

**The Three Schools The Three Schools**  
**(Swanbourne CE, Mursley CE and Drayton Parslow Village Schools)**



**Pupil Premium**

Schools are allocated money for Looked after Children (LAC), children of parents who are employed in the Armed Forces and children whose parents have identified that they are eligible for free school meals. This money is used to benefit the children's learning and assist good progress.

Pupil Premium funding is used carefully to support children in a variety of ways, both academically and socially. Children's progress is carefully tracked and interventions are in place for those children who are not making the expected progress.

**2012-13**

The income received for Pupil Premium in total was £1869.00. The money was spent on 1:1 tuition, classroom support, educational resources and subsidising educational visits.

The income provided effective support which enabled the children to make good progress.

**2013-14**

The income received for Pupil Premium in total was £2500.00 we had 11 children identified (3 KS1/ 8 KS2). The money was spent on 1:1 tuition, classroom support, educational resources, peripatetic music lessons, after school clubs and subsidising educational visits. Careful tracking of individual children shows by the end of the Summer term 2014 the following;

KS1	Pupil Premium children making at least expected progress	Pupil Premium children making better than expected
Reading	33%	0%
Writing	33%	0%
Maths	33%	33%

KS2	Pupil Premium children making at least expected progress	Pupil Premium children making better than expected
Reading	67%	50%
Writing	66%	33%
Maths	87%	67%

## **2014-2015**

The income received for Pupil Premium in total was £22,100 we had 16 children identified (9 KS1/7 KS2). The money was spent on 1:1 tuition, classroom support, educational resources, peripatetic music lessons, after school clubs and subsidising educational visits.

School	Deprivation Premium	Allocation	Service children	Allocation	LAC Premium	Allocation	Total allocation
Swanbourne	7	£7,800	0	0	1	Applied for by need	£7,800
Drayton Parslow	5	£6,500	0	0	0	0	£6,500
Mursley	3	£3,900	0	0	1	Applied for by need	£3,900

Careful tracking of individual children shows by the end of the Summer term 2015 the following;

KS1	Pupil Premium children making at least expected progress	Pupil Premium children making better than expected
Reading	89%	44%
Writing	89%	56%
Maths	89%	44%

KS2	Pupil Premium children making at least expected progress	Pupil Premium children making better than expected
Reading	71%	14%
Writing	71%	28%
Maths	71%	14%

## **Summary of Pupil Premium spending 2014/15**

### **Objectives in spending Pupil Premium**

- Ensuring that children on PP make equivalent progress to their peers through:
- Enriching the curriculum, for example through subsidised visits
- Targeted support, for example:
  - Intervention strategies across all year groups focused on the needs of the individual cohorts, as detailed below:
  - Key Stage 1 - Reading support programme; phonics interventions; and intensive Maths intervention (support staff led)

- Key Stage 2 – Provision of 1:1 tuition for key children; phonics intervention; writing intervention; additional teaching staff to provide high quality support in Maths and English sessions.

### **Actions**

- Enriching the curriculum; e.g. residential and class visits
- Targeted support: TA costs in class e.g. reading support daily, lesson support, meet and greet early morning, playground support to ensure acceptable behaviour and learning in play,
- Uniform to raise self esteem
- Out of school provision
- TA support and additional teacher time
- Additional support for 1 to1 support in lessons
- Support to attend after-school clubs from external providers.
- Attendance at discos to raise self-esteem/social skills
- Support to pay for school meals
- Support to pay for school milk
- Support to purchase resources to sustain concentration in lessons (Wiggle cushion, hand putty)
- Support with payment for peripatetic music lessons.
- Support to purchase 'Power of 2' Maths sets.
- Training for member of staff in 'Change for Life' to promote mental health and self-esteem.

### **Impact of funding for pupils Progress from starting points:**

- Funding had a positive impact on the social and emotional needs of the children by ensuring access to school trips, discos, pupils had PE kits and 1 to 1 support.
- Those who took up the opportunity to learn an instrument have become more confident and have performed in school concerts.
- A member of staff has attended 'Change for Life' training which has been established within the PSHE curriculum – This has helped those children who have struggled with friendships and lack confidence. Strategies employed have enabled the children to begin to overcome their difficulties
- Pupils have improved their sustained levels of concentration through use of resources (using advice from OT).
- Additional 1 to 1 support has had a positive impact of the participation and self-esteem of pupils in Maths and English.

### **Mursley**

Action	Cost	Impact
1:1 support for phonics 5x20 mins per week per child	£1404	66% of pupils demonstrated at least expected progress in this area (2/3)
1:1 additional reading support 5x 10 mins per week per child	£1170	100% of pupils demonstrated at least expected progress in this area. 66% of pupils made accelerated progress.
Talking Partners 1 hour per week	£468	Improved self-esteem and confidence
Curriculum enrichment (trips) and clubs	£128	Full participation in wider school life, wider life experiences.

Clothing	£4.00	Access PE curriculum
Support to purchase resources to sustain concentration in lessons (Wiggle cushion, hand putty)	£50.10	Child accessing curriculum due to improved level of concentration
Milk	£29.58	Primary needs of child being met.
Total: £3,253.68		
<b>Applied for by need:</b>		
Talking Partners 1 term	£132	Improved self- esteem and emotional resilience
1:1 support for phonics 1 hour per week	£132	100% ( 1 child) made better than expected progress from their late starting point

### Drayton Parslow

Action	Cost	Impact
1:1 support for reading key words 5x20 mins per week per child	£2340	100% of pupils demonstrated at least expected progress in this area. 40% of pupils made accelerated progress. (2/5)
1:1 additional reading support 5x20 mins per week per child	£2340	100% of pupils demonstrated at least expected progress in this area. 40% of pupils made accelerated progress. (2/5)
1:1 support for Maths intervention support (Plus 1) 5x20 mins per child	£468	100% of pupils demonstrated at least expected progress in this area. 100% of pupils made accelerated progress. (1/1)
1:1 support spelling and reading support – Hornets. 5x 20 mins per week per child.	£468	100% of pupils demonstrated at least expected progress. (1/1)
Talking Partners 1 hour per week	£468	Improved self-esteem and confidence
Curriculum enrichment (trips) and clubs	£128	Full participation in wider school life, wider life experiences.
Total: £6212		

## Swanbounre

Action	Cost	Impact
1:1 support for Writing – Securing ARE. (45mins weekly)	£2808	75% of pupils demonstrated at least expected progress in this area (3/4)
1:1 support for Maths – Securing ARE. (45mins weekly)	£2808	50% of pupils demonstrated at least expected progress in this area. (1/2)
1:1 support for Maths – Securing ARE. (30mins weekly)	£468	100% of pupils demonstrated at least expected progress in this area (2/2)
Talking Partners 1 hour per week	£468	Improved self-esteem and confidence for 1 pupil.
1:1 support for social skills/art therapy to aid transition (30mins weekly)	£234	Improved self-esteem and confidence for 1 pupil – Transition to KS3 much improved.
Talking Partners 1 term	£132	Improved self- esteem and emotional resilience for 1 pupil (100%)
Total: £6918		
<b>Applied for by need:</b>		
1:1 support for social skills/art therapy to aid transition (30mins weekly)	£234	Improved self-esteem and confidence for 1 pupil – Transition to KS3 much improved. (100%)

### **Close the gap strategic actions 2015 - 2016**

Ensure all teachers have high expectations for all pupils, especially those known to be eligible for FSM, and be aware of expected rates of progress

- Continue to raise the profile of specific children and alert class teachers by detailing those children eligible for FSM / LAC and including current levels/rates of progress. Also to highlight whether FSM children also fall into other vulnerable group categories (e.g. SEN)
- Those children classified as disadvantaged to be reviewed in detail in progress meetings in November, February and June. Evidence from data used to make decisions about future provision
- Provide additional support targeted at those children joining the school who are identified as disadvantaged/LAC (TA support in EYFS)
- Continue to provide additional support through specific interventions to those identified as not meeting expected targets or making expected progress.
- Provide training and support to teachers about learning strategies (growth mindset, metacognition, self-evaluation, effective feedback) known to promote good learning for all children.