



Summerseat Methodist Primary School

'Inspired by our faith in god, together we believe, explore, persevere and flourish'

Summerseat Methodist Primary Pupil Premium Strategy: 2019/20

Summary Information

Total number of pupils on roll	92 (YR – Y6)
Total number of pupils eligible for Pupil Premium	6
Number of pupils eligible for FSM (Ever 6)	2 x £1,320 = £2,640 (2.2% FSM)
Number of looked after children	0 x £2300
Number of children adopted from care (PLAC)	4 x £2300 = £9,200 (4% PLAC)
Number of service children	1 x £300 = £300
Total of PPG expected:	£12,140

Barriers to Educational Achievement

In School barriers (Issues to be addressed in school)

A	A third of pupils eligible for pupil premium also have identified SEN/D
B	Two thirds of the pupils eligible for pupil premium are affected by social, emotional and mental health issues as identified from discussion with parents / carers
C	Lower academic attainment – two thirds of the cohort are working below age related expectations in at least one of the following areas: reading, writing and mathematics.
D	Only one child eligible for pupil premium is working in the above average category for any subject.
External (Issues that also require actions outside schools)	
E	Economic factors – some children eligible for pupil premium do not experience a range of enrichment experiences outside school because of additional costs attached without support

Outcomes	
Desired outcomes and how they will be measured	Success Criteria
<p>A</p> <p>Raised attainment for SEN pupils in receipt of pupil premium with higher number of children making expected progress</p> <ul style="list-style-type: none"> • <i>Termly data tracking / meetings (Oct, Dec, Mar, Jun)</i> • <i>IEP / EHCP reviews with parents</i> 	<ul style="list-style-type: none"> • Children with SEN/D in receipt of pupil premium will make good academic progress in key areas – reading, writing, mathematics • Attainment for these pupils will demonstrate a diminishing gap between them and peers • Children who are at risk of not making expected progress will be discussed at data meetings and individual strategies to enhance learning will be planned in conjunction with the SENCo
<p>B</p> <p>All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.</p> <ul style="list-style-type: none"> • <i>This will be measured through SDQ's and staff, child and parental feedback.</i> 	<ul style="list-style-type: none"> • Improvements in SDQ analysis for identified children within Pupil Premium group – improved conduct, emotional, peer and pro-social scores for identified children • Improved behaviour, self-esteem and confidence • Informal observations demonstrate improvements in these areas / staff feedback / parental / child feedback
<p>C</p> <p>All children in the Pupil Premium group are maximising their potential and there is a reduction in the percentages of children in the below age related expectations group or pupils make expected or better than expected progress.</p> <ul style="list-style-type: none"> • <i>Termly data tracking / meetings (Oct, Dec, Mar, Jun)</i> • <i>Focus on reading, writing and maths combined picture in data meetings</i> • <i>Book scrutiny focus for PP pupils</i> 	<ul style="list-style-type: none"> • Reduction in percentage of children working below age related expectations in the key areas of reading, writing and mathematics • Children making expected, or better than expected progress in reading, writing and mathematics • Increase in proportion of children working in line with age related expectations in reading, writing and mathematics combined
<p>D</p> <p>Increase the percentage of children who are working above age related expectations within the pupil premium group</p> <ul style="list-style-type: none"> • <i>Termly data tracking / meetings (Oct, Dec, Mar, Jun)</i> 	<ul style="list-style-type: none"> • Increase in proportion of children working above age related expectations in reading, writing and mathematics • Increase the percentage of children making accelerated progress in reading, writing or mathematics through targeted

	<ul style="list-style-type: none"> • <i>Book scrutiny focus</i> 	intervention (Pupils to be identified during target setting meetings)
E	<ul style="list-style-type: none"> • All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment activities and financial support will be provided to ensure engagement 	<ul style="list-style-type: none"> • Pupils will experience residential trips and educational visits • Children will be encouraged to participate in a range of extra-curricular activities, following their interests and some funding will be available • Children will have access to out of hours clubs to support the family and a smooth transition to school

Planned Expenditure				
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	Strategy / Intervention	What is the evidence & rationale for this choice?	How will you ensure effective implementation?	Cost
B / E	Introduction of 'Relax Kids' across school (<i>Class 2 to Class 4</i>)	Relax Kids website provides information regarding outcomes – qualitative research based evidence for improvements in managing anxiety, stress and developing positivity. https://www.relaxkids.com/	<ul style="list-style-type: none"> - Trained school staff member to be the coach to implement the 'Relax Kids' programme - Target additional sessions through after school club (Again school staff) for identified PP pupils - Hold a parental workshop to engage parents and inform about the approach so it can be used between home and school - Staff meeting to enable some of the strategies to be woven into classroom practice Measure – Pupil & Teacher Questionnaire (<i>whole school</i>) Parent Questionnaire (<i>Target group</i>)	£1500

B	Introduction of broader range of pastoral support programmes available: <ul style="list-style-type: none"> - Lego therapy - Time for Talk / Socially Speaking / Friendship Formula 	<ul style="list-style-type: none"> - Developed by a speech and language therapist to develop skills of cooperation, friendship, turn taking and social interaction. 	<ul style="list-style-type: none"> - Provide staff CPD for identified staff - Ensure consistent implementation - Include target PP pupils - Provide information for parents / carers about the programme 	£640 (20 weeks TA time 1 hour per week x 2 TAs)
C/ D	External English Consultant to work with staff to ensure SMPS are providing suitable support, stretch and challenge.	<ul style="list-style-type: none"> - Plan with consultant as CPD to embed good practice and ensure outstanding teaching. - Book scrutiny alongside planning cycle to improve outcomes - Attend consultant courses to support delivery of high quality lessons 	<ul style="list-style-type: none"> - In year tracking / data meeting reviews with a focus on identified group for accelerated progress - Work scrutiny / lesson observations 	£2000
ii. Targeted support				
A/B/C /D	Contribution to employment of TA.	<ul style="list-style-type: none"> - Stretch and Support - Education Endowment Foundation states, "Evidence suggests that TAs can have a positive impact on academic achievement...in the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively. Research which focuses on TAs who provide 1:1 or small group support shows a stronger positive benefit of between three and five additional months on average." 	<ul style="list-style-type: none"> - Interventions set at data meetings alongside SENCo where necessary - Ongoing review of interventions at key assessment points - In year tracking outcomes 	£5000
A/C/D	Beanstalk reading program used weekly. This program allows pupils to access one-to-one teaching. Pupils read with an adult.	<ul style="list-style-type: none"> - Pupils will be able to develop reading skills and talk about the books that they are reading, asking questions about characters, plot. 	<ul style="list-style-type: none"> - Termly evaluation of impact through data outcomes / summative assessments during the year (Oct, Jan, Mar, Jun) - Monitoring of end of Key Stage 2 results. 	£700

iii. Other approaches				
B	Access to breakfast club as an aid to reducing anxiety	- This will assist transition and reduce anxiety allowing pupils to concentrate upon their learning	Ensure pupils are able to use breakfast club as and when it is needed -Reduced anxiety coming into school and during lessons -Pupils are confident socialising	£700
E	Subsidy of trips or residential visits (offering experiences that may otherwise be lacking)	- Ensuring all pupils have the opportunity to take part in curriculum enhancements and can access subsequent and pre-learning linked to the visits	- Monitoring of attendance on visits for PP group	TBC
E	Contributions to extra-curricular activities including after school clubs and music tuition	- Extending school hours to offer support to family and allow both children (siblings) to have independent activities/time. - Allow children to settle at school and build relationships within the school community. - Further develop children's skills in areas of interests	- Review club attendance registers to check engagement in activities - Work with SLT to identify areas of interest and strengths for pupils and direct children / parents to clubs	£200
All	Introduction of termly meeting with parents and previously looked after pupils to ensure needs are discussed, reviewed and met	- Collaboration between home and school improves outcomes and ensure any issues are addressed promptly	- Termly review	TBC

**Some costs TBC / may increase following PLAC meetings offered from Jan 2020*

Evaluation of Pupil Premium Spending 2019-20 (Completed July 2020)

PLEASE NOTE, DUE TO SMALL NUMBERS OF PUPILS WITHIN THE PUPIL PREMIUM GROUP AND SUBSEQUENT POTENTIAL FOR IDENTIFYING INDIVIDUAL PERFORMANCE, THE LEVEL OF DETAIL MADE AVAILABLE PUBLICALLY WILL VARY EACH YEAR AS ANONYMITY (LINKED TO LOW PUPIL NUMBERS) IS A SPECIFIC CONTEXTUAL CHALLENGE AT SMPS.