



Swanland Primary School
Statement regarding the spending of the Pupil Premium

“The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as ‘Ever 6 FSM’), schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.”

As outlined on the Department for Education website

<http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

In the 2018 to 2019 financial year, schools will receive the following funding:

- £1,320 for pupils in reception to year 6 (Free School Meals)
- £300 for children of parents that are serving in the armed forces
- £2,300 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following:
 - adoption
 - a special guardianship order
 - a child arrangements order
 - a residence order

If a pupil has been registered as eligible for free school meals and has also left local authority care for any of the reasons above, they will attract the £2,300 rate. Children who have been in local-authority care for 1 day or more also attract £2,300 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

At Swanland Primary School:

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. We decide how the Pupil Premium funding is spent, following a needs analysis which will identify priority groups or individuals.

At Swanland we have had the following allocations:

The Pupil Premium funding for the school year 2017–2018 was £26,400

The Pupil Premium funding for the school year 2018–2019 is £32,280

2017–18

A range of initiatives were deployed to support children to bridge the gap in performance. The Pupil Premium supported the funding of the following provisions:

- 1:1 Support on specific target work
- Social and nurturing groups (ELSA time)
- Lunchtime clubs in KS1 and KS2
- Sensory Circuit gym every morning
- Small group work (Focus on reading, writing and maths)

2018–19

| School Context | | | | | | |
|---|-------------------------|--------------------------|--|---------------------------------------|--------------------|----------------------------|
| Total number of pupils eligible for pupil premium funding | Number of eligible boys | Number of eligible girls | Number of pupils eligible for free school meals in the last six years (Ever 6 FSM) | Number of looked after children (LAC) | Number of post-LAC | Number of service children |
| 22 | 12 | 10 | 15 | 0 | 7 | 0 |

Focus for school year 2018–2019:

Total Pupil Premium funding in school year 2018–19: £32,280

Total number of Pupil Premium pupils during school year 2018–19: 22 pupils

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| Barriers to learning (for pupils eligible for Pupil Premium) |
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| In-school barriers (issues to be addressed in school) | |
|---|---|
| A. | Some of the children in receipt of pupil premium need additional support for social and emotional development |
| B. | Some of the children in receipt of pupil premium are dyslexic and are in need of more dyslexic friendly resources and interventions to help them progress in Literacy |
| C. | Some of the children in receipt of pupil premium are higher attainers and are in need of support to access greater depth work challenges |
| D. | Some of the children find handwriting difficult and need further, focussed, support with this |
| E. | Children accessing quality first teaching in all subjects |

| Desired Outcomes and how the will be measured | | Success Criteria |
|---|--|---|
| A. | Improved provision to deal with social and emotional problems. Making sure that children know how to socialise appropriately with each other during break times– Boxall profiles, pupil surveys, staff surveys | Pupils state that they feel safe and enjoy their break times with peers and that they feel that they are able to discuss any issues with someone. |
| B. | Regular dyslexic friendly intervention to take place throughout the school to raise attainment in reading and writing for pupils with SEND – Pupil views, progress charts from intervention | Pupil progress and attainment in line with non-premium children |
| C. | At least 3 of the children in receipt of pupil premium funding will achieve the greater depth standard by the end of the academic year – Moderation of work, attainment data. | Any child on track to be given greater depth challenges will receive extra small group tuition and feedback. |
| D. | Improved handwriting across KS1 and KS2 which will in turn improve progress in writing – Progress charts from the intervention, book scrutiny feedback. | All teachers to plan and deliver handwriting lessons during the week. Additional small group handwriting groups to take place every week. |
| E. | Maintain and develop the quality of teaching across the school – learning walks, pupil voice and monitoring planning | Children are accessing all differentiated lessons independently and feel confident in their lessons |

| Planned Expenditure | | | | | |
|--|--|---|----------------------------------|-------------------------------|----------------|
| Academic Year | 2018-19 | | | | |
| Desired Outcome | Chosen action/approach | What evidence will you need to evaluate outcome | Staff Overseeing action/approach | Review date | Estimated Cost |
| (A) Improved provision to deal with social and emotional problems. Making sure that children feel more settled in the classroom and ready to learn | ELSA four afternoons a week | Boxall Profiles Child Views | EE/HS/SP | July 19/Jan 20 | £4772.80 |
| | Restorative Practice | Staff views | Whole School | July 19/Jan 20 | |
| | Sensory Circuit every morning | Learning walks in classrooms | ND/GF | July 19/Jan 20 | £3579.60 |
| | Play co-ordinators at lunchtimes to run clubs | Child/staff views | EE/HS | July 19/Jan 20 | £3579.60 |
| (B) Regular dyslexic friendly intervention to take place throughout the school to raise attainment in reading and writing for pupils with SEND | Lexia licences | Progress drives from Lexia | EE/ND/HS | July 19/Jan 20 | £180 |
| | Staff member to oversee Lexia and mentor pupils | Pupil attainment data | | | £2360.94 |
| | Precision Teaching/bespoke intervention (Spelling and reading) | Progress charts | EE/ND | April 19/July 19/Jan 20 | £6681.92 |
| (C) At least 3 of the children in receipt of pupil | Small group focus groups | Intervention records | EE, HS | July 19/Jan 20 | £1431.84 |
| | Extra feedback time from staff | Learning walks/book scrutiny | EE, HS | Jan 20 | £5107.20 |

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|--|---|---|--------|----------------|---------------------------------|
| premium funding will achieve the greater depth standard by the end of the academic year | | Pupil attainment/ progress data | | | |
| (D) Improved handwriting across KS1 and KS2 which will in turn improve progress in writing | Small targeted group work | Intervention records Pupil attainment/ progress data | EE, HS | July 19/Jan 20 | £1909.12 |
| (E) Improve the quality of teaching across the school | Maths Mastery 5 day course TRG maths specialist support Raising attainment in reading (course) Achieving Greater Depth in English (course) | Course feedback to staff Learning walks Pupil attainment/ progress data | SLT | July 19/Jan 20 | Cost of courses to be confirmed |

We will have an interim review of outcomes in July 2019 and a final review and target setting in January 2020.