

Pupil Premium Strategy Review 2017-2018  
Swavesey Primary School



**Summary information of Pupil Premium (PP)**

<b>Name of school:</b>	<b>Swavesey Primary School</b>		
<b>Academic year:</b>	<b>2017-2018</b>	<b>Total PP budget for year:</b>	<b>£34388</b>
<b>Total number of pupils:</b>	<b>297</b>	<b>Number of pupils eligible for PP:</b>	<b>29</b>
<b>Date of next PP strategy review:</b>	<b>July 2018</b>		

**Barriers to future attainment for pupils eligible for PP**

<b>In-school barriers:</b>	
<b>A.</b>	<b>Pupil premium children need to make expected progress from their starting points</b>
<b>B.</b>	<b>A number of pupils have additional support including SEND</b>
<b>C.</b>	<b>Attainment in reading, writing and maths combined across school was below national and peer group</b>
<b>External barriers:</b>	
<b>D.</b>	<b>A range of academic, social, emotional and behavioural needs across group impact attainment and progress</b>
<b>E.</b>	<b>Parental understanding of the systems available to support the development of academic and personal needs</b>

### Aims and outcomes

Desired outcome:		Success criteria:	RAG Review	Impact Review
<b>A.</b>	Pupil Premium children will make good progress from their starting points	Pupil Premium children will achieve a progress score of 0 or above making their progress at least expected.		88% of pupil premium children achieved a combined reading, writing and maths progress score of 0 or above ensuring their attainment did not fall below their previous assessment point. To ensure this is maintained, and targeted to improve, all individuals have areas of strength and development to be shared with the new class teacher based on the evidence.
<b>B.</b>	Pupil Premium children with additional needs such as SEND or PSED show continued progress in core subjects	Evidence will show that pupil premium children that have additional needs and have not made progress of 0 have made progress developments in the core subjects which can be evidenced.		Evidence collected in school shows that pupil premium children whose progress was below 0 and have additional needs did make progress within the core subject. All individuals have areas of strength and development to be shared with the new class teacher based on the evidence.
<b>C.</b>	The percentage of pupils achieving age related expectations in reading, writing and maths continues to rise	The percentage of pupils achieving age related expectations in reading, writing and maths is above 52%		The percentage of pupils achieving age related expectations in reading, writing and maths combined was 52%.

### Planned expenditure

Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<b>Quality of teaching and learning</b>				
<b>Total budgeted cost: £10,000</b>				

<p>A: Pupil Premium children will make good progress from their starting points</p> <p>B: Pupil Premium children with additional needs such as SEND or PSED show continued progress in core subjects</p> <p>C: The percentage of pupils achieving age related expectations in reading, writing and maths continues to rise</p>	<p>Identify and allocate funding to CPD that meets the school's strategic priorities identified in the SDP</p>	<p>Quality teaching will be the key to increased standards which will in turn help to narrow the gap between PP and non PP group. CPD will include:</p> <ul style="list-style-type: none"> <li>• Improving progress</li> <li>• Mastery Maths</li> <li>• Leading English and Maths</li> <li>• Mixed age teaching maths</li> </ul>	<p>English and Maths lead to monitor quality of teaching and learning through regular monitoring.</p> <p>Data will be tracked regularly in line with pupil progress meetings that will include pupil premium lead.</p>	<p>Maths Lead English Lead</p>
<p>D: A range of academic, social, emotional and behavioural needs across group impact attainment and progress</p>	<p>Identify and allocate funding to CPD to support emotional needs</p>	<p>CPD for Pupil Premium lead on impact of loss and grief for primary aged children. CPD will include:</p> <ul style="list-style-type: none"> <li>• Loss and Separation for primary aged children</li> </ul>	<p>Staff meeting time given to share CPD with staff. Action points and monitoring agreed by all.</p>	<p>Pupil Premium lead</p>
<p>A: Pupil Premium children will make good progress from their starting points</p> <p>B: Pupil Premium children with additional needs such as SEND or PSED show continued progress in core subjects</p> <p>C: The percentage of pupils achieving age related expectations in reading, writing and maths continues to rise</p>	<p>Subscription renewal for Mathletics and the reading cloud to support all children both in and out of school.</p>	<p>Mathletics have produced many case studies evidencing the positive impact it has on learning.</p> <p>Mathletics also state 'Mathletics can help close the attainment gap for FSM (Pupil Premium) pupils'.</p> <p>Raise engagement both at home and at school.</p> <p>Support homework- daily reading requirement and maths.</p> <p>Third Space learning states that research suggests schools that set homework are more successful.</p>	<p>Termly monitoring of use by English and Maths lead.</p> <p>Weekly Mathletics assemblies to promote and celebrate achievement.</p> <p>Staff CPD for effective use of Mathletics to support home and school learning.</p>	<p>Maths Lead</p>

**Targeted interventions**  
**Total budgeted cost: £ 13,000**

<p>A: Pupil Premium children will make good progress from their starting points</p> <p>B: Pupil Premium children with additional needs such as SEND or PSED show continued progress in core subjects</p> <p>C: The percentage of pupils achieving age related expectations in reading, writing and maths continues to rise</p>	1 <sup>st</sup> Class @ Number 2 and Success @ Arithmetic maths interventions	<p>Edge Hill University states that children:</p> <ul style="list-style-type: none"> <li>• 'made an average Number Age gain of 13 months in only 3.5 months – over 3 times the expected progress.</li> <li>• 93% of them showed more confidence and interest in learning mathematics in class after 1<sup>st</sup>Class@Number.</li> </ul>	Sandwell assessments are used before and after the intervention to measure impact. The Maths lead keeps an overview of these results.	Maths Lead
	KS1 maths intervention	EEF reports that both small group and 1:1 groups have a positive impact on learning.	Each intervention has its own measurable progress indicators but we look for evidence of this being transferred into everyday classroom activities and the children's general progress.	Maths Lead
	KS2 reading intervention	EEF reports that both small group and 1:1 groups have a positive impact on learning.	Each intervention has its own measurable progress indicators but we look for evidence of this being transferred into everyday classroom activities and the children's general progress.	Year 5/6 Phase Leader
	Booster sessions for Yr6 PP children to support progress and attainment	EEF suggests reducing class sizes has positive impact on learning.	Each intervention has its own measurable progress indicators but we look for evidence of this being transferred into everyday classroom activities and the children's general progress.	Y5/6 Phase Leader
<p><b><u>Individual needs</u></b></p> <p><b>Total budgeted cost: £11,000</b></p>				
D: A range of academic, social, emotional and behavioural needs across group impact attainment and progress	Funding for Pupil Premium Champion.	Pupil Premium Funding is effectively targeted and monitored to support disadvantaged pupils. Research (including the EEF toolkit) identifies the importance of having a named	Performance management Review Link governor	HT

E: Parental understanding of the systems available to support the development of academic and personal needs		member of the SLT with responsibility for delivering the PP Strategy.		
D: A range of academic, social, emotional and behavioural needs across group impact attainment and progress  E: Parental understanding of the systems available to support the development of academic and personal needs	Enhanced provision to access trips including residential trip in Yr6 and other trips and visits (including swimming and curriculum experiences) across remaining year groups	For children to develop essential social and emotional skills we feel it is essential for all children to be included and have the option to be involved in school trips which, not only do the children enjoy, but often form an important basis for learning in school.	All children will be able to access and enjoy school trips and enhanced provision alongside their peers.	Business Manager
	Enhanced provision to access music lessons	Where children have an interest in learning to play an instrument the school supports individuals. The EEF suggests that 'After school Programmes' can show benefit to academic or behaviours to support learning.	Individual case studies are created by PP lead that are used for pupil progress	Business Manager
	Financial support towards extra-curricular activities and related equipment including school uniform	In order to target all needs of pupil premium children we offer a funding to support attendance of a range of clubs. A study by the Nuffield Foundation found a link between children taking part in after school clubs and attainment at the end of KS2. Alongside this, their report suggests 'Participating in organised sports or physical activity was also positively linked to social, emotional and behavioural outcomes.'	Attendance registers are kept and information is added to individual case studies for pupil progress	Business Manager
	Support for children with physical development/medical needs through sensory circuits	Sessions are organised for children to develop motor skills to enable them to access playtimes and PE sessions.	Reports produced outlining progression over time and developed skills.	PE subject lead with SENDCo
	Enhanced provision to access out of hours clubs such as sports clubs, music, choir,	In order to target all needs of pupil premium children we offer a funding to support attendance of a range of clubs. A study by the Nuffield Foundation found a link between children taking part in after school clubs and attainment at the end of KS2. Alongside this, their report suggests 'Participating in organised sports or physical activity was also positively	Individual case studies are created by PP lead that are used for pupil progress.	PP Lead

		linked to social, emotional and behavioural outcomes.'		
	Transition support for Year 6	Some children in school benefit from additional experiences to support transition to secondary school therefore this is an opportunity we also offer to pupil premium children.	Discussions and planning with Y5/6 TA	Y5/6 phase leader
B: Pupil Premium children with additional needs such as SEND or PSED show continued progress in core subjects	Speech Therapy support for children with identified needs	A high proportion of children in school have speech, language and communication difficulties including those receiving pupil premium funding. In order to support their academic development, we feel it is essential to develop their speech, language and communication skills.	Speech and language therapists work with both children and adults in school. TAs in school have had training to support those with speech, language and communication difficulties.	SENCO
<b>External Barrier</b> <b>Total budget cost: £1,000</b>				
E: Parental understanding of the systems available to support the development of academic and personal needs	Extended parent consultation Regular communication with parents regarding Pupil Premium entitlements and systems.	The EEF suggests that parental engagement is linked to success at school. Communication to parents about pupil premium funding will increase to ensure all parents are clear about how their child is supported. Parents will be offered additional time during consultations to discuss both academic and individual areas of success and need for development.	Parent surveys will be used to analyse effectiveness at the end of the academic year.	PP lead
B: Pupil Premium children with additional needs such as SEND or PSED show continued progress in core subjects  D: A range of academic, social, emotional and behavioural needs across group impact attainment and progress	Case studies tracking support and intervention each child has received alongside their attainment and progress. Link governor for support	Third Place Learning suggest, as part of a successful plan, that all classroom staff and governors should be included in actions, strategy and developments to maximise success for pupils.	Staff and governor surveys will be used to analyse effectiveness at the end of the academic year.	PP lead