1. Summary information						
School	Sydenham Primary School					
Academic Year	2018-2019	**Total PP budget**	£81,080 (£64,680 FSM6 £16,100 LAC £300 Service Pupil Premium)	**Date of most recent PP Review**		September 2018
Total number of pupils	420	**Number of pupils eligible for PP**	49	**Date for next internal review of this strategy**		July 2019

2. Current attainment (based on 2017 data)			
	Pupils eligible for PP (our school)	*Pupils not eligible for PP (our school)*	*Pupils not eligible for PP (national average)*
% achieving the expected standard in reading, writing and maths	63% (national: 48%)	64%	68%
Progress score in reading	Awaiting ISDR	0	
Progress score in writing	Awaiting ISDR	0	
Progress score in maths	Awaiting ISDR	0	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Learning difficulties (specific learning difficulties / global delay / speech and language)
B.	Mental health, social and emotional difficulties
C.	Areas for improvement in teaching
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Parenting skills (families needing school support / Early Help / Child in Need / Child Protection)
E.	Limited opportunities outside school, leading to a narrower range of experiences
F.	Poor attendance

Desired Outcomes and Planned Expenditure

Barrier	Desired outcomes	Success criteria	Chosen action / approach	Evidence	How will leaders ensure it's well implemented?
A. Learning difficulties (specific learning difficulties / global delay / speech and language)	• To improve FSM attainment. • To reduce gaps between FSM and non-FSM.	• Wave 1, wave 2 and wave 3 interventions in place to support pupils to make at least expected progress in English and mathematics (see provision map and intervention reviews). • School uses a range of data to identify barriers to learning for disadvantaged pupils with SEND. • Regular parent and carer meetings with SENDCo and / or class teacher for disadvantaged pupils with SEND. • Teachers track pupils progress termly and meet with Senior Leaders in Pupil Progress review meetings. • Senior leaders ensure quality first teaching through targeted continuing professional development for all staff. • School curriculum tailored to meet the needs of all pupils. • Teaching and learning methodologies and pedagogies are regularly reviewed by senior leaders and adapted to meet the needs of disadvantaged pupils with SEND • Consideration, and adoption of, advice from external agencies (e.g. speech and language therapist / education psychologist / health professionals / Specialist Teaching Service / Integrated Disability Service etc).	• Increased SENDCo hours to 0.58 from September 2018 £30,728 + TLR2 £2,000 • 1.0 Learning Mentor £27,953 • Additional 1.0 Assistant Learning Mentor appointed September 2018 £21,945 • Extra 1.0 Teaching Assistant deployed to support pupils with SEND in EYFS £20,545 • High ratio of adult to pupil support disadvantaged pupils' learning through in-class support and intervention delivery (employment of 11 full-time and 3 part-time TAs) £221,000 • 0.2 Specialist Teacher commissioned through Local Authority Specialist Teacher Service (STS) £11,769 • Educational Psychologist commissioned through Local Authority EPS 20 x half day sessions per year £5,060 • Reading Recovery (Every Child a Reader – ECAR) teacher £31,863 • Termly whole staff twilight CPD to support teaching staff with strategies for disadvantaged pupils with SEND, delivered by school SENDCo • Fortnightly CPD sessions for TAs to support teaching staff with strategies for disadvantaged pupils with SEND, delivered by SENDCo and Reading Recovery teacher • Termly CPD sessions for the SENDCo through Gateway Teaching School Alliance • Half termly CPD and networking sessions for the SENDCo with Consortium SENDCo's • Continuing Professional Development for Reading Recovery teacher £1,160 • Learning differentiated by 'chilli peppers' to meet the needs of groups of pupils • Pre-teaching • Over-teaching • Mastery approach in mathematics • Evidence-based interventions, including: • Reading Recovery (Every Child a Reader – ECAR) • Boosting Reading at Primary (BRAP) • Talking Partners (EYFS) • Speech & Language exercises	• SEND Provision Map • SEND Register • Staff CPD Log • Pupils' books • Individual Education Plans • Weekly planning • iTrack Data • Inspection Data Summary Report (ISDR) • Analyse School Performance (ASP) • Local Authority Data Position Statement • Monitoring feedback • Minutes of SEND review meetings • Minutes of weekly SENDCo meetings with Teaching Assistants • Reading Recovery records and assessments •	• Termly scrutiny of internal tracking data (using iTrack) and summative statutory assessment data. • Regular book scrutinies by middle and senior leaders. • Regular lesson observations. • Pupil interviews. • Monitoring of targeted interventions. • SLT reviews of Teaching Assistant deployment (at least termly) to ensure effective

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B. Mental health, social and emotional difficulties	• Improved mental health; increased motivation; and better social interaction with their peers and others (measured by Boxall profiles; pupil surveys; intervention reviews; reports from external agencies etc.). • Pupils more resilient to cope with experiences of adversity or stress (e.g. loss, separation, bullying, stressful family/ home situations, relationship difficulties, trauma). • Fewer incidents of behaviour that is disruptive to the learning of themselves and others. • Reduced exclusions.	• School/ setting staff carry out a clear analysis of the child/ young person's needs, which includes consideration of behaviours causing concern, possible triggers, the child/ young person's learning needs, and relevant factors external to school (e.g. home situation). • Baseline measures of social/ emotional functioning (e.g. SDQ, Boxall Profile) and/or behaviours (including antecedents and consequences) taken. • Early Help Assessments, where applicable, give an holistic assessment of the child's strengths and needs. • Referral to external agencies such as Educational Psychology or specialist CAMHS. • Pastoral support plans or positive behaviour plans (or equivalent) developed by school, where appropriate, in consultation with the child and parents / carers. • Range of pro-active whole school strategies in place to promote positive engagement and wellbeing. • Evidence-based individual / group interventions delivered, where applicable, in a planned and targeted way and meeting pupils' emotional needs. • Opportunities within the curriculum and through extra-curricular activities are planned to promote and consolidate social, emotional and mental health (e.g. activities to promote self-esteem, team-working).	• 1.0 Learning Mentor • Additional 1.0 Assistant Learning Mentor appointed September 2018 • Mental Health First Aiders • Counselling Service £2,500 • Rainbows and Sunshine Nurture Groups • Nurture Lunch Club • Therapeutic Art • Emotion Coaching (to support pupils with Attachment issues) • Lego ABC (1:1 / small group therapeutic Lego) • Mindfulness Minutes • Purchase of resources (e.g. to meet sensory needs, such as wobble cushion / weight blanket / fiddle toy) • 'The Taking Care Project' Protective Behaviours • Home learning, with a focus on emotional well-being '50 ways to Take a Break' • Referrals to Anger Management • Forest Schools (led by 2 x Level 3 Forest Schools Leaders and 2 x Level 2 Forest School Assistants) • 'All About Me' ('Spring Fever') Relationship and Sex Education programme • Annual SSS Safeguarding Online training for all staff, including: PREVENT; FGM; So-called Honour Based Violence; Health & Safety; Safer Recruitment • Bi-annual Child Protection and Safeguarding face-to-face INSET, led by WCC Safeguarding officer (Adrian Over)	• AcSEED Award • Marjorie Boxall Nurture Award • Pupil surveys • Boxall Profiles • Attendance data • Behaviour logs • Exclusion data • Case Studies • Staff CPD Log	• Supervision meetings with Designated Safeguarding Leads • Feedback from parents and carers • Pupil interviews • Planning scrutiny • Lesson Observations • Drop-ins • Book scrutinies

Barrier	Desired outcomes	Success criteria	Chosen action / approach	Evidence	How will leaders ensure it's well implemented?

C. Areas for improvement in teaching	• Improved classroom pedagogy.
	• Quality First Teaching for every pupil consistently across the school.
	• Improved pupil outcomes.
	• Reducing gaps between the achievement of Disadvantaged and Non-Disadvantaged pupils, in-school and compared with national figures.
	• Accelerated progress of Disadvantaged pupils.
	• Increased proportions of Outstanding teaching.
		• Newly Qualified Teachers and teachers new to the school participate in induction sessions so that they are familiar with school policies, procedures and pedagogies.
		• Staff understand our pupils' barriers to learning and how to address these.
		• Gaps in teachers' subject knowledge are identified through question level analysis on ASP and through monitoring, and used to plan CPD.
		• Teachers use formative assessment strategies effectively to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or need additional support, enabling pupils to make good progress, achieve well and almost all to catch up.
		• Teachers give useful written or oral feedback so that pupils improve their knowledge, understanding and skills.
		• Teachers consistently apply the whole school 'reading into writing' and mathematics strategies and policies.
		• Teaching staff teach pupils to solve mathematical problems from handling concrete things, to using pictorial icons, and eventually using abstract symbols with confidence.
		• Senior leaders support teachers to develop their knowledge of metacognition and self-regulated learning and expect them to be applied appropriately.
		• Teachers acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.
		• Teachers explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning.
		• Teachers model their own thinking to help pupils develop their metacognitive and cognitive skills.
		• Teachers set an appropriate level of challenge to develop pupils' self-regulation and metacognition.
		• Teachers promote and develop metacognitive talk in the classroom.
		• Teachers explicitly teach pupils how to organise and effectively manage their learning independently.
		• Teachers evaluate and review pedagogies based on learning from participating in collaboratively planned JPD Lesson Study action research projects.
			• Whole School Continuing Professional Development:
			  o Sonia Blandford's 'Born to Fail?' twilight & purchase of book
			  o UNICEF Rights Respecting School Gold training and assessment £1000
			  o Pie Corbett's Talk4Writing November 2018 £7,800
			  o Shirley Clarke Formative Assessment Conference January 2019 £5,500
			  o 4 x staff meetings on Mathematical Reasoning, led by Maths Advisory Teacher (Jonathan Hughes) £1,000
			  o Metacognition twilight January 2019
			  o The Power of Reading
			• Joint Practice Development Action research triads (Lesson Study)
			• Induction for new Class Teachers and Teaching Assistants (July 2018)
			• Purchase of whole school resources to match pedagogies:
			  o Rising Stars Spelling programme £450
			  o Purchase of pupils' exercise books with guidelines to support development of cursive handwriting £5,375
			  o Mathematics resources £2236.79
				• Staff CPD Log
				• Staff evaluations
				• Teachers' Performance Management / Appraisal targets and review meetings
				• Head Teacher Performance Management
				• Evidence of monitoring teaching and learning
				• Learning Improvement Plan
				• Self-Evaluation Form
					• Teacher Appraisal
					• Planning scrutinies
					• Book scrutinies
					• Lesson observations
					• Summative assessment data (EYFS Good Level of Development; Phonics Screening Check results / KS1 SATs data / KS2 SATs data
					• Pupil tracking data
					• Monitoring of Core and Foundation subject leaders' action plans
					• Reports to governors
					• Governor monitoring visits

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D. Families in crisis families who need school support / Early Help / Child in Need / Child Protection Family alcohol / drugs misuse Poor housing conditions Family mental health issues Family medical issues	• To provide targeted support for families • To support whole school strategy for parental engagement	• Act as advocates for children and families. • Educate parents and carers, and teach them new skills. • Link parents and carers to essential resources (e.g. food bank) within the community. • Protect vulnerable pupils, parents and carers, and ensure that their best interests are observed. • Counsel parents and carers who need support and assistance. • Support families with solutions to social problems (e.g. housing difficulties). • School open door policy so that parents and carers can voice their concerns and receive informal counselling from school staff. • Staff trained in offering Early Help to parents and carers. • Staff regularly refresh training to support families in need. • Ongoing engagement with professionals from external agencies (including Social Care and Health), through seeking advice; making referrals; attendance at meetings; and supporting formal plans (e.g. Child in Need plans). • Offer support to Young Carers and their families.	• Open-door policy: actively listen to pupils, parents and carers • Six trained Designated Safeguarding Leads (with annual refresher training) to ensure capacity to manage safeguarding concerns about children and families • DSLs meet regularly for Supervision • Safeguarding and Child Protection policies reviewed annually • SSS online safeguarding training modules completed annually • Four governors trained in safeguarding to ensure the implementation of the school's safeguarding policies and practices • Safeguarding is a regular item on school staff meeting agendas so that staff are able to ensure staff are following best practice • DSLs are well known to the whole school community so that everyone feels able to share important safeguarding information • Full-time Learning Mentor • Trained staff available to support families through the Early Help Process. • Trained staff attend core groups for pupils who are subject to Child In Need and Child Protection plans. • Staff available to provide informal support to families subject to CIN and CP plans. • School staff do complete direct work with children and families where this relates to actions on a CIN or CP plan. • Support for families in crisis situations (e.g. food parcels / clothing / bedding / carpets / Christmas gifts / use of school telephone etc..) • Counselling for pupils • Signpost / refer parents and carers to external services, e.g. housing, CAMHS, Freedom Project, police, bereavement counselling	• Green Forms for recording safeguarding concerns about a child • Case Studies • Child Protection Case Conference minutes • Child Protection Plans • Minutes of Core Group meetings • Child in Need meeting minutes • Early Help records • Annual Safeguarding audit for the Local Authority • Pupil attendance records • CAMHS reports	• Through regular supervision meetings with SENDCo, Designated Safeguarding Leads and School Counsellor • Feedback from parents and carers through parent surveys, drop-ins • Governor monitoring visits, reviewing anonymised Case Studies • Monitoring of Online Safeguarding CPD Log • Monitoring actions from annual LA Safeguarding audit • Pupil interviews / 'bubble time' / surveys

Barrier	Desired outcomes	Success criteria	Chosen action / approach	Evidence	How will leaders ensure it's well implemented?
E. Limited opportunities outside school, leading to a narrower range of experiences	• To extend opportunities for pupils. • To develop pupils' personal qualities and skills. • To raise pupils' aspirations.	• All school staff have high expectations of what all pupils can achieve. • Teachers plan and deliver a high quality, broad and inspiring curriculum. • Improving proportions of pupils participate in residential trips, visits, extra-curricular clubs	• School curriculum designed to give disadvantaged pupils broad and exciting learning opportunities (100 Things To Do Before You Leave Sydenham) • Work towards achieving UNICEF Rights Respecting School Gold Award • Regular immersion activities embedded into whole school, long term curriculum plans • Subsidised / fully funded school arts and cultural trips and visits • Aspiration interventions • Arts participation: SPLAT 2 Project; Royal Shakespeare Company Lead Associate School project; Artist-in-residence. • Subsidised extra-curricular clubs • Fully funded holiday clubs (e.g. Onside Coaching multi-sports / dance club / Beavers) • Subsidy / full payment of Early Birds Breakfast Club / Butterflies After School Club • Financial contributions made to school uniform and / or equipment / music tuition fees etc.. • Fully-funded family extra-curricular clubs (e.g. cookery club / therapeutic art club for children and parents) • Support with transport costs, where appropriate	• Long Term Curriculum Map • Teachers' planning • Curriculum section of school website • Records of residential trips • Records of arts and cultural trips and visits • RSC Lead Associate School Programme, production photographs, staff evaluation forms • Participation rates in extra-curricular activities • Pupil interviews • Financial records	• Monitor pupil participation rates in residential trips, arts and cultural visits, and extra-curricular opportunities • Pupil interviews • Monitor teachers' planning • Lesson observations • Feedback from staff
F. Poor attendance	• To provide targeted support to improve attendance • To support whole school attendance strategy	• Overall attendance rates for Disadvantaged pupils are at least in line with national figures. • Persistent absence rates for Disadvantaged pupils are in line with national figures, or better. • Disadvantaged low attenders are improving their attendance over time. • Disadvantaged pupils arrive at school and at lessons punctually.	• Appointment of additional Attendance Lead to implement new rewards strategy for attendance. • Regular meetings between SENDCo, Learning Mentor and Attendance Leads to monitor attendance of Disadvantaged pupils and work with external agencies to support improving attendance. • Referral of families to Warwickshire Attendance Service (previously known as ACE) where pupils' attendance falls below 95%. • Offer of free Early Birds Breakfast Club to Disadvantaged families where there are attendance / lateness issues.	• SIMS attendance data • ASP attendance data • IDSR attendance data • Attendance policy • Attendance letters • Case Studies • Local Authority Attendance Audit	• Supervision meetings with Attendance Leads, Learning Mentor and SENDCo • Case Studies • Local Authority Attendance Audit • Reports to Governors
				Total budgeted cost	£81,080