

Pupil Premium Strategy
Swavesey Primary School



Summary information of pupil premium (PP)

Name of school:	Swavesey Primary School		
Academic year:	2016-2017	Total PP budget for year:	£36,060
Total number of pupils:	306	Number of pupils eligible for PP:	31* 1 child is FSM and LAC
Date of next PP strategy review:	July 2017		

Barriers to future attainment for pupils eligible for PP

In-school barriers:

To improve outcomes for pupil premium children ensuring they make good or better progress aiming for them to meet age-related expectations in the core subjects or their own target if they have specific identified needs.

A.	Maths attainment of pupil premium group is below peers across school
B.	Combined attainment in reading, writing and maths attainment across school was below national and peer group
C.	Breadth of academic, social, emotional and behavioural needs
External barriers:	
D.	Wide external factors impacting on social and emotional well-being
E.	Parental understanding of the systems available to support the development of academic and personal needs

Aims and outcomes

Desired outcome:		Success criteria:
A.	A higher proportion of PP children will reach age-related expectation in maths	Attainment data will show that more than 52% of PP group have achieved age-related expectation.
B.	A higher proportion of PP children will reach age-related expectation in reading, writing and maths combined	Attainment data will show that more than 42% of PP group have achieved age-related expectation.
C.	Individual needs will be observed, targeted and monitored to support holistic development and in turn, academic development.	Clear systems will be developed throughout the year to support all staff and parents monitor and support the development of pupil premium children in an effective way. Staff will monitor and support all pupil premium children closely. Parents will be informed of their children's strengths and next steps. Governors will be well informed regarding updates and actions in school.

Planned expenditure

Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Quality of teaching and learning Total budgeted cost: £14,286					
A: A higher proportion of PP children will reach age-related expectation in maths B: A higher proportion of PP children will reach age-related expectation in reading, writing and maths combined	Identify and allocate funding to CPD that meets the school's strategic priorities identified in the SDP	Quality teaching will be the key to increased standards which will in turn help to narrow the gap between PP and non PP group. CPD to date include: <ul style="list-style-type: none"> • Number fluency (KS1) • Securing mathematical understanding (KS2) • Developing number sense (EYFS) • Shanghai Mastery in maths workshop (3X teachers from different key stages) • Mastery in maths (2X teachers from different key stages) • Maths and English lead attending briefings and delivering CPD in school • English lead attending Pie Corbett conference • Parent maths workshops • Maths specialist 2X CPD teacher sessions • Regular maths TA training by maths lead 	English and Maths lead to monitor quality of teaching and learning through regular monitoring. Data will be tracked regularly in line with pupil progress meetings that will include pupil premium co-ordinator. Staff	Maths Lead English Lead	Termly
A: A higher proportion of PP children will reach age-related expectation in maths B: A higher proportion of PP children will reach age-related expectation in reading, writing and maths combined	Subscription renewal for Mathletics and the reading cloud to support all children both in and out of school.	Mathletics have produced many case studies evidencing the positive impact it has on learning. Mathletics also state 'Mathletics can help close the attainment gap for FSM (Pupil Premium) pupils'. Raise engagement both at home and at school. Support homework- daily reading requirement and maths. Third Space learning states that research suggests schools that set homework are more successful.	Termly monitoring of use by English and Maths lead. Weekly Mathletics assemblies to promote and celebrate achievement. Staff CPD for effective use of Mathletics to support home and school learning.	Maths Lead	Termly

Targeted interventions
Total budgeted cost: £12,498

A: A higher proportion of PP children will reach age-related expectation in maths	1 st Class @ Number 2 and Success @ Arithmetic maths interventions run by teacher a TA	Edge Hill University states that children: <ul style="list-style-type: none"> • 'made an average Number Age gain of 13 months in only 3.5 months – over 3 times the expected progress. • 93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number. 	Sandwell assessments are used before and after the intervention to measure impact. The Maths lead keeps an overview of these results.	Maths Lead	
A: A higher proportion of PP children will reach age-related expectation in maths	Small group and 1:1 maths intervention run by teacher	EEF reports that both small group and 1:1 groups have a positive impact on learning.	Each intervention has its own measurable progress indicators but we look for evidence of this being transferred into everyday classroom activities and the children's general progress.	Maths Lead	
B: A higher proportion of PP children will reach age-related expectation in reading, writing and maths combined	Switch-on	The EEF reports positive results for all groups that engaged in Switch on (based on Y6 transition) therefore as a school we trialled and adopted the Y3/4 pilot and also found positive results.	Each intervention has its own measurable progress indicators but we look for evidence of this being transferred into everyday classroom activities and the children's general progress.	English Lead	Reviewed after every intervention.
B: A higher proportion of PP children will reach age-related expectation in reading, writing and maths combined	KS2 reading intervention	EEF reports that both small group and 1:1 groups have a positive impact on learning.	Each intervention has its own measurable progress indicators but we look for evidence of this being transferred into everyday classroom activities and the children's	Year 5/6 Phase Leader	Termly based on data

			general progress.		
B: A higher proportion of PP children will reach age-related expectation in reading, writing and maths combined	Booster sessions for Yr6 PP children to support progress and attainment	EEF suggests reducing class sizes has positive impact on learning.	Each intervention has its own measurable progress indicators but we look for evidence of this being transferred into everyday classroom activities and the children's general progress.	Y5/6 Phase Leader	Beginning and end of Summer term
<p style="text-align: center;"><u>Individual needs</u></p> <p style="text-align: center;">Total budgeted cost: £8,555</p>					
C: Breadth of academic, social, emotional and behavioural needs D: Wide external factors impacting on social and emotional well-being E: Parental understanding of the systems available to support the development of academic and personal needs	Funding a new role to oversee Pupil Premium Project	Pupil Premium Funding is effectively targeted and monitored to support disadvantaged pupils. Research (including the EEF toolkit) identifies the importance of having a named member of the SLT with responsibility for delivering the PP Strategy.	Performance management Review Link governor	HT	Termly feedback.
B: A higher proportion of PP children will reach age-related expectation in reading, writing and maths combined C: Individual needs will be observed, targeted and monitored to support holistic development and in turn, academic development.	Provision of reading books for higher attaining year 5/6 pupils	Children have expressed interest in a wider provision of books therefore this was facilitated. Not only was this purposeful for the development of their reading, particularly at a higher level, but also for personal development in choosing and ordering the books	PP lead will discuss how to facilitate this opportunity with English lead.	PP Lead	Autumn term.

C: Individual needs will be observed, targeted and monitored to support holistic development and in turn, academic development.	Enhanced provision to access trips including residential trip in Yr6 and other trips and visits (including swimming and curriculum experiences) across remaining year groups	For children to develop essential social and emotional skills we feel it is essential for all children to be included and have the option to be involved in school trips which, not only do the children enjoy, but often form an important basis for learning in school.	All children will be able to access and enjoy school trips and enhanced provision alongside their peers.	Business Manager	Termly
	Enhanced provision to access music lessons	Where children have an interest in learning to play an instrument the school supports individuals. The EEF suggests that 'After school Programmes' can show benefit to academic or behaviours to support learning.	Individual case studies are created by PP lead that are used for pupil progress	Business Manager	Termly
	Financial support towards extra-curricular activities and related equipment	In order to target all needs of pupil premium children we offer a funding to support attendance of a range of clubs. A study by the Nuffield Foundation found a link between children taking part in after school clubs and attainment at the end of KS2. Alongside this, their report suggests 'Participating in organised sports or physical activity was also positively linked to social, emotional and behavioural outcomes.'	Attendance registers are kept and information is added to individual case studies for pupil progress	Business Manager	Termly
	Support for children with physical development/medical needs through sensory circuits	Sessions are organised for children to develop motor skills to enable them to access playtimes and PE sessions.	Reports produced outlining progression over time and developed skills.	PE subject lead	Termly
	Enhanced provision to access out of hours clubs such as sports clubs, music, choir,	In order to target all needs of pupil premium children we offer a funding to support attendance of a range of clubs. A study by the Nuffield Foundation found a link between children taking part in after school clubs and attainment at the end of KS2. Alongside this, their report suggests 'Participating in organised sports or physical activity was also positively linked to social, emotional and behavioural outcomes.'	Individual case studies are created by PP lead that are used for pupil progress.	PP Lead	Termly
	Transition support for Year 6	Some children in school benefit from additional experiences to support transition to secondary school therefore this is an opportunity we also offer to pupil premium children.	Discussions and planning with Y5/6 TA	Y5/6 phase leader	Summer 2017

<p>B: A higher proportion of PP children will reach age-related expectation in reading, writing and maths combined</p> <p>C: Individual needs will be observed, targeted and monitored to support holistic development and in turn, academic development.</p>	Speech Therapy support for children with identified needs	A high proportion of children in school have speech, language and communication difficulties including those receiving pupil premium funding. In order to support their academic development, we feel it is essential to develop their speech, language and communication skills.	Speech and language therapists work with both children and adults in school. TAs in school have had training to support those with speech, language and communication difficulties.	SENCO	Termly
<p align="center">External Barrier Total budget cost: £879</p>					
<p>E: Parental understanding of the systems available to support the development of academic and personal needs</p>	Extended parent consultation	The EEF suggests that parental engagement is linked to success at school. Communication to parents about pupil premium funding will increase to ensure all parents are clear about how their child is supported. Parents will be offered additional time during consultations to discuss both academic and individual areas of success and need for development.	Parent surveys will be used to analyse effectiveness at the end of the academic year.	PP lead	Summer 2017
	Letters to eligible parents and non-eligible parents for information				
C: Individual needs will be observed, targeted and monitored to support holistic development and in turn, academic development.	Newsletters for staff and governors sharing termly actions and updates. Case studies Mini-case studies Link governor for support INSET CPD for whole staff linked to strategy.	Third Place Learning suggest, as part of a successful plan, that all classroom staff and governors should be included in actions, strategy and developments to maximise success for pupils.	Staff and governor surveys will be used to analyse effectiveness at the end of the academic year.	PP lead	Summer 2017