



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

Barriers to learning (for pupils eligible for Pupil Premium)	
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	£3579.60
	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	
(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 premium funding will achieve the greater depth standard by the end of the academic year	Small group focus groups	Intervention records	EE, HS	July 19/Jan 20	£1431.84
	Extra feedback time from staff	Learning walks/book scrutiny Pupil attainment/ progress data	EE, HS	Jan 20	£5107.20
(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

July 2019 Review

Impact of Pupil Premium Funding 2018-19

Desired Outcomes and how the will be measured		Success Criteria	Review
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.	A range of children that attend the lunchtime clubs have completed questionnaires to review the intervention. Many positive comments were made about the clubs and children mentioned that they would like them to continue. We have had a reduced amount of behaviour incidents and many staff members have had advice from the school ELSA about using positive resources in the classroom to reduce anxiety. We would like to focus more on our restorative practice training and encourage children to support each other. Something that we would like to look at introducing is peer mediators at break times. To be able to do this we will need to train staff and children.
B.	Regular dyslexic friendly intervention to take place throughout the school to raise attainment in reading and writing for pupils with	Pupil progress and attainment in line with non-premium children	Precision Teaching is now delivered in school to the children that need extra support with their reading and

	<p>SEND – Pupil views, progress charts from intervention</p>		<p>writing. All children have their progress charts in their classrooms and they show that children cannot go anymore than 3 days without making progress. In several Year groups the progress and attainment in reading and writing is above the non-pupil premium children. In some year groups we still have some children achieving below their non-pupil premium peers, particularly in writing. This will continue to be an area of focus in school and will be written into the school development plan. We intend to develop our feedback methods in 1:1/small group sessions and develop the delivery of Talk for Write sessions across the school to improve writing content.</p>
<p>C.</p>	<p>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.</p>	<p>Any child on track to be given greater depth challenges will receive extra small group tuition and feedback.</p>	<p>The outcome was achieved for reading (3 children) The outcome was not achieved for writing (2 children) The outcome was achieved for maths with one extra child achieving greater depth (4 children) An area to be aware of are the children that</p>

			<p>are on track to achieve Greater Depth Plus. These children must be monitored carefully so that extra support is given alongside their greater depth input. This year we had a child achieve greater depth and not greater depth plus in one of our year groups. This had an impact on their progress score.</p>
D.	<p>Improved handwriting across KS1 and KS2 which will in turn improve progress in writing – Progress charts from the intervention, book scrutiny feedback.</p>	<p>All teachers to plan and deliver handwriting lessons during the week. Additional small group handwriting groups to take place every week.</p>	<p>Handwriting lessons are taught in every class. Extra handwriting intervention groups have been set up to further support children with their writing. This has proven successful from book scrutiny evidence. We now need to focus on making sure the content of the work is achieving the expected standard or higher.</p>
E.	<p>Maintain and develop the quality of teaching across the school – learning walks, pupil voice and monitoring planning</p>	<p>Children are accessing all differentiated lessons independently and feel confident in their lessons</p>	<p>All teachers are following the mastery approach for maths and they are delivering Talk for Write lessons for literacy. Staff have been on learning walks to gain pupil voice, which has been very positive. We have achieved good results in reading and writing but we are aware in some year groups that not all PP children are making the expected progress.</p>

			<p>We need to continue to focus more on Literacy lessons, ensuring our children are being challenged and supported enough to make good and outstanding progress. Further training needs to be planned to continue to develop this area.</p>
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Progress 2018/19:

Progress		
Last Year's Year 6 July 2018 (based on 1)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
Progress score in reading	5	6.71
Progress score in writing	5	7.44
Progress score in maths (number)	6	6.59
Current Year 6 (End of Year 5 data) – based on 4		
Progress score in reading	5.66	5.84
Progress score in writing	4.33	5.33
Progress score in maths	6.67	5.91
Year 5 (End of Year 4 data) – based on 6		
Progress score in reading	6.17	6.23
Progress score in writing	6.34	5.55
Progress score in maths	6.34	6.15
Year 4 (End of Year 3 data) based on 4		
Progress score in reading	5.67	6.31
Progress score in writing	4.33	4.79
Progress score in maths	5	6.23
Year 3 (End of Year 2 data)- based on 3		
Progress score in reading	6.67	6.31
Progress score in writing	6.67	6.38

Progress score in maths	6.33	6.32
Year 2 (End of Year 1 data) – based on 3		
Progress score in reading	6.33	6.35
Progress score in writing	5.67	5.8
Progress score in maths	6.33	6.36

Attainment 2018/19:

Attainment		
Last Year's Year 6 July 2018 (based on 1)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% expected standard + in reading	100%	85%
% expected standard + in writing	100%	83.33%
% expected standard + in maths (number)	100%	88.34%
Current Year 6 (End of Year 5 data) based on 4		
% expected standard + in reading	50%	39.29%
% expected standard + in writing	0%	25%
% expected standard + in maths	25%	53.57%
Year 5 (End of Year 4 data) based on 6		
% expected standard + in reading	83.3%	62%
% expected standard + in writing	66.67%	46%
% expected standard + in maths	83.3%	62%
Year 4 (End of Year 3 data) based on 4		

% expected standard + in reading	50%	83.05%
% expected standard + in writing	0%	32.2%
% expected standard + in maths	50%	79.66%
Year 3 (End of Year 2 data) based on 3		
% expected standard + in reading	100%	78.95%
% expected standard + in writing	100%	75.44%
% expected standard + in maths	66.67%	75.44%
Year 2 (End of Year 1 data) based on 3		
% expected standard + in reading	100%	68.97%
% expected standard + in writing	33%	37.93%
% expected standard + in maths	33%	67.24%

Focus for school year 2019–2020:

Total Pupil Premium funding in school year 2019–20: £37,220

Total number of Pupil Premium pupils: 23 pupils

- During the first half term all teachers and children will complete a questionnaire asking them to think about each child's areas of strength, areas for improvement and how best the funding can be used to improve progress and attainment.
- Small group intervention work and 1:1 feedback sessions will be set up for children, this will mainly concentrate on literacy, however some children will continue to receive numeracy intervention if it is highlighted as a need.
- Lunchtime clubs will continue and will start from week 2 in September.
- Our school ELSA will continue to plan bespoke programmes for children in need of social and emotional support.
- We will access training to introduce peer mediators.
- School will purchase licenses for Lexia to support children with their reading and writing skills.
- Precision teaching will continue to be delivered and monitored through learning walks.
- Training sessions for parents to learn about precision teaching and Lexia will be set up so that children can be supported with their targets at home.
- Training sessions for Talk for Write will be accessed and delivered to all of the teaching staff. There will be a focus on achieving the greater depth standard.

A new analysis of barriers to learning, list of outcomes and expenditure will be published by December 2019, after teachers have assessed their new children and completed their questionnaires. There will be a review of the outcomes in July 2020.