**Swainswick CofE Primary School Pupil Premium Review for 2018-19**

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| 1. **Summary information** | | | | | |
| **School** | Swainswick Primary | | | | |
| **Academic Year** | 2018-19 | Total budget £5,280 | | **Date of most recent PP Review** | 15/7/2019 |
| **Total number of pupils** | 64 | **Number of pupils eligible for PP** | 4 | **Date for next internal review of this strategy** | 16/11/2019  Standards |

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| 1. **Current attainment (end of academic year 2017-18)** | |
|  | *Pupils eligible for PP – 6%* |
| **50% achieving in reading, writing and maths** | N/A – no pupils eligible for pupil premium in Y2  Note – Progress and attainment of pupils in other year groups tracked internally. |
| **50% making progress in reading** |
| **50% making progress in writing** |
| **50% making progress in maths** |

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| 1. **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** | Booster and targeted intervention support in class. To accelerate progress and reduce the impact of additional special educational needs, behavior and emotional well-being issues on their learning and in some instances that of their peers. |
| **B** | Ensure ability to contribute financially towards school trips and feel sense of inclusion and experiences of enriching activities with peer groups. |
| **C** | Ensure all children have access to extra-curricular activities, broadening their experiences and therefore increasing confidence, independence and development of life skills to enable them to take ownership and make informed choices. This improving pupil’s learning attitudes. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D** | Allocated time from SEN to provide strategic support to families, teachers and teaching assistants. |

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|  | 1. **Planned expenditure** | | | | | | | | | | | | | | |
| **Academic year** | | |  | 2017-2018 | | | | | | | | | | | |
|  | The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | | | | | | | |
|  | 1. **Quality of teaching for all** | | | | | | | | | | | | | | |
| **Desired outcome** | | | **Chosen action / approach** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |  | | **When will you review implementation?** | | | | **Impact/ Lessons learnt** |
| Barrier A  Booster and targeted intervention support in class. To accelerate progress and reduce the impact of additional special educational needs, behavior and emotional well-being issues on their learning and in some instances that of their peers. | | | TA intervention and booster support. Use of quality teaching time to target ‘catch up’ or pre-teach support session. Usually 1-1 or small PP group. | | | This approach was taken in 2016-17 with the following results:  75% pp eligible children made expected or accelerated progress in reading,  50% pp eligible children made expected progress in writing  75% pp eligible children made expected or accelerated progress in reading  Evidence of accelerated progress ie 6 and 7 steps progress | Monitored through data analysis, regular identification of areas of development , strategies and impact | **Head** |  | | Bi-termly - Standards Committee  Annually - Survey data | | | | Based on internal tracking:  Reading - 75% of pp eligible children made expected progress  Writing - 75% of pp eligible children made expected progress  Maths -75% of pp eligible children made expected progress in writing  Impact of ta booster support is monitored through pupil progress review, SEN progress review, closing the gap meetings and pen picture profiles.  Impact of intervention is also evident for children’s confidence, self-esteem and independence. |
| **Total cost** | | | | | | | | |  | | £4453 | | | | |
|  | 1. **Targeted support** | | | | | | | | | | | | | | |
| **Desired outcome** | | | **Chosen action/approach** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | |  | | **When will you review implementation?** | | **Impact/ Lessons learnt** | |
| Barrier B  Ensure ability to contribute financially towards school trips and feel sense of inclusion and experiences of enriching activities with peer groups. | | | In addition to Friends of Swainswick (PTA) subsidising school trips – pp funding will be allocated when required. | | | Enriching opportunities through school trips and school visitors were experienced by all pupils including pp. This enabled positive experience outside of school setting to occur. In addition relationships were embedded and dispositions were enhanced. | HT to liaise with teaching staff and monitor planned experiences/provision. | Class teachers | |  | | Bi-termly - Standards Committee | | Friends of Swainswick (PTA) subsidised all school trips where families were unable to make a contribution. Therefore no pupil premium money was used in the year 2017/18.  Trips such PGL, class trips and school visitors increased confidence, self-esteem and attitude to learning. | |
| Barrier C  Ensure all children have access to extra-curricular activities, broadening their experiences and therefore increasing confidence, independence and development of life skills to enable them to take ownership and make informed choices. This improving pupil’s learning attitudes. | | | Subsidise inclusion of children eligible for PP in their preferred after-school clubs. | | | Evidence of increased concentration, participation and self-esteem was apparent. In particular where children participated in taekwondo. | HT and governors will encourage and monitor pupil participation in a variety of clubs. | HT & Gov | |  | | Bi-termly - Standards Committee | | Evidence was seen in pupil’s concentration, focus, confidence, self-esteem and general happiness. Pupils participating increased their self-discipline and ability to set goals and achieve. In addition an understand respect was gained for authority.  This approach will continue and be more widely promoted. | |
| **Total budgeted cost** | | | | | | | | | | £200 | | | | | |
| **Other approaches** | | | | | | | | | | | | | | | |
| Desired outcome | | Chosen action/approach | | | What is the evidence and rationale for this choice? | | How will you ensure it is implemented well? | | | Staff lead | | | When will you review implementation? | **Impact/ Lessons learnt** | |
| Allocated time from SEN to provide strategic support and intervention to families, teachers and teaching assistants. | | SENCO Interventions, including regular family meetings, pupil progress meetings with class teacher and teaching assistant  To deliver training to staff and teaching assistants.   1. Identifying and supporting pupils with dyslexia 2. Supporting pupils with working memory limitations | | | Through regular liaisons with all stake holders - educators and families knew exactly where pupils where in their learning, social skills and wellbeing. Use of summative assessment helps with early identification of gaps. This knowledge enables educators to plan effective steps of progression which can then be supported through parental support. Staff are able to identify issues with associated difficulties and know which resources of interventions to put into place. | | HT will hold pupil progress meetings and liaise with staff, parents and SENCO | | | HT  SENCO | | | Bi-termly - Standards Committee | This approach will continue.  Parents, pupils and teachers have benefited greatly from regular contact with Senco and have a good understanding of where pupils are and their areas to develop.  The SENCO has delivered effective training and impact is evident. Due to staff changes, this approach will continue and further develop. Termly SEN pupil progress meetings are now scheduled for 2018/19. | |
| **Total cost** | | | | | | | | | | £627 | | | | | |