

Pupil premium strategy statement

1. Summary information					
School:	Swalwell Primary School				
Academic Year:	2016/17	Total PP budget	£149,400	Date of most recent PP Review	n/a
Total number of pupils:	188	Number of pupils eligible for PP	96	Date for next PP Strategy Review	January 2018

Attainment				
2016 KS1 Teacher Assessments From Early Years to KS 1 EXP	Pupils eligible for PP	Pupils not eligible for PP	Without ARMs pupils	National
% making at least average progress in reading	61%	86%	73%	78%
% making at least average progress in writing	72%	74%	80%	70%
% making at least average progress in maths	61%	86%	67%	77%
2016 KS1 SATs				
% making at least average progress in reading	39%	57%	47%	
% making at least average progress in writing	72%	71%	80%	
% making at least average progress in maths	22%	43%	27%	
2016 KS2 Teacher Assessments- Note only 2 children were not eligible for PP in cohort	Pupils eligible for PP	Pupils not eligible for PP		
% making at least age related expectations in reading	77%	50%		
% making at least age related expectations in writing	77%	50%		
% making at least age related expectations in maths	77%	50%		

2016 KS2 SATs- Note only 2 children were not eligible for PP in cohort	Pupils eligible for PP	Pupils not eligible for PP	National	
% achieving the expected standard or above in reading, writing & maths	31%	50%	60%	
% making at least average progress in reading	46.2%	50%	66%	
% making at least average progress in SPAG	77%	50%	73%	
% making at least average progress in maths	38.5%	50%	75%	
2016 KS2 Progress- Note only 2 children were not eligible for PP in cohort	Pupils eligible for PP	Pupils not eligible for PP		
% making at least average progress in reading	62%	100%		
% making at least average progress in writing	85%	100%		
% making at least average progress in maths	62%	100%		

Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Low levels on entry of PP pupils, particularly in communication, literacy and language and number.	
B.	Pupils who are eligible for PP need to make accelerated progress in reading to be at or nearer ARE.	
C.	Pupils who are eligible for PP need to make accelerated progress in mathematics to be nearer or at ARE.	
D.	A number of PP premium pupils also have, SEND, mental health, attachment needs and can be termed vulnerable which may impact upon academic	

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates: 2015/16 PP = 94.8%, non PP = 96.6%. Persistent absence 2015/16 PP = 5.1% non PP = 2.7 % (national PP 5.2%, Non PP 3.4%)	
F.	Parenting capacity: and a high percentage of vulnerable children- lack of routine, sleep, support with reading and homework	
G.	Some low income families find it financially difficult to afford extra enrichment activities.	
2. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Improved oral language skills and number for pupils eligible for PP in Early Years and transition into Year 1.</p> <p>Measurable outcome: In EYFS pupils eligible for PP make rapid progress and achieve comparatively to that of Non PP in Communication and language.</p>	<p>Enriched experience of language. Class teachers and specifically trained Teaching Assistants to deliver Early Talk Boost/ Talk Boost to support language needs. Pupils eligible for PP in Early Years are able to effectively express themselves, know and use language in the correct context, and be “school ready” for Year 1. Pupils not yet school ready will quickly catch up in Year 1. Staff apply strategies / approaches to enhance vocabulary at all opportunities Language and communication skills supported by development of outdoor learning environment- play scenarios, small world. specific projects with emphasis on</p>
B.	<p>Pupils who are eligible for PP need to make accelerated progress in reading to be at or nearer ARE.</p> <p>Measurable outcome: In EYFS pupils eligible for PP make rapid progress and achieve comparatively to that of Non PP in Reading. Pupils entitled to Pupil Premium achieve at least in line with NA in reading, writing and phonics by the end of Key Stage One</p> <p>By the end of KS2 pupils eligible for PP achieve in line with NA in reading, writing and SPAG</p>	<p>Barriers to reading investigated by HT and English Lead, intervention matched to specific pupil need. Teaching Assistants trained/re trained in reading strategies. Weekly targeted reading support. New planning and pupil progress pro-forma introduced for guided reading – emphasis on progress through assessment focuses monitored during pupil progress meetings half termly by HT and English Lead. Investment in new reading books to supplement existing scheme.</p>

<p>C.</p>	<p>Pupils who are eligible for PP need to make accelerated progress in mathematics to be nearer or at ARE. Measurable outcome: In EYFS pupils eligible for PP make rapid progress and achieve comparatively to that of Non PP in Maths Pupils entitled to Pupil Premium achieve at least in line with NA in Maths by the end of Key Stage One By the end of KS2 pupils eligible for PP achieve in line with NA in Maths</p>	<p>Embedding of staff training from previous year – development of fluency, reasoning and problem solving to improve maths teaching and learning across school. New weekly planning sheet, including opportunities for using and applying maths independently. Barriers to Maths investigated by HT and Maths Lead. Intervention monitored.</p>	
<p>D.</p>	<p>A number of PP premium pupils also have, SEND, mental health, attachment needs and can be termed vulnerable which may impact upon academic progress. Measurable outcome: PP children on SEND register and vulnerability register are making personal progress.</p>	<p>The SEND register records interventions and monitors progress. Lack of progress and reasons for underachievement are addressed during pupil progress meetings. Vulnerable pupils - progress tracked, children supported by HLTA working closely with other agencies. Assessments and resources purchased to</p>	
<p>E.</p>	<p>Attendance rates: 2015/16 PP = 94.8%, non PP = 96.6%. Persistent absence 2015/16 PP = 5.1% non PP = 2.7 % (national PP 5.2%, Non PP 3.4%) Increased attendance and punctuality for pupils eligible for PP. Measurable outcome Attendance figures.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to 4% or below. Overall PP attendance improves from 94.8% to 96% in line with national expectation.</p>	
<p>F.</p>	<p>Parenting capacity: and a high percentage of vulnerable children- lack of routine, sleep, support with reading and homework Measurable outcome: Breakfast Club percentage of pupils attending. After school club – impact questionnaire. Parent’s evaluation of support workshops.</p>	<p>Breakfast Club from 8am – free of charge. Good start to the day, children ready to learn. After school activities, free of charge- opportunity to develop skills, such as drawing, painting, IT, archery, judo. Targeted support with reading, for children receiving no home support.</p>	

G.	<p>Some low income families find it financially difficult to afford extra enrichment activities.</p> <p>Measurable outcome: Impact statements from children after enrichment activities.</p>	<p>Children benefit from first hand experiences. For pupils- improved understanding and enriched vocabulary towards improving writing skills after visiting forests, beach, and places of historical and geographical interest. Enrichment and challenge particularly for more able in science, maths, art and outdoor education inc Forest Schools provided by visitors and school staff</p>	
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3. Planned expenditure					
Academic year		2016/17			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved communication language and literacy skills in the Early Years. Strand- listening and attention and understanding.</p> <p>Increased % pupils (inclu eligible for PP) attain EXP standard.</p>	<p>EYFS assessment system purchased- showing next steps for development. Talk Boost implemented as an intervention. Development of indoor and outdoor provision. New books purchased to develop language skills and maths skills.</p>	<p>Assessment informs planning, planning addresses needs, activities more specifically designed to accelerate progress. Talk Boost: Practical first hand experiences, language enrichment and verbal sentence structure. Well planned activities and play scenarios to promote dialogue. Signage and labelling support a language rich environment.</p>	<p>Early Years Lead to monitor and report to SLT. Link Governor visits</p>	<p>Early Years' Lead</p>	<p>April 2017</p>

<p>Increased % of children achieving ARE in Reading.</p> <table border="1" data-bbox="152 220 421 464"> <tr> <td colspan="2">End of KS1</td> </tr> <tr> <td>FSM</td> <td>64%</td> </tr> <tr> <td>NFSM</td> <td>70%</td> </tr> <tr> <td colspan="2">End of KS2</td> </tr> <tr> <td>FSM</td> <td>50%</td> </tr> <tr> <td>NFSM</td> <td>50%</td> </tr> </table> <p>Improved progress for PP pupils working below</p>	End of KS1		FSM	64%	NFSM	70%	End of KS2		FSM	50%	NFSM	50%	<p>Barriers to reading analysed. Intervention based on researched need. All cohorts have action plans for reading based on assessment and next steps. Targeted individual reading support. Guided reading focused on pupil progress through the assessment focuses. Reading books purchased – lower attaining PP boys.</p>	<p>Staff can target support and intervention for reading to specific needs in an attempt to accelerate progress. Staff follow identified next steps in action plan. Targeted 1 to 1 support enables a child to have specific needs met and to receive further challenge.</p> <p>Staff familiar with assessment focuses for reading and can plan to address pupil need as term progresses. Refer to planning and pupil progress pro-forma.</p>	<p>Pupil Progress Meetings and pupil interviews. Action Plan monitored.</p>	<p>English Lead Headteacher</p>	<p>April 2017</p>
End of KS1																	
FSM	64%																
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<p>Increased % of children achieving ARE in Maths.</p> <table border="1" data-bbox="152 180 416 426"> <tr> <td colspan="2">End of KS1</td> </tr> <tr> <td>FSM</td> <td>70%</td> </tr> <tr> <td>NFSM</td> <td>64%</td> </tr> <tr> <td colspan="2">End of KS2</td> </tr> <tr> <td>FSM</td> <td>50%</td> </tr> <tr> <td>NFSM</td> <td>45%</td> </tr> </table> <p>Improved progress for PP pupils working below ARE 0%</p>	End of KS1		FSM	70%	NFSM	64%	End of KS2		FSM	50%	NFSM	45%	<p>Staff training and mentoring by maths co-ordinator on fluency, reasoning and problem solving. Further tailored professional development for maths. Membership to Maths Hub, NCETM and Testbase for high quality resources. EYFS expert and maths consultant working with teachers. Introduce new maths intervention for KS1 and KS2 – Review current interventions for impact and progress, implement new interventions and targeted support. Spring 2017 KS1 class teacher/TA trained to deliver 1st Class@Number</p>	<p>In order to ensure that all staff are confidently able to deliver the requirements of the Maths curriculum a range of CPD and access to subject area expertise to be implemented. To ensure the impact of quality first teaching is seen to have a greater impact on pupils entitled to PP. Pupils need concrete learning experiences to support theoretical understanding and develop deeper thinking in mathematics. First Class@ Number used as an intervention within Year 2 and 3. Resources selected specifically to engage target group.</p>	<p>Action plans for each class with children identified and actions to achieve next steps. Half termly PP meetings to discuss assessment, barriers and next steps for children. Book and planning scrutiny to check for each area. Lesson observations by SLT .Feedback from courses that indicates how it will impact own teaching and whole school. Maths lead to report to Governors Cross-school moderation of writing and maths Partner school moderation of writing and maths School, and Local Authority accuracy of assessment. Whole staff Inset Maths Lead to deliver CPD Maths Lead – model lessons, joint planning, team teaching</p> <p>Key school Improvement Priority, Governors to monitor alongside Maths Lead.</p>	<p>Maths Lead Headteacher</p>	<p>April 2017</p>
End of KS1																	
FSM	70%																
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<p>Develop a creative curriculum that meets the needs of the children.</p>	<p>Increased levels of resilience and independence are improved in pupils eligible for PP. Use of TASC wheel. Blooms, Mo E and the 6 C for learning. Music and science enrichment with specialist teachers. Forest school sessions.</p>	<p>Children have a lack of real life experiences, so visits and visitors are needed to support understanding and impact upon quality of discussion and writing</p>	<p>Pupil interviews to ensure the curriculum is engaging and meets their needs. Staff training and coaching to embed TASC wheel. Rainbow Curriculum, Mantle of the Expert, Bloom’s and 6Cs for learning. Book and planning scrutiny. Lesson observations by SLT.</p>	<p>SL/KM/JS</p>	<p>April 2017</p>												
Total budgeted cost					£55,680												

Address social, emotional and mental health issues through, 1:1 support from HLTA pastoral care worker including counselling.	To maintain full time HLTA post to support our most vulnerable pupils and their families. HLTA provides counselling to children facing difficult circumstances.	Pupils will learn most effectively and make most progress when other issues have been addressed which otherwise may form a significant barrier to learning.	HLTA to report termly to Governors. and to produce a termly evaluation report. HT/SLT and HLTA monitor behaviour and pupil welfare.	SLT/HLTA	Jan 2017
Total budgeted cost					£77,819
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates. PP children 96.1% Non PP children 96.6%	HT and School Business Manager to monitor, intervene and refer.	We cannot improve attainment for children if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	HT and SBM will report to Governors termly on impact and progress.	HT/SMB	Jan 2017
To provide an equality of opportunity, i.e. - All pupils to have access to breakfast - All pupils to have the opportunity to attend after school clubs and enrichment activities	School employ support staff to operate daily breakfast club – free to pupils. After School Clubs available weekly for all pupils – KS1 & KS2. Subsidy for cultural visits and outdoor education.	Children must eat to have energy and maintain concentration in lessons. A healthy, balanced breakfast ensures pupils are ready to learn. We wish to remove financial constraints to enable all our pupils, including those eligible for pupil premium funding, to experience a high quality cultural and educational visits..	SBM to monitor Breakfast Club registers/ visit sessions. How many pupils regularly attend? How many of them are eligible for PP? Quality of activities/ food choices? What do the children like about Breakfast Club? What could be better? Governor to undertake a monitoring visit and report back to the full governing body.	SBM	Jan 2017
Total budgeted cost					£37,810

4. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.