development
- Social and emotional needs resulting in lower standards of behaviours for learning
- Low self-esteem and limited aspiration for some pupils

How is funding used at Southwark Primary School?

At Southwark Primary School, we believe that all pupils are entitled to the best possible education, enabling every child to achieve their potential, irrespective of their different starting point in life or personal circumstances. The government Pupil Premium funding allocated to Southwark Primary School is used as effectively as possible to tackle these differences and inequalities and raise pupil outcomes. We use the PPG in a range of ways to support the needs of pupils who qualify for Pupil Premium. Strategic interventions are deployed across the school to ensure the most effective use of this funding to maximise impact. These interventions are reviewed each year to ensure impact and value for money.

At Southwark Primary School this action plan has been created to ensure we continue to drive progress and improve provision for our disadvantaged pupils. Our priorities mean that the funding for 2016 – 2017 will focus on:

1. Providing academic support to raise attainment and progress;
2. Providing enrichment to encourage aspirational learning and engagement;
3. Providing emotional and holistic support and development opportunities to foster a positive attitude towards school, improve attendance and punctuality, build resilience and self-worth/confidence to become a life-long learner.

4. Key Objectives	
EYFS (GLD)	<ul style="list-style-type: none"> • Raise the proportion of disadvantaged pupils achieving a Good Level of Development, reducing the difference between disadvantaged and non-disadvantaged pupils, particularly in Communication & Language, Maths, and Literacy.
Phonics	<ul style="list-style-type: none"> • Further improve the percentage of disadvantaged pupils (particularly boys) achieving the Year 1 phonics screening test required level as well as retakes at the end of Year 2.
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. • Increase the % of disadvantaged pupils achieving greater depth in reading, writing, & maths. • Increase the proportions of disadvantaged pupils with middle prior attainment at EYFS, making more than expected progress to achieve greater depth in all subjects at KS1, particularly reading & writing.
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"> 1. Raise the proportions of disadvantaged pupils achieving a high score in all subjects, particularly reading and maths. 2. Reading – Increase proportions of pupils with prior high attainment at KS1 (Level 2a/3) achieving a high score at the end of KS2. 3. Writing – Increase proportions of pupils from all prior attainment groups making more than expected progress by the end of KS2. 4. Maths – Increase proportions of pupils with low/middle prior attainment at KS1 making more than expected progress by the end of KS2.
Attendance	<ul style="list-style-type: none"> • Continued reduction in the percentage of disadvantaged pupils missing sessions. • Reduction in the percentage of disadvantaged pupils absent of 10% or more sessions (persistent absence).

4. 2016 – 2017 Desired Outcomes, Impact Measures, & Success Criteria

Desired Outcomes	Impact Measure	Success Criteria					
<p>1. The difference between disadvantaged pupils and non-disadvantaged pupils, both in school and nationally, is diminished. 90% of disadvantaged pupils will make more than expected progress.</p>	<ul style="list-style-type: none"> • Termly data analysis • Pupil progress reviews • Standard & Achievement LGB meetings • RAISE Online Dashboard 	EYFS – Good Level of Development					
		Raise the proportion of disadvantaged pupils achieving a Good Level of Development, reducing the difference between disadvantaged and non-disadvantaged pupils, particularly in Communication & Language, Maths, and Literacy.					
		Year 1 Phonics Screening					
		Disadvantaged projection 2017	School all pupils projection 2017	School Disadvantaged 2016	Nat Disadvantaged 2016	Nat non-disadvantaged 2016	
		85%	84%	84%	83%	83%	
		KS1 Projections (% pupils achieving Expected Standard)					
				School disadvantaged pupil projection		School all pupil projection	Nat Non-disadvantaged 2016
		Reading	77%		78 - 80%	78%	
		Writing	72%		75%	70%	
		Maths	79%		78-80%	77%	
		KS1 Projections (% pupils achieving Greater Depth)					
				School disadvantaged pupil projection		School all pupil projection	Nat Non-disadvantaged 2016
		Reading	23%		25%	27%	
		Writing	23%		20-25%	16%	
		Maths	23%		25-30%	20%	
		KS2 Projections (% of pupils achieving Expected Standard)					
				School disadvantaged pupil projection		School all pupil projection	Nat Non-disadvantaged 2016
		Reading	76%		75%	71%	
		Writing	78%		78%	79%	
		Maths	80%		75-80%	75%	
		KS2 Projections (% of pupils achieving High Score / Greater Depth in writing)					
				School disadvantaged pupil projection		School all pupil projection	Nat Non-disadvantaged 2016
		Reading	25%		20%	23%	
Writing	24%		34%	18%			
Maths	26%		25%	20%			

<p>2. Attendance and punctuality of disadvantaged pupils continues to improve in 2016 – 2017.</p>	<ul style="list-style-type: none"> Attendance data/figures Raise Dashboard <p style="text-align: right;">Online</p>	<ul style="list-style-type: none"> Attendance for all pupils, inclusive of disadvantaged pupils, to be at least 97% Reduced numbers of disadvantaged pupils missing 10% or more sessions and being classed as 'persistently absent'. Reduction in the number of late arrivals for disadvantaged pupils. <table border="1" data-bbox="891 343 1973 627"> <thead> <tr> <th></th> <th colspan="2">2017 School Target</th> <th colspan="3">National 2016</th> <th colspan="3">School 2016</th> </tr> <tr> <th></th> <th>Dis (FSM)</th> <th>All</th> <th>All</th> <th>Dis (FSM)</th> <th>Other</th> <th>All</th> <th>Dis (FSM)</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>Absence (% of sessions missed)</td> <td>3.0%</td> <td>3.0%</td> <td>3.9%</td> <td>5.2%</td> <td>3.4%</td> <td>3.1%</td> <td>4.0%</td> <td>2.3%</td> </tr> <tr> <td>Persistent absentees (+10% sessions missed)</td> <td>8.0%</td> <td>8.0%</td> <td>6.7%</td> <td>15.1%</td> <td>6.2%</td> <td>8.8%</td> <td>9.0%</td> <td>4.6%</td> </tr> </tbody> </table>		2017 School Target		National 2016			School 2016				Dis (FSM)	All	All	Dis (FSM)	Other	All	Dis (FSM)	Other	Absence (% of sessions missed)	3.0%	3.0%	3.9%	5.2%	3.4%	3.1%	4.0%	2.3%	Persistent absentees (+10% sessions missed)	8.0%	8.0%	6.7%	15.1%	6.2%	8.8%	9.0%	4.6%
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<p>3. Improve the self-esteem, behaviour for learning and social skills of disadvantaged pupils.</p>	<ul style="list-style-type: none"> Class Dojo Behaviour for learning / pupil outcome graphs Behaviour reports to governors (termly) Learning Walk EF Lesson Observations Staff/pupil/parent/carer questionnaires. 	<ul style="list-style-type: none"> A reduction in the number of SLT calls for disadvantaged pupils demonstrating improved behaviour for learning within class. A clear link between behaviours for learning and outcomes for disadvantaged pupils. Disadvantaged pupils demonstrate developed self-esteem and social skills. 																																				

5. 2016 – 2017 Pupil Premium Strategy Action Plan

<i>Desired Outcome</i>	<i>Strategies</i>	<i>Cost</i>	<i>Personnel</i>	<i>Monitoring</i>
The difference between disadvantaged pupils and non-disadvantaged pupils, both in school and nationally, is diminished. 90% of disadvantaged pupils will make more than expected progress.	1:1 precision teaching sessions prioritising disadvantaged pupils across the school in maths and spelling.	£60,057 (equivalent of 3x TAs)	3 x Teaching Assistants	Assessment information (Termly) Work analysis (Termly)
	1:1 phonics top up sessions (daily 15 minute session over 6-8 weeks) for identified disadvantaged pupils		4.5 x Teaching Assistants	Phonics assessment information (Half-Termly)
	Phonics and Fresh Start Groups across KS1 & KS2		1x Teaching Assistants 1x Teacher	Assessment information (Termly) Work analysis, Lesson Observation
	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).		2x Teaching Assistants	Phonics assessment information Phonics screening results
	Specialist English & Maths teachers in KS1 – KS2 leading strategic intervention groups in afternoon sessions. Intervention teachers leading strategic interventions for disadvantaged pupils across KS1 & KS2 in afternoon sessions.	£44,292 (2x Specialist Teachers 50%)	2x Specialist teachers (Maths & English) 4x Intervention teachers	Assessment information (Termly) Work analysis (Termly) Intervention documentation/assessments
	Two teacher model in every class (Y2 – Y6) during Maths and English sessions to facilitate additional support and challenge for all pupils, with a focus on disadvantaged pupils.	£161,403 (% contribution)	Teachers	Assessment information (Termly) Work analysis (Termly) Lesson observation Appraisal documentation/summary review
	Early Years Intervention Leader – deliver and coordinate EYFS interventions linked to Communication & Language (CL), Literacy (L), and Maths (M).	£44,107	Early Years Foundation Stage Leader	Assessment information (Termly) Intervention assessments Lesson observation
	Parental engagement projects for parents/carers of pupils in identified year groups. Projects run for 6 week blocks and are focussed on empowering parents to support their children's learning in English, Phonics, and Maths.	N/A	English / Maths Teams	Parental engagement documentation Parental / pupil questionnaires

Attendance and punctuality of disadvantaged pupils continues to improve in 2016 – 2017.	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.	£20,000 (50% contribution)	Attendance Officer Family Liaison Officer Attendance Support Officer	Weekly attendance review meetings Attendance data information Half termly review on pupils with significant attendance / punctuality issues.
	Attendance prizes – rewarding excellent/much improved attendance & punctuality.	£1000	Attendance Team	Attendance information data Half termly review on pupils with significant attendance / punctuality issues.
Improve the self-esteem, behaviour for learning and social skills of disadvantaged pupils.	Subsidy for enrichment activities – trips/visits/visitors/residential opportunities.	£5000	Business Manager	Budget review (Termly)
	Learning/Health Mentor led groups to support pupils' emotional wellbeing with a particular focus on supporting disadvantaged pupils. (Self-esteem, circle of friends, bereavement, drawing & talking etc.)	£61,461 (2x Learning Mentors)	Learning/Health Mentors SENDCo DSL Hub AHTs	Wellbeing intervention reports (Half termly) Observations Appraisal documentation
Total Spend		£397,320		