

Swanbourne C.E School - Pupil premium strategy statement

1. Summary information					
School	Swanbourne CE School				
Academic Year	2016/17	Total PP budget	£9240	Date of most recent PP Review	N/A
Total number of pupils	118	Number of pupils eligible for PP	7	Date for next internal review of this strategy	Jan 2017

Attainment End of Academic Year 2015-2016			
	Swanbourne CE School Number of PP children	Pupils eligible for PP % reaching expected standard	National average Pupils not eligible for PP % reaching expected standard
End of EYFS – Good Level of Development			
Phonics end of Year 1			
Phonics end of Year 2			
Reading end of KS1			
Writing end of KS1			
Maths end of KS1			
Reading end of KS2	1	0%	66%
Writing end of KS2	1	100%	74%
Maths end of KS2	1	0%	70%
GPS end of KS2	1	0%	72%
Combined Reading, Writing and Maths	1	0%	53%

2. Barriers to future attainment (for pupils eligible for PP including high ability)

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

In-school barriers (*issues to be addressed in school, such as poor oral language skills*) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)

A.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 2 – This prevents sustained high achievement by the end of Key Stage 2.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
B.	Attendance rates for pupils eligible for PP whose attendance is below the target for all children of 96%. This reduces their school hours and causes them to fall behind on average.
C.	Poor home learning environment

3. Outcomes (*It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.*)

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve outcomes at end of KS2	At least 75% at end of KS2 achieve age related expectations across all subjects
B.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.
C.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the school liaison group.

3. Planned Expenditure for 2016 -2017

Quality of teaching for all

Desired outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
86% of KS2 PP children to achieve age related expectations in Reading	Accelerated Reader 1 hour x daily (£2850)	Proven improvements in reading age in KS2 from evidence of tracking last year	Appoint advocate for Accelerated Reader Track reading ages termly Targeted reading support for vulnerable children Celebrate success and promote reading in celebration worships and displays Staff training	Michelle Fisher (English Lead)	Termly
Quality feedback supports children to make good progress in all subjects	Teachers to give immediate feedback Teachers to mark PP books first Teachers to ensure PP children response to marking is undertaken daily Teachers to address misconceptions immediately Training for new staff	Evidence base of research suggests quality feedback enables children to make good progress (John Hattie)	Regular work scrutinises by SLT Regular lesson observations by SLT Half termly data analysis	Carol-Anne McCollum David May Heidi Martin	Half termly

Improve the % of children working at greater depth by improving children's quality of discussion and self-questioning	Introduce P4C – training by Will Ord £800 Purchase resources to support teachers in its implementation £500 Teachers to target PP children during sessions	Evidence base of research suggests that good classroom discussion and self-questioning has a positive impact on outcomes(John Hattie)	Staff training and review of its effectiveness Lesson observations	Carol-Anne McCollum Alison Featherston	Termly
Improve the % of KS2 PP children to achieve age related Expectations in Spelling, Punctuation and Grammar.	Read, Write, Inc. Spelling Strategy 1 x 20mins daily (£25 per week = £750)	Proven improvements in children attaining the ARE in Spelling in KS2 tests from other schools who have trailed the spelling scheme in 2015-2016.	Appoint advocate for Spelling scheme. Track spelling scores and test performances termly. Targeted spelling support for vulnerable children. Celebrate success and promote spelling rules and patterns in celebration worships and displays Staff training	Michelle Fisher (English Lead)	Termly
Total budget cost for quality teaching for all					£4900
Targeted Support					
Improve the % of Y3 children achieving the phonics screening and make progress in phonics.	Additional phonics intervention booster using Nessie on a 1 to 1 basis. (10mins per day) and stairway to spelling scheme. £30 per week (Staffing and resources) (£900)	The identified children are below age related expectations.	Tracking children's phonics progress		Half termly

Improve the % of PP children reaching age related expectations in Maths.	Maths intervention 1-1 basis Research interactive maths programme (RM Maths) to support learning £395 Purchase, trial and evaluate.	The identified children are below age related expectations. Purchase of RM Maths programme will be based on in school trial, local liaison schools trials and evidence from internet searches.	Tracking children's maths progress termly Targeted Maths support for vulnerable children Celebrate success and promote Maths in celebration workshops and displays Staff training	Heidi Martin David May Carol-Anne McCollum	6 weekly
Improve % of KS2 children working at age related expectations to 70% in Maths	Maths intervention – Post-Teaching sessions with PP pupils (5 x 20mins per week) with D May. Targeted adult support in lessons	Identified children are below age related expectations. Previous intervention has been effective in raising standards	Internal monitoring	Carol-Anne McCollum David May Heidi Martin	Half termly
Improve % of KS2 children working at age related expectations to at least 70% in Reading and Writing.	English intervention – 1 to 1 sessions with a specialist teacher – Becky Jeffery (45mins per week). Targeted adult support in lessons £6840	Identified children are below age related expectations. Previous intervention has been effective in raising standards	Internal monitoring	Carol-Anne McCollum David May	Half termly
Total budget cost for targeted support					£8135

Other Approaches					
Children home learning is completed to a high standard.	Set up homework club targeted to PP identified children to pre-teach and discuss homework – Talk Homework and Maths activities with TA.	PP children's homework is not as effectively completed as non PP children Evidence shows that supporting study skills improves Outcomes (John Hattie)	Work scrutiny comparing PP and Non PP children Monitoring completion of homework and when completed Pupil voice of PP children	David May Carol-Anne McCollum	Termly
PP children's emotional wellbeing is improved.	Half termly 'Young Carers' sessions to take place to work as a group to support and discuss strategies for coping at home for those PP individuals who are also 'Young Carers'.	PP 'Young Carers' often identified as vulnerable children with chaotic home lives.	Half termly sessions are planned and evaluated.	David May	Half Termly
All children to participate in enrichment activities	Financially support individual children to access enriched curriculum activities by ensuring PP parents are aware of financial support. £1000	To ensure equality of opportunity for all children	Monitoring club uptake and targeting any PP child or vulnerable child that is not in a club	Carol-Anne McCollum David May	Termly
Children's attendance improved to match non PP children	Notify all parents of attendance procedures Invite parents in for meetings if attendance drops below 95% for PP children.	PP Attendance is not as high as non PP children	Monitoring of attendance data monthly	Carol-Anne McCollum David May	Weekly

Total budget cost for other approaches	£1000
Total allocated budget cost	£14,035
Total unallocated budget for support as identified through the remainder of the academic year	£0

Review of Expenditure				
Previous Academic year	2015-2016			
Quality of Teaching for all				
Desired Outcome	Chosen Action	Impact	Lessons learned	Cost
Improve the % of pupils reaching ARE expectations in Writing at the end of KS2.	Introduced Talk 4 Writing	Talk 4 Writing was introduced in Sept 2015. In the first few months pupils have demonstrated significant improvements in their approaches to writing across all genres. At the end of KS2 (Y6) 100% of PP pupils were working at the age related expectations in Writing.	The initiative significantly improved the teaching and learning of writing across KS2. This initiative will be continued with targeted support for PP children to ensure they are accessing the Talk 4 Writing process to develop their skills and approaches to writing to ensure they reach the ARE at the end of KS2.	£1000
Targeted Support				

<p>Improve outcomes for all pupil premium children through targeted support linked to individual needs</p>	<p>TA with responsibility for PP children Sept – March 16 and TA support Summer term 32 hours a week.</p>	<p>Over 2015-16 Of the 7 children eligible for Pupil Premium. The following progress was made;</p> <ul style="list-style-type: none"> • 54% are working at ARE in Reading • 67% are working at the ARE in Maths • 67% are working at the ARE in Writing. 	<p>Teachers reported that this benefited children, however the lack of very specific targets due to the introduction of the new curriculum and raised expectations meant it was more difficult to track. In 2016-7 much more specific targets have been set for cohorts which will make tracking of the effectiveness of this intervention much more effective.</p>	<p>£6840</p>
<p>Additional staffing to support in classrooms during the afternoons in order to improve outcomes for all pupil premium children through targeted support linked to individual needs</p>	<p>This has meant that there are a variety of programmes available to the children such as daily reading, comprehension groups, social skills groups, access to Young Carers material and time to talk.</p>	<p>This has had a positive impact in terms of attitude and approach to learning. Over 2015-16 the following percentage of PP children made at least the expected progress regardless of their starting points;</p> <p>Maths – 100% made at least expected progress. Reading – 83.3% made at least expected progress. Writing – 83.3% made at least expected progress.</p>	<p>Teachers reported that this benefited children, however the lack of very specific targets due to the introduction of the new curriculum and raised expectations meant it was more difficult to track. In 2016-7 much more specific targets have been set for cohorts, which will make tracking of the effectiveness of this intervention much more effective.</p>	<p>£2000</p>

PP children's attendance improved to match non PP children	Notify all parents of attendance procedures Invite parents in for meetings if attendance drops below 95% for PP children. Involve EWO as necessary	Support from EWO has meant that parents are aware of the importance of having their children in school daily. Where appropriate parents have engaged in a parental contract agreement.	This is a sensitive area for some families and there needs to be continued open dialogue	
All children to participate in enrichment activities	Enriched curriculum	Funding has been used to fund places on extra-curricular clubs, fund residential places and educational visits. This has ensured that all children are fully included and has helped to develop social and emotional skills.	This approach ensures equality of access for all children.	1275
			Total expenditure	£11,115