

DISADVANTAGED PUPILS SUMMARY

1. Summary information

School	<i>Somerford Primary School</i>				
Academic Year	<i>2018/19</i>	Total disadvantaged pupils budget	<i>£175,560</i>	Date of most recent disadvantaged pupils Review	<i>Oct 2018</i>
Total number of pupils	<i>306</i>	Number of pupils eligible for PP	<i>110 36%</i>	Date for next internal review of this strategy	<i>April 2019</i>

1. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Percentage of pupil achieving expected standard in reading	24%	71%
Percentage of pupil achieving expected standard in writing	64%	76%
Percentage of pupil achieving expected standard in maths	33%	75%
Average scaled score in reading	95.9	105
Average scaled score in maths	96	104

KS1 DATA

Key Stage 1	Number of non PP and PP	School Gap	Dorset Gap
Expected Reading	Non PP 56% / PP 92%	+36%	-16%
Expected Writing	Non PP 63% / PP 92%	+29%	-18%
Expected Maths	Non PP 63% / PP 92%	+29%	-15%
Expected R/W/M	Non PP 53% / PP 85%	+32%	-18%
Greater Depth Reading	Non PP 28% / PP 23%	-5%	-16%
Greater Depth Writing	Non PP 17% / PP 8%	-9%	-11%
Greater Depth Maths	Non PP 28% / PP 15%	-13%	-14%
Greater Depth R/W/M	Non PP 17% / PP 8%	-9%	-8%

KS2 DATA

Key Stage 2	Number of non PP and PP	School Gap	Dorset Gap
Expected Reading	Non PP 57 % / PP 27%	-30%	-18%
Expected Writing	Non PP 75% / PP 67%	-8%	-13%
Expected Maths	Non PP 68 % / PP 37%	-31%	-19%
Expected R/W/M	Non PP 54% / PP 13%	-41%	-16%
Greater Depth Reading	Non PP 21% / PP 0%	-21%	-15%
Greater Depth Writing	Non PP 21%PP 3%	-18%	-13%
Greater Depth Maths	Non PP 25% / PP 0%	-25%	-12%
Greater Depth R/W/M	Non PP 12% / PP 0%	-12%	-8%
VA Reading	Non PP -1.15 / PP -4.32	-3.17	-1.1
VA Writing	Non PP 1.67 / PP 0.42	-1.25	-0.8
VA Maths	Non PP 0.98 / PP -4.58	-3.6	-1.0

2. Barriers to future attainment (for disadvantaged pupils)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

- A.** Many disadvantaged children enter the school with very low starting points and therefore require greater catch up throughout the school to reach standards in line with their peers.
- Disadvantaged pupils are below expectations in all strands of the baseline except 1 child at expected for Number
- B.** Children's mental health is poor leading to decreased self-esteem, resilience and confidence in ability as a learner
- 53% of pupils receiving ELSA, play therapy or counselling are disadvantaged pupils
- C.** Poor oral language and lack of access to a language rich environment leads to poor reading, comprehension, and writing skills
- 54 children have SALT programmes across the school. 54% of these are disadvantaged pupils
 - EYFS baseline assessments show none of the disadvantaged pupils in the year group met expectations for the Communication and Language strand

External barriers (issues which also require action outside school, such as low attendance rates)

- D.** High number of children arriving at school without a healthy, nutritious breakfast therefore affecting their ability to concentrate on learning.
- Magic Breakfast preliminary teacher survey highlights disadvantaged pupils across the school
- E.** Attendance levels below 96% for disadvantaged pupils.
- Currently at 93.52% as of 01.04.19 an increase of 0.48% from 05.11.18
 - The gap between disadvantaged children's attendance and non disadvantaged children still stands at -2.3%
- F.** Financial constraints mean disadvantaged pupils may not have access to the opportunities non disadvantaged pupils have such as residential trips and extra-curricular activities.

<i>Figures from 2018 residential</i>	Disadvantaged pupils	Non -disadvantaged pupils	difference
Y4 Leeson House	38%	62%	-24%
Y6 Fairthorne Manor	40%	57%	-17%

<i>Projected figures for 2019 residential</i>	Disadvantaged pupils	Non -disadvantaged pupils	difference
Y4 Leeson House	40% (47% PP in year group)	60%	-20%
Y6 Fairthorne Manor	36% (39% PP in year group)	64%	-28%

- G.** Many parents of disadvantaged children are not signing up for Pupil Premium in EYFS and KS1. This means that disadvantaged children are underrepresented in school statistics and the school does not therefore secure all the funding and support for disadvantaged children that it is entitled to
- Some parents are signing one sibling but not another up for PP funding therefore again that disadvantaged children are underrepresented in the school's statistics and the school does not secure all the funding and support for disadvantaged children that it is entitled to
- H.** Parental engagement in school is sometimes low – particularly in relation to academic issues
- Need to engage parents in academic advice and guidance to increase support for the children

Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
<p>A. Disadvantaged pupils will achieve in line with their peers nationally at the end of EYFS, Y2 and Y6 in reading, writing and maths and in Year 1 phonics.</p> <p>Disadvantaged pupils will make progress more in line with their non disadvantaged peers nationally</p> <p>The gap will close between disadvantaged pupils and their non disadvantaged peers nationally.</p> <p>The number of more able disadvantaged pupils will increase.</p>	<p><i>End of Key Stage assessments show a reduced gap between disadvantaged pupils in school and non-disadvantaged pupils nationally so that gap is below 15%.</i></p> <p><i>End of KS2 assessments show progress scores for disadvantaged pupils more in line with non-disadvantaged children nationally so that gap is reduced to within 1%</i></p> <p><i>The number of disadvantaged pupils achieving greater depth standard will increase so that it is in line with national non disadvantaged children figures</i></p>
<p>B. <i>All disadvantaged children in need of therapy or ELSA will be identified and receive appropriate support</i></p>	<p><i>All disadvantaged children in receipt of therapy or ELSA will increase mental health as measured by SDQs scores following a period of therapy</i></p> <p><i>All children who have finished a therapeutic intervention will make progress or accelerated progress during the following term</i></p>
<p>C. <i>Oral language skills developed quickly in disadvantaged children in EYFS and KS1</i></p>	<p><i>Progress in oral language will increase as measured by BLAST programme</i></p>
<p>D. <i>All disadvantaged children will receive a healthy breakfast</i></p>	<p><i>Attendance registers for breakfast club will show increased numbers of disadvantaged children attending the club over the year</i></p> <p><i>Data records will show increased progress for disadvantaged children who regularly attend breakfast club</i></p> <p><i>Daily breakfast bagels available for all children across the school through Magic Breakfast initiative</i></p> <p><i>Disadvantaged champion TAs to target disadvantaged pupils with bagels</i></p>
<p>E. Disadvantaged pupils will attend school at least 96% of the time.</p>	<p><i>Attendance data shows disadvantaged pupils at 96%+</i></p> <p><i>The gap between disadvantaged pupils' attendance and other pupils' attendance in the school will decrease</i></p>
<p>F. No disadvantaged pupils will be excluded from an activity and all children will be offered equal opportunities.</p>	<p><i>Tracking of clubs, trips and residentials show disadvantaged pupils are represented proportionately (i.e. 36% of those attending will be disadvantaged)</i></p> <p><i>50 things to do before you leave Somerford Primary School will be launched in the Spring term. Data will show disadvantaged and non-disadvantaged children achieving tasks equally</i></p>
<p>F. Disadvantaged pupils will have access opportunities that will encourage both</p>	<p><i>Club data shows disadvantaged pupils proportionally represented.</i></p>

	physical and mental health.	<p><i>Strengths and Difficulties questionnaires for disadvantaged pupils show improvement over the year.</i></p> <p><i>50 things to do before you leave Somerford Primary School data will show disadvantaged and non-disadvantaged children achieving tasks equally</i></p>
G.	<p><i>EYFS and KS1 disadvantaged children to be identified as early as possible during the year</i></p> <p><i>Siblings missing from disadvantaged pupils list to be targeted for signing up through PP TAs/ class teachers / disadvantaged children lead</i></p>	<p><i>90% of all children who are entitled to Pupil Premium funding in EYFS will have registered for the funding by end of EYFS</i></p> <p><i>90% of children in Y1 and Y2 who are entitled to Pupil Premium funding in Y1 and Y2 will have been identified by the end of 2018-2019 academic year</i></p>
H.	<p><i>Parental engagement with school will increase</i></p>	<p><i>Parents' evening tracking will showed increased attendance for disadvantaged children</i></p> <p><i>Parent coffee morning tracking to show increased attendance by disadvantaged families – including signposting and referrals to other agencies where appropriate</i></p> <p><i>Targeting parental invitations for 'coffee mornings' shows impact on selected families</i></p> <p><i>Stay and Read tracking show increased figures for disadvantaged families in KS1</i></p> <p><i>Books at bedtime tracking shows proportional representation for disadvantaged children (i.e. 36% of children attending are disadvantaged)</i></p> <p><i>Targeting parental engagement / Structured conversations in AfA will show progress or accelerated progress for those selected children at the end of the academic year</i></p> <p><i>Parent ambassador roles will have been explored in summer term</i></p> <p><i>School to open Twitter account to engage with parents (target 100 followers by the end of the summer term)</i></p> <p><i>Explore the introduction of 'Marvellous Me' in Summer term to increase parental engagement (target 85% of parents to have the app by the end of the summer term)</i></p>

5. Planned expenditure

Academic year 2018/19

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

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?
<p>Disadvantaged pupils and Y6 will achieve in line with their peers nationally in reading, writing and maths</p> <p>The percentage of disadvantaged children reaching GLD in the EYFS will be in line with their peers nationally</p> <p>The percentage of disadvantaged pupils passing the phonic screen in Y1 will be in line with their peers nationally</p> <p>Disadvantaged pupils will continue to achieve in line with their peers nationally at the end of Y2</p>	<p>Teachers to all use feedback sheets to record key issues from classes. ELT to monitor these sheets and triangulate with evidence from books and learning walks to evaluate impact Pupil Premium TAs give targeted feedback to those PP children on a regular basis</p> <p>Tracking pupils' progress from key assessment points recorded on stickers in the back of books ensures that disadvantaged children who are not on track are identified and targeted interventions are planned and carried out</p> <p>*Reading Plus computer program for targeted HA pupils in Y5 and Y6</p> <ul style="list-style-type: none"> 37% of Reading Plus cohort are disadvantaged children <p>*Use of RM Easimaths, Times Tables Rockstars to engage all learners and maximise progress in maths</p> <p>*Continuation of weekly DERIC sessions for reading comprehension across the school and focussed CPD for staff on teaching reading.</p> <p>*Purchase of new reading resources to promote this</p> <p>Introduction of speed reads to increase fluency in children. Any disadvantaged children not on track or making sufficient progress are targeted for intervention</p> <p>Targeted intervention in maths including the use of Every Child Counts</p> <p>*English and maths leads to attend DCC CPD sessions to identify ways to further support Disadvantaged pupils across the school. Relevant material disseminated to teachers and TAs through CPD programme</p> <p>*disadvantaged pupils lead to attend county and national conferences to ensure best practice is being</p>	<p>*Feedback has been proved to have a high impact on raising standards for a very low cost (EEF)</p> <p>*Digital technology has shown to have a moderate impact on standards for a moderate cost (EEF) and reading comprehension strategies offer a moderate impact for a very low cost (EEF). Evaluations of the Reading plus program for the last 2 years also showed that children make good progress in school. RAP focuses on raising the standards of reading over in the school</p> <p>It is important that the school keeps up to date in order to best support the Disadvantaged pupils to reach their potential</p>	<p>Feedback sheets reviewed by phase leaders and English and Maths Leads through book scrutinies in line with the monitoring schedule.</p> <p>Learning walks undertaken by ELT and, where appropriate, other staff Teaching and Learning reviews in each year group undertaken termly</p> <p>Pupil Progress reviews half termly focussing on reading will review if the programmes are having an impact</p> <p>Performance Management targets for staff securing collective responsibility focussing on reading.</p> <p>Scores recorded half termly</p> <p>Staff meetings to disseminate learning</p>	<p>JH and AS Conducted by subject leaders and phase leaders</p> <p>ELT other staff as appropriate</p> <p>SLT</p> <p>All teachers / PM reviewers</p> <p>Class teachers / English Lead</p> <p>Monitoring timetable will include Disadvantaged pupils</p>	<p>Half termly SLT meetings.</p> <p>Termly Governor meetings / reviews with LA</p> <p>Half Termly SLT meetings. Termly review with the Vulnerable Children's Governor Sub Committee</p> <p>Staff meetings weekly ELT meetings fortnightly INSET days</p>

	adhered to. Relevant material disseminated to teachers and TAs through CPD programme. Particularly through PP TAs half termly meetings				
Total budgeted cost					£5,745

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?
Disadvantaged pupils and Y6 will achieve in line with their peers nationally in reading, writing and maths	DHT to release Y6 teachers to conference with pupils two afternoons per week to review targets and respond to QLA from testing / other assessments and accelerate progress across the cohort Disadvantaged pupils targeted in this process. <ul style="list-style-type: none"> 43% of children for intervention are disadvantaged pupils 	*Ofsted reports on the Pupil Premium also show that allocating the best staff to smaller groups has a positive impact on the achievement of disadvantaged learners.	Pupil progress reviews half termly focussing on reading, writing and maths will review if the additional groups are having a positive impact	HF and JW	Half Termly SLT meetings. Termly review with Vulnerable Children Governor Sub Committee
The percentage of disadvantaged children reaching GLD in the EYFS will be in line with their peers nationally	*Half termly pupil progress reviews between every class teacher and SLT to rigorously monitor progress of individual pupils in reading, writing and maths. These meetings will use FFT data to ensure rapid progress. Barriers to learning will be identified and actions agreed to subsequently overcome these. Allocation of Teaching Assistants will be evaluated and allocated based on pupil need as a result of these reviews and bespoke interventions planned to address group and individual needs. These interventions are tracked and evaluated each half term.	*Ofsted 'The Pupil Premium' document details a case study where this practice was judged as successful in raising standards. Being data driven and responding to evidence is one of the most effective strategies for supporting the achievement of disadvantaged learners (NfER) *EEF shows that small group tuition gives moderate impact of achievement. Teaching assistants at Somerford receive regular training and the last Ofsted inspection noted the high standard of their work. All research into raising standards of Disadvantaged pupils shows that deploying TAs effectively to carefully target children and meet their needs is successful.	Interventions monitored by SENCo / Phase Leaders termly SLT / ELT meetings to discuss the data and Governor meetings to challenge data	LB HF/JW and Governors	SEN folders collected in and reviewed at least termly Half termly SLT and termly Governor meetings evaluating impact of provision
The percentage of disadvantaged pupils passing the phonic screen in Y1 will be in line with their peers nationally					
Disadvantaged pupils will continue to achieve in line with their peers nationally at the end of Y2	* Two skilled Pastoral Care Workers will support children whose EBD needs prevent them accessing learning effectively.	*EEF shows that behaviour interventions have moderate impact on raising standards and NfER state addressing behaviour is a highly effective strategy to reduce the barriers of learning for disadvantaged	Strengths and Difficulties questionnaires completed as bookend assessments for all children in the school as recommended by	CW/ND LB to review impact	Termly review

Greater parental engagement for targeted disadvantaged children	*ELSA interventions led by two trained TAs	learners. *Deploying the best staff to support the disadvantaged children was named as good practice in the research report in 2015 by NfER.	DfE publication 'Mental Health and Behaviour in Schools' March 2016. Questionnaires are reviewed at least termly to evaluate impact of support. ELSA questionnaires completed for all children receiving ELSA and these are reviewed after every 6 week block of support. The provision is monitored at the mid-way point.	MM LB to review impact	Every 6 weeks
	Nominated TA in each year group to act as 'champion' for disadvantaged children the year group	*EEF shows that social and emotional interventions have moderate impact on raising standards	Disadvantaged 'champions' to meet with disadvantaged children lead half termly to review impact on the children in the phase Disseminate information to other TAs	JW/TAs	Half termly
	*Teaching assistants in each year group are aware of the Disadvantaged pupils and run same day interventions to ensure accelerated progress	*Deploying the best staff to support the disadvantaged children was named as good practice in the research report in 2015 by NfER	Half termly pupil progress meetings track disadvantaged pupils and the gap between their peers in school and nationally	JW/HF/Phase Leaders	Half termly
	Parents of children targeted through AfA programme have structured conversations Parent Coffee mornings led by pastoral support team once a month				
Total budgeted cost					£138,383.42

iii. Other approaches					
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?
Disadvantaged pupils will have access opportunities that will encourage both physical and mental health.	*1 counsellor employed 0.2, 1 play psychotherapist employed 0.2 and 1 play psychotherapist employed 0.4 to improve children's mental health, resilience and self-esteem.	*EEF shows that behaviour interventions have moderate impact on raising standards and the NfER state addressing behaviour as an effective strategy for supporting achievement for disadvantaged learners. *Deploying the best staff to support the disadvantaged children was named as good	Strengths and Difficulties questionnaires completed as bookend assessments for all children receiving Therapeutic Support (recommended by DfE publication 'Mental Health and Behaviour in Schools' March	LB	Termly reviews held with at least one member of ELT.

		<p>practice in the research report of 2015 by NfER. *EEF shows that social and emotional interventions do have moderate impact on raising standards *Mental health and behaviour in schools (March 2015 DfE) makes it clear that disadvantaged learners are more at risk of mental health issues and consequently Somerford takes a proactive approach to tackling these issues to ensure children are in a 'fit state for learning' with acquired skills and self-belief to persevere when presented with challenges.</p>	2016) and these are reviewed at least termly to analyse impact of support.		
<p>No disadvantaged pupil will be excluded from an activity and all children will be offered equal opportunities</p> <p>Disadvantaged pupils will have access opportunities that will encourage both physical and mental health.</p> <p>Disadvantaged pupils will attend school at least 96% of the time.</p>	<p>Residential trips will be reduced in cost, in line with the school's Charging and Remissions Policy' to ensure all children are able to attend.</p> <p>Disadvantaged pupils will also be offered one item of uniform at no charge per year.</p> <p>Children will have proportionate access to all extracurricular clubs that are offered.</p> <p>Children to have 50 things to do before you leave Somerford booklet</p> <p>School to offer a subsidised breakfast club 5x days a week to all pupils in the school to encourage regular attendance and good punctuality. School to work with Magic Breakfast charity to further enhance provision</p> <p>Free milk offered to children at lunch time.</p> <p>Pastoral Care worker to be responsible for ensuring good daily attendance. Buy into support and work closely with the attendance team (including truancy sweeps</p>	<p>Ofsted's publication ' The Pupil Premium: An Update' (July 2014) highlighted that many effective schools used PP funding to support children attending educational visits</p> <p>Ofsted publications on the use of PP and the Research report issued in November 2015 by the NfER all state that effective use of the PP removes barriers for Disadvantaged pupils. These interventions address those physical needs. Ofsted also state that addressing attendance is a primary step in the use of PP funding.</p>	<p>Tracking of trips, clubs and residential half termly</p> <p>Disadvantaged pupils to complete as much of the booklet as non-disadvantaged pupils</p> <p>Tracking of breakfast club participation levels</p> <p>Attendance analysis of Disadvantaged pupils half termly</p> <p>Review of whole school Equal Opportunity Objectives</p>	<p>Admin team</p> <p>JW/HF</p> <p>JW</p> <p>Finance Officer / JW</p>	<p>Half termly</p> <p>Half termly review in school and termly analysis and challenge by Vulnerable Pupils Governor sub committee</p> <p>Evaluation of financial expenditure additionally evaluated by the Governors'</p>

	The school will respond to the specific needs of individual disadvantaged pupils as appropriate e.g. providing additional resources, support or experiences (tablet for a child etc.)				Finance and Resources subcommittee termly.
Total budgeted cost					£31,785.61

6.Additional detail

For a review of expenditure for 2017/18, see the Pupil Premium review statement on the school website www.somerford.dorset.sch.uk

Abbreviations:

PP: Pupil Premium NFER: National Foundation for Educational Research DfE: Department for Education

EEF: Education Endowment Foundation TA: Teaching Assistant SLT: Senior Leadership Team

ELT: Extended Leadership Team SEN: Special Educational Needs SENCo: Special Educational Needs Coordinator

EYFS: Early Years Foundation Stage ELSA: Emotional Literacy Support Assistant SDQ: Strengths and difficulties questionnaire