

Pupil Premium Strategy 2019-2020

Swavesey Primary School

Summary information of Pupil Premium (PP)

Name of school:	Swavesey Primary School		
Academic year:	2019-2020	Total PP budget for year:	£33,454
Total number of pupils:	297	Number of pupils eligible for PP:	21
Date of next PP strategy review:	September 2020		

Barriers to future attainment for pupils eligible for PP

A.	Attainment of pupil premium group is below non pupil premium group in reading, writing and maths
B.	Pupils receiving pupil premium funding have varied needs ranging from academic to social and emotional
C.	52% of pupils have additional needs including SEND

Aims and outcomes

Desired outcome:		Success criteria:
A.	To narrow the gap in reading, writing and maths attainment between pupil premium and non-pupil premium children.	Assessment data will show that a higher number pupil premium children achieve age-related expectations in reading, writing and maths at the end of the academic year.
B.	Pupil premium children's needs are individually tracked, monitored and planned for according to their individualised needs where possible.	Tracking systems are kept up to date with all actions and interventions for pupil premium children including the impact that actions and interventions have had either on individual or academic needs.
C.	Those with additional SEND needs will receive appropriate school SEND support from the Snug, the SENCO and other school support structures.	All children with additional SEND needs have accessed additional support from the Snug, the SENCO and other school support structure that have positively impacted on their individual needs.

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
<u>Quality of teaching and learning</u> Total budgeted cost: £10,000				
A: To narrow the gap in reading, writing and maths attainment between pupil premium and non-pupil premium children.	Identify and allocate funding to CPD that meets the school's strategic priorities identified in the SDP	EEF Pupil Premium Guidance key principles suggest that quality teaching helps every child. This leads to increased standards which will in turn help to narrow the gap between PP and non PP group and benefit all children.	<p>English, Maths and Early Years lead to monitor quality of teaching and learning through regular monitoring.</p> <p>Data will be tracked regularly in line with pupil progress meetings that will include pupil premium lead.</p> <p>CPD training will be shared during staff meetings and team meetings to ensure all staff receive the training.</p>	Pupil Premium lead Maths Lead English Lead
<p>C: Those with additional SEND needs will receive appropriate school SEND support from the Snug, the SENCO and other school support structures.</p> <p>B: Pupil premium children's needs are individually tracked, monitored and planned for according to their individualised needs where possible.</p>	Identify and allocate funding to CPD to support emotional needs	CPD for SENCO to provide high quality provision for targeting additional needs including SEND.	Staff meeting and TA meeting time given to share CPD with staff. Action points and monitoring agreed by all. Additional groups to be run by SENCO to support emotional needs.	Pupil Premium lead
A: To narrow the gap in reading, writing and maths attainment between pupil premium and non-pupil premium children.	Subscription renewal for Purple Mash	Purple Mash is an online maths platform. Purple Mash completes a diagnostic for all individuals and this creates the structure for the learning activities provided. This ensures that all children can access maths activities and games that target	Termly monitoring of use by Maths lead.	Pupil Premium lead Maths Lead English Lead

		their individual maths needs. This resource raises engagement both at home and at school.	Staff CPD for effective use of Purple Mash to support home and school learning.	
<p align="center"><u>Targeted interventions</u></p> <p align="center">Total budgeted cost: £ 13,000</p>				
<p>A: To narrow the gap in reading, writing and maths attainment between pupil premium and non-pupil premium children.</p> <p>B: Pupil premium children's needs are individually tracked, monitored and planned for according to their individualised needs where possible.</p>	1 st Class @ Number 2 and Success @ Arithmetic maths interventions	<p>Edge Hill University states that children:</p> <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.	Pupil Premium lead Maths Lead Maths intervention teachers.
	KS1 maths 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 general progress.	Pupil Premium lead Maths intervention teacher Maths Lead
	Booster sessions for Yr6 PP children to support progress and attainment	EEF suggests reducing class sizes can 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.	Pupil Premium lead Y5/6 Phase Leader Additional teacher.
<p align="center"><u>Individual needs</u></p> <p align="center">Total budgeted cost: £9,000</p>				
A: To narrow the gap in reading, writing and maths attainment between pupil premium and non-pupil premium children.	Funding for Pupil Premium lead to oversee monitoring of individual children, communication with staff and parents and general organisation.	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.	Link governor support with regular feedback to full governing body.	Pupil Premium lead Headteacher

<p>B: Pupil premium children's needs are individually tracked, monitored and planned for according to their individualised needs where possible.</p> <p>C: Those with additional SEND needs will receive appropriate school SEND support from the Snug, the SENCO and other school support structures.</p>	<p>Data analysis and trends are also identified and actioned through the Pupil Premium Strategy.</p>			
<p>A: To narrow the gap in reading, writing and maths attainment between pupil premium and non-pupil premium children.</p> <p>B: Pupil premium children's needs are individually tracked, monitored and planned for according to their individualised needs where possible.</p> <p>C: Those with additional SEND needs will receive appropriate school SEND support from the Snug, the SENCO and other school support structures.</p>	<p>Staff monitor all pupil premium children's attainment alongside actions that have been put in place to support their needs. This is reviewed with the impact of any actions that have been implemented.</p>	<p>The school have used this system of monitoring and with visitor and governor support agree this is an efficient way to monitor the individual needs of all pupil premium children.</p>	<p>This form of tracking contributes towards pupil progress meetings with members of the senior leadership team.</p>	<p>Pupil Premium Lead</p>

<p>B: Pupil premium children's needs are individually tracked, monitored and planned for according to their individualised needs where possible.</p> <p>C: Those with additional SEND needs will receive appropriate school SEND support from the Snug, the SENCO and other school support structures.</p>	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.	Pupil Premium lead Business Manager
	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 monitoring.	Pupil Premium lead Business Manager
	Financial support towards extra-curricular activities and related equipment including school uniform	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.'	Tracking for individuals includes all provision for pupil premium children. When measuring impact for individuals, all areas of provision are considered.	Pupil Premium lead Business Manager
	Support for children with physical development/medical needs through sensory circuits	Cambridgeshire Community Services NHS Trust states: " <i>Participation in a short sensory motor circuit is a great way both to energise and settle children into the school day. The aim is to focus concentration in readiness for the day's learning. The circuit also encourages the development of the child's sensory processing skills.</i> "	Feedback from teaching staff and SENCO outlining progression over time, developed skills and impact on readiness in the classroom.	Pupil Premium lead PE subject lead SENDCo
	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.'	Tracking for individuals includes all provision for pupil premium children. When measuring impact for individuals, all areas of provision are considered.	Pupil Premium lead PP Lead
	Transition support for Year 6	Some children in school benefit from additional experiences to support transition to secondary	Discussions and planning with Y5/6 TA	Pupil Premium lead

		school therefore this is an opportunity we also offer to pupil premium children.		Y5/6 phase leader
	Speech and Language 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.	Pupil Premium lead SENCO
<p align="center">External Barrier</p> <p align="center">Total budget cost: £1,000</p>				
<p>A: To narrow the gap in reading, writing and maths attainment between pupil premium and non-pupil premium children.</p> <p>B: Pupil premium children's needs are individually tracked, monitored and planned for according to their individualised needs where possible.</p> <p>C: Those with additional SEND needs will receive appropriate school SEND support from the Snug, the SENCO and other school support structures.</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.	Pupil Premium lead PP lead
	Regular communication with parents regarding Pupil Premium entitlements and systems.			
	Individual tracking collates all support, intervention and provision each child has received alongside their attainment and progress. Overviews and summaries are shared with link governor.	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.	Pupil Premium lead PP lead
	To provide nutritional support including milk and meals where possible.	EEF suggests "Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results". Through parent feedback it has been identified that some children would benefit from continued 'Free School Meals' once they become Ever 6. This is considered alongside the holistic provision for individuals and discussed with the Pupil Premium lead accordingly.	Individual tracking will highlight this as an area for support which will be considered during pupil progress meetings.	Pupil Premium lead