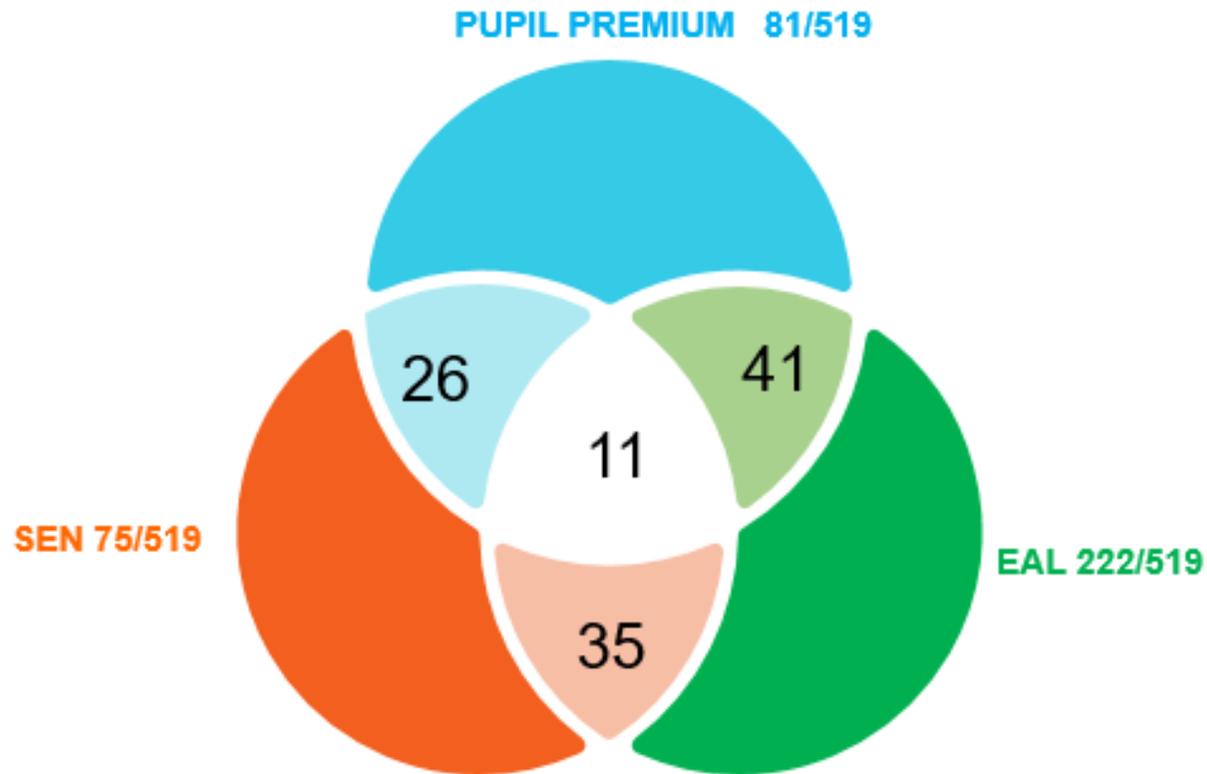


Salisbury Primary School's Pupil Premium Action Plan 2017-18			
Head Teacher name:	Debby Rigby	Signature:	<i>D. Rigby</i>
Chair of Governors name:	Claire Morris	Signature:	<i>C. Morris</i>
Reviewer name:	Yasmin Hussain	Signature:	<i>Y. Hussain</i>
Date of pupil premium review:	September 2017		

Pupil Premium Profile 2017-18	
Number of eligible pupils:	92 (130)
Amount per pupil:	£1320
Number of looked after children:	3
Total pupil premium budget:	£171,760 previously allocated

Executive Summary
<p>Salisbury have been judged to be a Good school after an OFSTED inspection in March 2016. The school's focus has been on improving standards for all children and overall, both progress and attainment are at Nationally expected levels or above throughout the school.</p> <p>While pupil premium children always had some specific focus from class teachers (target children and booster groups), we have started to use the data more effectively to pinpoint specific gaps and to think how best we can support these children. This Evaluation of impact is based on progress during 2016-2017 and incorporates data, funding and verbal feedback from teachers.</p> <p>A main school priority is to accelerate progress and attainment of disadvantaged pupils.</p>

Salisbury Primary School - Contextual Map



Some ongoing staffing costs are met from PP money with rationales below:

Y6 booster groups – these are currently run by an additional qualified teacher or teaching assistant. They run daily and allow the delivery of these subjects to be in a smaller, more focused group. PP children form the majority of these groups and rapid progress in Y6 has been seen.

Contribution to EAL salaries – Many of our PP children arrive from abroad with little or no English. They have 1-1 or small group sessions for a term on arrival and some children also participate in ‘Active Language’ to develop their confidence within the classroom.

P2B contribution – Many of our PP children have difficult home backgrounds and access P2B on a weekly basis to help them to process/cope with situations. This means that they are in a state to learn and teachers can concentrate on the academics. P2B staff work with the whole family and not just the child when appropriate.

Mentoring – Working with men is a specialist award winning charity supporting positive male activity, engagement and involvement. Its principal expertise is in supporting the challenges faced by young boys. The program aims to build confidence and resilience through communication alongside making key interventions dealing with communication, anger management, teamwork, goal setting and transition to secondary school.

Therapeutic after school provision- The Corner House supports children and their families to thrive within their communities and increase their independence.

PP TA support/other salaries contributions – Teachers use TAs to work with small groups in the classroom (teachers have focus children per term – predominantly PP children). TAs also run daily RWI groups and afternoon interventions.

Art projects - Specialist Art projects for Pupil premium children where the children explore different media and artistic techniques.

Lunchtime/Easter clubs – These clubs target PP children who are not able to receive the ideal support at home (either due to language barriers or the difficult home life. Some of our PP children live in temporary accommodation and so it is difficult for them to find a quiet place to work for example). Easter club targets children in Y6 in preparation for the SATs.

Visits/trips and residentials – Many of our children have disadvantaged backgrounds and are unable to have the opportunities to take up dance classes out of school hours

IT equipment/mathematical and English resources- Bookpacks, Book fair and Numicon, RWI resources

Breakfast club/After school clubs – for those PP children who would not otherwise receive an appropriate breakfast. It helps to ensure they are in school on time and are in an ideal state for learning

Budget:

Focus	Specific areas	% time allocation	Amount
Focus on learning in the curriculum	AHT	10	6800
	Inclusion Leader	20	7200
	Contribution to EAL salaries	20	4300
	Year 1 TAs	10	11119
	Year 2 TAs	20	7764
	Year 3 TAs	14	4045
	Year 4 TAs	21	4000
	Year 5 TAs	20	5006
	Year 6 TAs	16	10853
	Catch up interventions: Maths	40	8154
	Phonics catch up	10	3778
	SALT screening and interventions		5000
	Year 6 Booster groups- PP	20	8000
	Lunchtime Clubs		2100
	Easter clubs		2000
	1:1 Tuition		11400
Star-base	40	8280	
Practical resources across the school(Numicon, IT)		5000	
Provision mapping software		838	
Focus on enrichment	Art projects	10	4200
	Secret Greenspace	15	1500
	After school clubs		3458
	Music tuition/Choir		1050
	Book packs and Book fair		3800
Focus on behaviour	Corner House project		800
	Mentoring		4275
	Moonbase- Social skills		4140
	Lunchtime Clubs – Y1, Train club		5200
	External Provision - PETS		5000
Focus on support for child and families	Place2Be contribution		9000
	Uniform clothing and PE kit		3000
	Breakfast club/After school provision		5000
Previously looked after children	Additional funding		5700
Total			171760

Focus	Possible barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<p>Improving Communication and Language levels in the EY for disadvantaged pupils</p>	<p>English not first language/not spoken at home Not been to nursery Attendance and punctuality Many children living in sheltered accommodation SEN Child protection issues School readiness</p>	<p>Improvement in communication and language skills Narrowed gap between PP and other children at the end of Reception</p>	<p>Improve the number of PP children who achieved E2+ in Communication and Language from 45% (2017) to 65% at the end of 2018, to be broadly comparable with National To ensure that 90% of PP children make at least 6+ steps progress in CLL To ensure that PP attendance is monitored so that it does not drop below 90% (4/9 children in 2017)</p>	<p><i>SALT Screening assessment</i> <i>SALT Interventions</i> <i>RWI groups started in Aut 1</i> <i>Investment in Home readers</i> <i>Maths resources</i> <i>ICT-beebots</i> <i>Trophies for attendance and punctuality</i> <i>Early Years soft start</i> <i>To monitor PP attendance and punctuality at least fortnightly</i></p>	
<p>To continue to improve outdoor provision in order to improve an overall good level of development in the EY</p>	<p>Limited access to outdoor facilities at home Limited opportunities for physical development Limited opportunities to learn in an outdoor environment</p>	<p>Improvement of Physical development Narrowed gap between PP and other children at the end of Reception</p>	<p>Improve the number of children who achieved E2+ in Moving and handling from 56% (2017) to 72% at the end of 2018, in order to be broadly comparable with National Improve the number of children who achieved E2+ in Health and Self-Care from 44% (2017) to 72% at the end of 2018, in order to be broadly comparable with National To ensure that 90% PP children achieved 6+ steps for PD Improve the number of PP children who achieved GLD from E2+ in all areas from 33% (2017) to 60% at the end of 2018, in order to be broadly comparable with National</p>	<p>Further development of Early Years setting by incorporating additional outdoor learning resources Further increase outdoor learning opportunities Forest School Lunchtime provision</p>	

Focus	Possible barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<p>Narrow the gap in maths and literacy for PP (non-SEN) children in EY</p>	<p>English not first language/not spoken at home Not been to nursery Attendance and punctuality Many children living in sheltered accommodation SEN Child protection issues School readiness Staffing for Intervention programmes</p>	<p>Narrowed gap between PP and other children at the end of Reception</p>	<ol style="list-style-type: none"> 1. Improve number of PP children who achieved E2+ in Number from 56% (2017) to 72% at the end of 2018, in order to be in line with School target. 2. Improve number of PP children who achieved E2+ in Space, Shape and Measures from 44% (2017) to 72% at the end of 2018, in order to be in line with school target. 3. To ensure that 90% PP children achieved 6+ steps for both aspects of Maths 4. Improve number of children who achieved E2+ in Reading from 44% (2017) to 72% at the end of 2017, in order to be in line with school target. 5. Improve number of children who achieved E2+ in Writing from 33% (2017) to 72% at the end of 2018, in order to be in line with school target. 6. To ensure that 90% of PP children make at least 6+ steps progress in both aspects of Literacy 	<p>Identifying groups of children that require additional support Intervention programmes will begin Spring 2017 Medium term plan for progression with year 1 objectives for HA Individual provision maps for each PP child <i>On entry assessment</i> <i>RWI groups will begin in Aut 1</i> <i>Investment in Home readers</i> <i>Maths resources</i> <i>ICT-beebots</i> <i>Trophies for attendance and punctuality</i> <i>SALT screening assessment</i> <i>Art interventions to improve fine motor skills required for writing</i></p>	

Focus	Possible barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
Narrow the gap in reading for PP pupils across the school	English not first language/not spoken at home	To improve Communication and Language skills	To focus on closing the gap in CLL for (Reception 2017) during transition to Year 1 These are the children who did not achieve E2+	SALT interventions	
	Not able to read at home (no English speaker at home)	To narrow the reading gap in Y1	To maintain a closure of the gap in reading for Year 1 To reduce the phonics screening gap in order to be in line with national 'gap' by the end of 2018 To increase the percentage of PP children passing the phonics screen check from 43% (2017) to 60% (2018)	RWI groups Phonic booster sessions 1:1 for children at risk To increase opportunities for children to read 1:1 Earlier identification of children for whom RWI is not appropriate strategy (EY-Year 1 handover)	
	Do not have access to many books at home	To challenge and stretch more able PP children in Year 1	To maintain a closure of the gap in reading for Year 1	Book Club Investment in Home readers	
		To narrow the reading gap in Y2	To maintain a closure of the gap in reading for Year 2 To ensure children that did not pass phonics screen check in Year 1, pass in Year 2	Additional Reading support and alternative phonics in Year 2 Gap analysis by RWI leader and personalised provision to meet gaps	
		To narrow the reading gap in KS2	To maintain a closure of the gap in reading for Year 2	Butterfly reading programme 1:1 reading support	
		To encourage enjoyment of books and engagement with a wider variety of texts – across the school	More children seen to be reading for pleasure PP children are active members of the local library	Book packs to go home/ improved choice of home readers in KS1 More regular trips to the library for PP children in KS2 Trips to Queens Park books in order to purchase books of their choice	

Focus	Possible barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<p>Narrow the gap in maths for PP children across the school</p>	<p>Language is a barrier to the maths learning</p> <p>Lack of support at home</p> <p>Many children have special educational needs too</p>	<p>Overall all gaps were significantly narrowed and closed within 2016.</p>	<p>Narrow the maths gap in Y1-6</p> <p>Maintain a narrowing and/or closure of gap for Year 2, Year 3, Year 4 and Year 6 based on 2016</p> <p>Narrow the gap for PP children with EAL and or SEN</p>	<p>More practical maths resources invested in (to allow children to understand maths concept without such a reliance on English)</p> <p>Numicon training for staff</p> <p>Maths booster groups from Y2-6</p> <p>My Maths (with access to homework/lunch clubs for PP children)</p> <p>Use of Catch-up Numeracy intervention in order to narrow gaps</p> <p>Training of more support staff in order to increase 1:1 Catch-up</p> <p>Parent workshops: KS1 and KS2 Addition, Subtraction and Multiplication</p>	
<p>PP children to have the same opportunities as others in the school</p>	<p>Families cannot afford trips 1-1 music</p> <p>Opportunities to attend enrichment activities such as Film club, dance and drama</p> <p>Some families do not allow children on residential trips for cultural/personal reasons</p>	<p>All PP children who show an interest/ aptitude in music are able to have lessons</p> <p>All PP children should have opportunities to pursue interests in drama</p> <p>All PP children are able to access trips (including residential trips)</p> <p>Film club</p>	<p>To increase the number of children participating in music lessons and involvement within the school choirs</p> <p>Increase the proportion of PP children actively involved in class assemblies, praise assemblies, nativities and other school productions (Snow Queen, Y6)</p> <p>To reduce the number of children not attending Gordon Brown in Y5 11/90 in 2017</p> <p>IOW in Y6 12/90 in 2017</p>	<p>‘Advertise’ the opportunities more – use Salisbury World to help where applicable (translation for parents etc)</p> <p>Art projects to begin Autumn 2017</p> <p>Lunchtime clubs: Chess club, Sports participation, school choirs (New Voices and Salisbury Singers)</p> <p>Additional day trips to be incorporated within the school day (museums, cinema trips, farm, zoo) – specifically linked to the curriculum</p>	

Focus	Possible barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
SLT to focus on these children, monitor progress and ensure effective use of funds		More detailed and focused data and monitoring of these children	More regular, up to date information presented to rest of SLT and governors. AHT will have dedicated time they will be able to ensure learning etc is more personalised and responsive to child's needs.	Compile a provision map for all PP children Assistant head role for 0.5 day per week, focusing purely on PP children	
To improve attendance and punctuality		Improve % attendance of PP children from to	Regular review of attendance and punctuality		