

Pupil Premium Strategy 2018-2019 Review  
Swavesey Primary School



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

<b>Name of school:</b>	<b>Swavesey Primary School</b>		
<b>Academic year:</b>	<b>2018-2019</b>	<b>Total PP budget for year:</b>	<b>£33,454</b>
<b>Total number of pupils:</b>	<b>297</b>	<b>Number of pupils eligible for PP:</b>	<b>24</b>
<b>Date of next PP strategy review:</b>	<b>September 2019</b>		

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

<b>In-school barriers:</b>	
<b>A.</b>	<b>Pupil premium children must make good progress from their previous points.</b>
<b>B.</b>	<b>Higher attainers are supported to make good progress from their previous national assessment point.</b>
<b>C.</b>	<b>50% of pupils have additional needs including SEND</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 (data below is based on teacher assessment)
A.	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.	74% of children achieved a progress score of 0 or above in reading, writing and maths combined from their starting points this academic year.
B.	Higher attainers will make good progress from their previous national assessment point.	The majority of higher attainers will make good or better progress from their previous assessment point.	<b>Reading- 50% of high attainers made good or better progress from their previous national assessment points.</b> Writing – 100% of high attainers made good or better progress from their previous national assessment points. Maths- 100% of high attainers made good or better progress from their previous national assessment points.
C.	Pupil with additional needs including SEND access a range of provision in school to support individual needs	Pupil premium pupils with additional needs such as SEND make progress against their own individual targets.	<b>All children with additional needs have accessed additional provision in school to support them with their individual targets. Qualitative data suggests these children have benefitted from the additional provision.</b> 58% of children with additional needs such as SEND achieved a progress score of 0 or above in reading, writing and maths combined from their starting points this academic year.

### 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><u>Quality of teaching and learning</u></b> <b>Total budgeted cost: £10,000</b>				
<p>A: Pupil Premium children will make good progress from their starting points</p> <p>B: Higher attainers will make good progress from their previous national assessment point.</p> <p>C: Pupil with additional needs including SEND access a range of provision in school to support individual needs</p>	Identify and allocate funding to CPD that meets the school's strategic priorities identified in the SDP	<p>EEF Closing the Gap key findings suggest that quality teaching leads to increased standards which will in turn help to narrow the gap between PP and non PP group.</p> <p>Quality first teaching</p> <p>CPD will include:</p> <ul style="list-style-type: none"> <li>Improving progress in Year 6</li> <li>Improving Progression in English from Reception to year 1</li> <li>Leading English, Maths and Early Years.</li> <li>TRG with the maths hub focussing on Mastery Maths Teaching</li> <li>NQT training programmes</li> </ul>	<p>English, Maths and Early Years 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>CPD training will be shared during staff meetings and team meetings to ensure all staff receive the training.</p>	Pupil Premium lead Maths Lead English Lead
	Identify and allocate funding to CPD to support emotional needs	<p>CPD for SENCO:</p> <p>CPD will include:</p> <ul style="list-style-type: none"> <li>Social, Emotional and Mental well-being conference</li> <li>CAMH Foundation Course</li> <li>Sensory circuits training</li> </ul>	<p>Staff meeting time given to share CPD with staff. Action points and monitoring agreed by all.</p> <p>Additional groups to be run by SENCO to support emotional needs.</p>	Pupil Premium lead
<p>A: Pupil Premium children will make good progress from their starting points</p> <p>B: Higher attainers will make good progress from their previous national assessment point.</p>	Subscription renewal for Mathletics and the reading cloud to support all children both in and out of school.	<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>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>	Pupil Premium lead Maths Lead English Lead

C: Pupil with additional needs including SEND access a range of provision in school to support individual needs		<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 align="center"><b>Targeted interventions</b>  <b>Total budgeted cost: £ 13,000</b></p>				
<p>A: Pupil Premium children will make good progress from their starting points</p> <p>B: Higher attainers will make good progress from their previous national assessment point.</p> <p>C: Pupil with additional needs including SEND access a range of provision in school to support individual needs</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.	<p>Pupil Premium lead</p> <p>Maths Lead Maths intervention teacher</p>
	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.	<p>Pupil Premium lead Maths intervention teacher Maths Lead</p>
	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.	<p>Pupil Premium lead</p> <p>Year 5/6 Phase Leader</p>

	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.	Pupil Premium lead  Y5/6 Phase Leader
<p align="center"><b>Individual needs</b> <b>Total budgeted cost: £8,000</b></p>				
<p>A: Pupil Premium children will make good progress from their starting points</p> <p>B: Higher attainers will make good progress from their previous national assessment point.</p> <p>C: Pupil with additional needs including SEND access a range of provision in school to support individual needs</p>	Funding for Pupil Premium lead to oversee monitoring of individual children, communication with staff and parents and general organisation. Data analysis and trends are also identified and actioned through the Pupil Premium Strategy.	Pupil Premium Funding is effectively targeted and monitored to support disadvantaged pupils. Research (including the EEF toolkit) identifies the importance of having a named member of the SLT with responsibility for delivering the PP Strategy.	Link governor support with regular feedback to full governing body.	Pupil Premium lead  Headteacher
<p>A: Pupil Premium children will make good progress from their starting points</p> <p>B: Higher attainers will make good progress from their previous national assessment point.</p> <p>C: Pupil with additional needs including SEND access a range of provision in school to support individual needs</p>	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.	Pupil Premium lead  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 monitoring.	Pupil Premium lead  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	Tracking for individuals includes all provision for pupil premium children. When measuring impact for	Pupil Premium lead  Business Manager

		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.'	individuals, all areas of provision are considered.	
	Support for children with physical development/medical needs through sensory circuits	Cambridgeshire Community Services NHS Trust states: " <i>Participation in a short sensory motor circuit is a great way both to energise and settle children into the school day. The aim is to focus concentration in readiness for the day's learning. The circuit also encourages the development of the child's sensory processing skills.</i> "	Feedback from teaching staff and SENCO outlining progression over time, developed skills and impact on readiness in the classroom.	Pupil Premium lead  PE subject lead 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 linked to social, emotional and behavioural outcomes.'	Tracking for individuals includes all provision for pupil premium children. When measuring impact for individuals, all areas of provision are considered.	Pupil Premium lead  PP Lead
	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	Pupil Premium lead  Y5/6 phase leader
A: Pupil Premium children will make good progress from their starting points  B: Higher attainers will make good progress from their previous national assessment point.  C: Pupil with additional needs including SEND access a range of	Speech and Language 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.	Pupil Premium lead SENCO

provision in school to support individual needs				
<p align="center"><b><u>External Barrier</u></b></p> <p align="center"><b>Total budget cost: £1,000</b></p>				
<p>A: Pupil Premium children will make good progress from their starting points</p> <p>B: Higher attainers will make good progress from their previous national assessment point.</p> <p>C: Pupil with additional needs including SEND access a range of provision in school to support individual needs</p>	<p>Extended parent consultation</p> <p>Regular communication with parents regarding Pupil Premium entitlements and systems.</p>	<p>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.</p>	<p>Parent surveys will be used to analyse effectiveness at the end of the academic year.</p>	<p>Pupil Premium lead</p> <p>PP lead</p>
<p>A: Pupil Premium children will make good progress from their starting points</p> <p>B: Higher attainers will make good progress from their previous national assessment point.</p> <p>C: Pupil with additional needs including SEND access a range of provision in school to support individual needs</p>	<p>Individual tracking collates all support, intervention and provision each child has received alongside their attainment and progress. Overviews and summaries are shared with link governor.</p>	<p>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.</p>	<p>Staff and governor surveys will be used to analyse effectiveness at the end of the academic year.</p>	<p>Pupil Premium lead</p> <p>PP lead</p>

<p>A: Pupil Premium children will make good progress from their starting points</p> <p>B: Higher attainers will make good progress from their previous national assessment point.</p> <p>C: Pupil with additional needs including SEND access a range of provision in school to support individual needs</p>	<p>To provide nutritional support including milk and meals where possible.</p>	<p>EEF suggests “Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results”.</p> <p>Through parent feedback it has been identified that some children would benefit from continued ‘Free School Meals’ once they become Ever 6. This is considered alongside the holistic provision for individuals and discussed with the Pupil Premium lead accordingly.</p>	<p>Individual tracking will highlight this as an area for support which will be considered during pupil progress meetings.</p>	<p>Pupil Premium lead</p>
--	--	---	--	---------------------------