

Swanbourne C.E School - Pupil premium strategy statement (2020-2021)

1. Summary information			
School	Swanbourne CE School		
Academic Year	2020/21	Total PP budget (PP and CLA)	£1,345 x 10 = £13,450 (PP) £2,345 x 1 = £2,345 (CLA) £310 x 1 = £310 (Forces) Total = £16,105
Total number of pupils	118	Number of pupils eligible for PP	12 Pupils in Total 10 Pupils (Pupil Premium) 1 Pupil (Children Looked After) 1 Pupil (Forces)

Attainment End of Academic Year 2019-2020				
	Swanbourne CE School Number of PP children	Swanbourne CE School Pupils eligible for PP (% reaching expected standard) (Teacher Assessment - 2020 SATs cancelled due to COVID-19)	Swanbourne CE School Pupils not eligible for PP (% reaching expected standard) (Teacher Assessment - 2020 SATs cancelled due to COVID-19)	National average Pupils not eligible for PP (% reaching expected standard) (Emerging National Results - 2020 SATs cancelled due to COVID-19)
Reading end of KS2	4	100% (4 out of 4 pupils)	100% (30 out of 30 pupils)	80%
Writing end of KS2	4	100% (4 out of 4 pupils)	90% (27 out of 30 pupils)	77%
Maths end of KS2	4	100% (4 out of 4 pupils)	93% (28 out of 30 pupils)	80%
Combined Reading, Writing and Maths	4	100% (4 out of 4 pupils)	90% (27 out of 30 pupils)	72%

Swanbourne CE School - Pupil Premium Strategy 2019/20 Successes

- In 2019-2020 in KS2 there were 17 pupils eligible for Pupil Premium Funding (PPM children).
- By the end of July 2020, there were 16 pupils eligible for Pupil Premium Funding (PPM children) - 1 CLA pupil left to join a new school.
- In 2020 in KS2, 68.75% (11 out of 16 PPM pupils) made at least expected progress in Reading (4 steps progress from Autumn 1 2019 to Spring 2 2020).
- In 2020 in KS2, 93.75% (15 out of 16 PPM pupils) made at least expected progress in Writing (4 steps progress (Autumn 1 2019 to Spring 2 2020).
- In 2020 in KS2, 68.75% (11 out of 16 PPM pupils) made at least expected progress in Maths. (4 steps progress (Autumn 1 2019 to Spring 2 2020).
- In 2020 in KS2, 68.75% (11 out of 16 PPM pupils) made at least 4 steps progress in Reading, although 5 PPM pupils did not make 4 steps in Reading, they all made 3 steps progress and 4 of these 5 PPM pupils were teacher assessed at achieving ARE in Reading).
- Whole school approach to Maths through embedding the 'Mastery Maths' approach has had positive effect on PPM children's Maths outcomes and is seen in their work in books and overall progress performance - 100% have made at least 4 steps progress from Autumn 1 2019 to Spring 2 2020.
- Whole school approach to Writing through embedding the 'Talk 4 Writing' approach has had positive effect on PPM children's Writing outcomes and is seen in their work in books and overall progress performance - 100% have made at least 4 steps progress (Autumn 1 2019 to Spring 2 2020).

- At the end of KS2 (Year 6) Summer 2020 (Teacher Assessment due to COVID-19), there were 5 pupils eligible for Pupil Premium funding;
- KS2 ARE Reading - School - 100% (National 2020 - 80%) (PP = 5 out of 5 pupils - 100%)
- KS2 ARE Writing - School - 90% (National 2020 - 77%) (PP = 5 out of 5 pupils - 100%)
- KS2 ARE Maths - School - 93% (National 2020 - 80%) (PP = 5 out of 5 pupils - 100%)
- KS2 GDS Reading - School - 63% (National 2020 - 31%) (PP = 3 out of 5 pupils - 60%)
- KS2 GDS Writing - School - 20% (National 2020 - 20%) (PP = 0 out of 5 pupils - 0%)
- KS2 GDS Maths - School - 43% (National 2020 - 27%) (PP = 1 out of 5 pupils - 20%)
- All PPM parents attended all parents evening and there was good attendance from PPM parents at school events, assemblies and workshops.
- Increased numbers of PPM pupils have taken part in school sports events, after-school clubs and festivals than in the previous academic year.
- Pastoral support, including Play Therapy, Learning Mentor (1 to 1 sessions), Lego Therapy and have had a positive effect on PPM pupils and their involvement in school life. • PPM attendance for 2019-2020 Autumn 2019 to Spring 1 2020 (94.67%) - Prior to COVID-19 Lockdown continued to improve and was in line with non-PPM pupils (96.35%).

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>Data sources used to 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.</i>	
Barriers	
A.	Small numbers of pp pupils with a wide range of differing needs
B.	Poor self-esteem, anxiety and family struggling to support
C.	Lower aspirations of some disadvantaged pupils and their parents and limited support at home to reinforce basic skills, limiting progress
D.	Family mental health
E.	Financial barriers to children in accessing extra-curricular activities and educational experiences such as trips, enrichment clubs, and tournaments.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil premium review will evidence that the individual needs of each child eligible for pupil premium are effectively addressed resulting in expedited progress	Every PP child makes more than expected progress in an academic year PP children who are SEN to meet provision map targets
B.	Improved emotional well-being of identified PP children. Training delivered to PP parents that enables them to support their children	Harris Scale will demonstrate improved self-esteem/self-awareness and positivity around self Increased positive outlook on identified issues and self-perception will enable identified children to make accelerated progress in relation to their starting point.
C.	Sustain outcomes at end of KS2	KS2 PP children achieve at least age related expectations across all subjects
D.	Family supported effectively so pupil attendance is not affected	Pupil Premium children attendance to be in with non Pupil Premium children

E.	PP fully involved in all aspect of wider school life	PP children access extra-curricular activities PP accessing peripatetic music lessons PP accessing holiday club at school, as required PP accessing Learning Mentor, Support groups and Therapy sessions Parents supported to work through pupil attendance at WRAP
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3. Planned Expenditure for 2020-2021 Total Pupil Premium Funding Allocated: <ul style="list-style-type: none"> • £1,345 x 10 = £13,450 (PP) • £2,345 x 1 = £2,345 (CLA) • £310 x 1 = £310 (Forces) • Total = £16,105

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?
Considering KS2 Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Reading.	Accelerated Reader 1 hour x weekly (£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 through STAR reader Weekly reading monitoring and monitoring comprehension success
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 (£0)	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 Termly data analysis	Carol-Anne McCollum David May Heidi Martin	Termly
Considering Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Spelling, Punctuation and Grammar.	Embed and continue to use Read, Write, Inc. Spelling Strategy resources and programme; 20mins daily (£25 per week = £750)	Proven improvements in children attaining the ARE in Spelling in KS2 tests from other schools and at Swanbourne who has trailed and implemented the spelling scheme in 2015-2016 onwards.	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

<p>Considering Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Maths.</p>	<p>Maths intervention - Pre and Post-Teaching sessions with PP pupils with class teachers - At least 3 sessions per week freed in the timetable for 1 to 1 or small group tasks. (£2000)</p> <p>Maths Intervention (Autumn 2020) - Becky Jeffery Working in class to give immediate feedback to identified pupils in 2 English and maths sessions per week.</p> <p>Maths Intervention (Spring 2021) - 1 to 1 sessions with a specialist teacher - Becky Jeffery (45mins per week). Targeted adult support in lessons (£6840)</p>	<p>Identified children are below age related expectations. Previous intervention has been effective in raising standards - Use of Pre and Post teaching sessions with class teachers will ensure consolidation of the 'Mastery approach' to Maths.</p>	<p>Internal monitoring and tracking - Through the use of regular assessment of misconceptions and mathematical concepts (BJ to record progress in assessments).</p>	<p>Carol-Anne McCollum David May Heidi Martin</p>	<p>Half termly</p>
<p>Considering KS2 Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Reading.</p>	<p>English intervention - Pre and Post-Teaching sessions with PP pupils with class teachers - At least 3 sessions per week freed in the timetable for 1 to 1 or small group tasks. (£2000)</p> <p>Reading Intervention (Autumn 2020) - Becky Jeffery Working in class to give immediate feedback to identified pupils in 2 English and maths sessions per week.</p> <p>Reading Intervention (Spring 2021) - 1 to 1 sessions with a specialist teacher - Becky Jeffery (45mins per week). Targeted adult support in lessons (£6840)</p>	<p>Identified children are below age related expectations. Previous intervention has been effective in raising standards</p>	<p>Internal monitoring and tracking - Through use of Accelerated Reader and Star Reader assessments.</p>	<p>Carol-Anne McCollum David May</p>	<p>Half termly</p>
<p>Considering KS2 Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Writing.</p>	<p>English intervention - Pre and Post-Teaching sessions with PP pupils with class teachers - At least 3 sessions per week freed in the timetable for 1 to 1 or small group tasks. (£2000)</p> <p>Writing Intervention (Autumn 2020) - Becky Jeffery Working in class to give immediate feedback to identified pupils in 2 English and maths sessions per week.</p>	<p>Identified children are below age related expectations. Previous intervention has been effective in raising standards</p>	<p>Internal monitoring and tracking - Through use of Teacher Assessments and progress made in 'Show what you know' writing tasks/ongoing assessments.</p>	<p>Carol-Anne McCollum David May Michelle Fisher (English Lead)</p>	<p>Half termly</p>

	<p>Writing Intervention (Spring 2021) - 1 to 1 sessions with a specialist teacher - Becky Jeffery (45mins per week).</p> <p>Targeted adult support in lessons (£6840)</p> <p>English intervention - 1 to 1 sessions with a specialist teacher - Becky Jeffery (45mins per week). (£3420)</p> <p>Targeted adult support in lessons from budget above</p>				
Improve the % of children working at greater depth across KS2 by improving children's quality of discussion and self-questioning.	<p>Continue to implement Philosophy For Children (P4C)</p> <p>Purchase resources to support teachers in its implementation</p> <p>Teachers to target PP children during sessions</p>	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 David May Alison Featherston	Termly
PP children's emotional well-being is improved.	<p>Weekly 'Learning Mentor' 1 to 1 and groups sessions to take place to support and discuss strategies for coping at home for those identified PP individuals who are also in need of Emotional and Well-Being support sessions (Requested by parents, staff or other professionals).</p> <p>Cost for identified PP children (£10,000)</p>	PP children often identified as vulnerable children with specific Emotional Health and Well-Being needs.	Weekly sessions are planned and evaluated by Aimee Temple - Learning Mentor.	David May Aimee Temple	Half Termly
Identified PP children's have their Level 3 support needs met to help improve self- perception and resilience	<p>Weekly 'Play Therapy' sessions 1 to 1 and groups sessions to take place to support and discuss strategies for coping at home for those identified PP individuals who are also in need of Emotional and Well-Being support sessions £2145 (£715 per term)</p>	PP children often identified as vulnerable children with specific Emotional Health and Well-Being needs.	Weekly sessions are planned and evaluated by external Play Therapist.	Carol-Anne McCollum David May Tara Thornwood	Half Termly
Other Approaches					
Children's 'Home Learning' and homework is completed to a high standard.	<p>Continue to provide a 'Homework club' (Spring 2020) which includes all pupils but ensures that Targeted PP identified children are invited and sessions provided by funding to support pre and post teach and to discuss homework - Talk Homework and Maths activities with TA.</p> <p>(£0)</p>	<p>PP children's homework is not as effectively completed as non PP children</p> <p>Evidence shows that supporting study skills improves Outcomes - John Hattie.</p>	<p>Work scrutiny comparing PP and Non PP children</p> <p>Monitoring completion of homework and when completed</p> <p>Pupil voice of PP children</p>	Carol-Anne McCollum David May Alison Featherston	Termly
All children to participate in enrichment activities	<p>Financially support individual children to access enriched curriculum activities by</p>	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

	ensuring PP parents are aware of financial support. Ensure children have appropriate kit/clothing to attend clubs. (£2000)				
Pupil premium children aspire to take on roles of responsibility across the school.	Increased opportunities for KS2 pupils to engage in wider school life, such as Playground leader, House Captain, Ambassador monitor, charity collectors, etc... (£0)	Opportunities to engage in wider school life are restricted for some pupil premium children. Activities take place during school day to enable full participation without impacting on home routines	Pupil voice. Observations.	Class teachers	£0
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. (£0)	PP Attendance is not as high as non PP children	Monitoring of attendance data monthly and report half termly	Carol-Anne McCollum David May	Weekly
Identified PP children have support to address perceived gross an fine motor difficulties	Private assessment and support from external specialist - Braveheart Foundation to explore Ambivalent Attachment issues etc... (£800)	Co-ordination difficulties that impede learning are addressed and no longer a barrier to learning or impacting self-esteem.	Monitor impact on pupil self-esteem and attitude to learning	Carol-Anne McCollum David May	Autumn Term 2020
Total allocated budget cost					£30,850 (See Below for details surrounding Virtual Schools Funding)
Total unallocated budget for support as identified through the remainder of the academic year					£0 (N/A - See Below for details surrounding Virtual Schools Funding)
Virtual Schools Funding					
<ul style="list-style-type: none"> Additional funding will be granted for specific interventions and approaches from relevant Virtual Schools for individual CLA/Fostered Pupils - To be applied for and granted half-termly. (PEP Meetings and ePEP funding applications will ensure the PPM Funding is supplemented to support school in implementation of specific strategies). 					

Review of Expenditure- £21,080 allocated <ul style="list-style-type: none"> • £1,300 x 15 = £19,500 (PP) • £2,300 x 1 = £2,300 (CLA) • £300 x 1 = £300 (Forces) • Total = £22,110 				
Previous Academic year		2019-2020		
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.	Embedded Talk 4 Writing and continued to ensure staff attended training and developed curriculum through working with T4W consultant.	<p>Talk 4 Writing was introduced in Sept 2015. This initiative continued to be embedded and developed which has ensured pupils can continue to demonstrate significant improvements in their approaches to writing across all genres.</p> <p>At the end of KS2 (Teacher Assessments - Due to COVID-19) - 100% of 5 out of 5 Year 6 PP pupils were working at the age related expectations in Writing.</p>	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.	£1500
Targeted Support				
Improve outcomes for all Pupil Premium children through targeted support linked to individual needs	<p>Reading, Maths and Writing interventions - 1 to 1 sessions with a specialist teacher - Becky Jeffery (45mins per week).</p> <p>Targeted adult support - £10,260 per year.</p>	<p>Over 2019-20 of the 16 children eligible for Pupil Premium and based on Spring 2 2020 Teacher Assessments (Due to COVID-19), the following attainment was made:</p> <ul style="list-style-type: none"> • 81.25% are working at least at ARE in Reading (13 out of 16 pupils) • 81.25% are working at least at ARE in Maths (13 out of 16 pupils) • 87.5% are working at least at ARE in Writing (14 out of 16 pupils) 	Identified pupils will require additional 1-2-1 support to diminish the difference in writing outcomes by the end of KS2.	£10,260
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	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 pre and post teaching sessions looking at specific areas of Maths, Reading and Writing and enabling children the 1 to 1 support and time to talk through their misconceptions.	<p>This has had a positive impact in terms of attitude and approach to learning. Over 2019-20 of the 16 children eligible for Pupil Premium and based on Spring 2 2020 Teacher Assessments (Due to COVID-19), children made at least the expected progress regardless of their starting points:</p> <ul style="list-style-type: none"> • In 2020 in KS2, 68.75% (11 out of 16 PPM pupils) made at least expected progress in Reading (4 steps progress from Autumn 1 2019 to Spring 2 2020). • In 2020 in KS2, 93.75% (15 out of 16 PPM pupils) made at least expected progress in Writing (4 steps progress (Autumn 1 2019 to Spring 2 2020). • In 2020 in KS2, 68.75% (11 out of 16 PPM pupils) made at least expected progress in Maths. (4 steps progress (Autumn 1 2019 to Spring 2 2020). 	<p>Where children made less progress, they required smaller step targets to make progress and needed to revisit these on a regular basis to sustain learning.</p> <p>This was refined across the year and will be implemented moving forward in the next academic year. Following pupil feedback and a pilot in Year 6 (Spring and Summer 1 2017) and whole school Autumn 2017 onwards, staff now have at least 3 sessions per week in 2019-2020 to deliver targeted specific pre teaching and post teaching sessions to address misconceptions and challenge for improvement.</p>	£2000
PP children's attendance improved to match non PP children	<p>Notify all parents of attendance procedures</p> <p>Invite parents in for meetings if attendance drops below 95% for individual PP children.</p>	<p>Support from the school to ensure parents are aware of the importance of having their children in school daily.</p> <p>PPM attendance for 2019-2020 (Autumn 1 2019 to Spring 1 2020 - Prior to COVID-19 Lockdown) (94.67%) continued to improve and was in line with non-PPM pupils (96.35%).</p>	School continues to support families to maintain good attendance.	£0
All PP pupils to participate in enrichment activities	Enriched curriculum	Funding was used to ensure that 100% of Pupil Premium pupils accessed places on extra-curricular clubs from Autumn 2019 to Spring 2020 (Prior to COVID-19 Lockdown), and received funding for residential places and educational visits. This has ensured that all children are fully included and has helped to	This approach ensures equality of access for all children.	£1400

		develop social and emotional skills - All residential trips were cancelled due to COVID-19 Lockdown.		
Support for identified PP pupils to meet emotional needs.	Learning Mentor Support Sessions (£10,000 identified costs for PP pupils).	Funding was used to ensure that identified Pupil Premium pupils accessed additional support with Emotional health and well-being. This has ensured that all children are able to develop strategies to develop social and emotional skills and access the curriculum - Weekly 1 to 1 sessions with Learning Mentor.		£10,000
Support for identified PP pupils for external agency assessments.	Assessments and Equipment provided by the following external agencies; <ul style="list-style-type: none"> • Educational Psychologist • Occupational Therapy • Family Resilience 	Funding was used to ensure that identified Pupil Premium pupils were supported through guidance and advice from external agency assessments. This has ensured that all children are able to receive appropriate provision for staff to develop strategies to address social and emotional skills issues and ensure improved access to the curriculum.		£1200
Total expenditure				£26,360
Total unallocated budget for support as identified through the remainder of the academic year				£0 (N/A - See Below for details surrounding Virtual Schools Funding)
Virtual Schools Funding				
<ul style="list-style-type: none"> • Additional funding for 2019/2020 academic year granted for specific interventions and approaches from relevant Virtual Schools for individual CLA/Fostered Pupils - Funding was applied for and granted on a half-termly basis. • (PEP Meetings and ePEP funding applications ensured the PPM Funding supplemented support for school in implementation of specific strategies). 				