



Pupil premium strategy statement Evaluated

1. Summary information						
School	Swalwell Primary School					
Academic Year	2019-20	Total PP budget	126,400	Date of most recent PP Review	September 2019	
Total number of pupils	161	Number of pupils eligible for PP*	94	Date for next PP Strategy Review	July 2020	
*PP refers to children who are eligible in the categories below.					Funding amount	No of pupils
Who have been in receipt of free school meals (FSM) since the age of 4 in year groups reception to year 6 (£1320 per child)					£118,800	90
Who have been continuously looked after for the past six months (£1900 per child)					£7,600	4
Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC) (£1900 per child)					0	0
Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)					0	0
Total:					126,400	94

2. Current attainment 2018-19		
KS2 2019 (Year 6 outcomes)	<i>Pupils eligible for PP (your school)</i>	<i>School All</i>
%achieving the expected standard or above in reading, writing & maths	21.1%	22.2%
% meeting expected standard in reading	31.6%	29.6%
% meeting expected standard in writing	73.7%	77.8%

% meeting expected standard in maths	63.2%	59.3%
KS1 2019 (Year 2 outcomes)	<i>Pupils eligible for PP (your school)</i>	<i>School All</i>
% achieving the expected standard or above in reading, writing & maths	75%	72.2%
% meeting expected standard in reading	75%	68.4%
% meeting expected standard in writing	75%	73.7%
% meeting expected standard in maths	87.5%	78.9%
% achieving expected standard in phonics (Year 1)	55.6%	76.5%
% achieving expected standard in phonics (by the end of KS1)	85.7%	94.1%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Historical underachievement of pupils through KS2 has a significant impact on pupil attainment and progress at Key Stage Two	
B.	Low levels of entry for Pupil Premium pupils in communication, literacy and language and number in the Early Years.	
C.	81.24% of PP pupils have additional needs linked to Attendance, SEN, mental health or Social care involvement – minimising other barriers to learning and achievement	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Rates of attendance and punctuality of children who are entitled to Pupil Premium, needs to improve.	
E.	There can be a lack of enrichment opportunities outside of school compared to non-Pupil Premium due to financial constraints or lack of opportunities available.	

4. Key Objectives		Success criteria																														
A.	Historical underachievement of pupils has a significant impact on pupil attainment and progress at Key Stage Two	Quality wave one teaching increases resulting in children maximising their progress. A greater proportion of children who are entitled to PP finding will leave KS2 reaching the expected standards in reading, writing and maths. Therefore, increasing their chances to become secondary ready.																														
Impact	<p>Due to COVID-19 lockdown assessments at KS2 did not take place. The data below is teacher assessment.</p> <p>Year 6 Pupil Premium Children (14 children)</p> <table border="1"> <thead> <tr> <th></th> <th>ARE</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>55.5% (5)</td> <td>22%(2)</td> </tr> <tr> <td>Writing</td> <td>44.4% (4)</td> <td>11.1% (1)</td> </tr> <tr> <td>Maths</td> <td>55.5% (5)</td> <td>22.2%(2)</td> </tr> <tr> <td>RWM</td> <td>44.4% (4)</td> <td>11.1%(1)</td> </tr> </tbody> </table> <p>Year 6 ALL children (20 children)</p> <table border="1"> <thead> <tr> <th></th> <th>ARE</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>65%</td> <td></td> </tr> <tr> <td>Maths</td> <td>55%</td> <td>5%</td> </tr> <tr> <td>RWM</td> <td>50%</td> <td></td> </tr> </tbody> </table> <p>Whilst the difference is diminishing, there is a statistical difference between writing for those entitled to Pupil Premium, compared with their peers. Further staff CPD needed on supporting children to produce independent writing.</p>		ARE	GD	Reading	55.5% (5)	22%(2)	Writing	44.4% (4)	11.1% (1)	Maths	55.5% (5)	22.2%(2)	RWM	44.4% (4)	11.1%(1)		ARE	GD	Reading	70%	15%	Writing	65%		Maths	55%	5%	RWM	50%		
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B.	Low levels of entry for Pupil Premium pupils in communication and language (25%) literacy, (50%) understanding the world (50%) and number. (25%)	Children will be better equipped to access areas of the broader curriculum as their language and ability to communicate is increased.																														
Impact	<p>Due to COVID-19 lockdown, assessments are where children were in their learning March 2020</p> <p>Reception Pupil Premium Children (2 children)</p> <table border="1"> <thead> <tr> <th></th> <th>ARE</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>50%</td> </tr> <tr> <td>Maths</td> <td>100%</td> </tr> </tbody> </table> <p>Reception ALL children (7 children)</p> <table border="1"> <thead> <tr> <th></th> <th>ARE</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>85%</td> </tr> <tr> <td>Writing</td> <td>71%</td> </tr> <tr> <td>Maths</td> <td>100%</td> </tr> </tbody> </table> <p>Cohort of 7; therefore, data is not statistically viable. Further exploration is needed on pupils transferring their learning in different scenarios across the setting.</p>		ARE	Reading	50%	Writing	50%	Maths	100%		ARE	Reading	85%	Writing	71%	Maths	100%															
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C.	81.42% of PP pupils have additional needs linked to Attendance, SEN, mental health or Social care involvement – minimising other barriers to learning and achievement	Staff will have a greater awareness of the additional needs PP children have. Staff will be greater equipped to support these children, resulting in improved attendance, punctuality and academic attainment and progress.																														

Impact Database shared with staff. Staff were able to talk about progress of pupils during pupil progress meetings and a greater awareness of how to meet their needs during wave 2 provision (See data file, pupil progress meetings). Further CPD needed on formative assessment and responding to pupils' social, emotional and academic needs during the lesson.
As a result of COVID 19, a number of families find themselves in financial constraints and in need of support (emotionally and financially). As a result there is greater need for support within the DSL team to ensure the needs of the families and therefore children can be met on a holistic front.

D. Rates of attendance and punctuality of children who are entitled to Pupil Premium, needs to improve
Attendance and punctuality rates for those children who are entitled to PP rise, resulting in a more focused start to the school day.

Impact Strategies were deployed for attendance were starting to have an impact on attendance (prior to COVID 19 lockdown):

	January 2020	February 2020
Red Zone (under 90%)	18	17
Amber Zone (91% to 96%)	28	26
Green Zone (above 97%)	51	57

Number shows Pupil Premium pupils

Attendance over times shows:

<u>All pupils</u>		<u>Those entitled to Pupil Premium:</u>	
Oct 2018	Oct 2019	Oct 2018	Oct 2019
93.4%	95%	95%	94.7%
Dec 2018	Dec 2019	Dec 2018	Dec 2019
90.7%	94.3%	95%	93.5%
Jan 2019	Jan 2020	Jan 2019	Jan 2020
94.3%	95.9%	95.6%	95.4%

Data shows, strategies are not reaching out to those families who are entitled to Pupil premium. A family support worker is needed in school to strengthen this area of school life.

E. There can be a lack of enrichment opportunities outside of school compared to non-Pupil Premium due to financial constraints or lack of opportunities available.
Children will participate in a wealth of experiences and therefore a greater proportion of PP children will make expected progress across school.

Impact Kingswood residential booked and paid for; however, due to COVID-19 restrictions children were unable to attend. Where visits did take place, children were able to talk enthusiastically about experiences and transfer their experiences into independent learning.
Music tuition started for one term. This is set to continue in a COVID secure approach.

5. Planned expenditure	
Academic year £	£126,100

How school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

A. Historical underachievement of pupils has a significant impact on pupil attainment and progress at Key Stage Two

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to be fluent readers, have age appropriate comprehension skills and develop age appropriate pace for reading.	Quality Wave One teaching (recommendations from OFSTED paper 2013) Reading Plus Across UKS2 Test materials (NFER) purchased to quantify and support teacher	School OFSTED report 2019 findings. Data analysis. Authority chosen school to pilot the programme	Staff Training – Whole Class reading Comprehension approach delivered to staff where they are the class. Leadership time to monitor for impact. Reading Plus CPD from Jonathon Bennett	RH RH SL KMcC RH	Termly data meetings Learning walks, pupil interviews and book scrutiny
A greater proportion of children demonstrating age appropriate levels of independent writing, across a range of genres.	Quality text as a driver for English planning. (recommendations from OFSTED paper 2013).	Devising a strategy where all areas of the English curriculum are taught to complement one another, as opposed to in isolation.	1-1 CPD planning sessions with LA consultant linked to reading into writing. Governor learning walks. Staff lesson observation – linked to performance management. Spelling Shed Letter Join	RH SL	Termly data meetings Writing moderation – conducted alongside LA and cluster events.
A greater proportion of children reaching age related expectations in Maths by the end of the academic year	Power Maths DfE approved scheme of learning. The scheme is set on the foundations of White Rose pedagogy which is a familiar approach with staff	DfE approved. The scheme places the use of modelling, language enrichment and a concrete, pictorial and abstract approach to learning. All of which are fundamental to the	INSET January 2019. LA representative to also attend. Governor learning walks. Staff lesson observation – linked to performance management. Audit and purchase Concrete manipulatives, as appropriate.	RH KMcC	Termly data meetings Maths moderation – conducted alongside LA and cluster events.

Ensure smaller, single aged classes are evident across Ks1 and 2.	Keep single aged classes across KS1 and 2.	Smaller class sizes present children with a greater opportunity to embed and master the learning in their year group. Resulting in a greater proportion of children	Learning walks, lesson observations, book scrutiny and pupil interviews.	RH SL KMcC	Termly data meetings Book Scrutinies Learning walks
A greater proportion of Year 6 children are secondary ready by the end KS2	Higher proportion of TA support in classes where PP is high to support children's social, academic and emotional well-being. Children to participate in transition projects with local secondary school.	Higher ratio of staff to pupils enables children's social, emotional and academic needs to be catered for more accurately.	Learning walks, lesson observations, book scrutiny and pupil interviews.	RH KMcC	Termly data meetings Book Scrutinies Learning walks
Interventions are responsive and have an impact on children's learning. A 'keep up' model is deployed across school as a form of intervention.	Phased leaders are responsible for overseeing and tracking interventions. These are reviewed on a monthly basis. Teachers are released to deliver intervention 1 x 1hour weekly. Intervention is delivered on a needs basis. Class teachers released by HLTA.	OFSTED paper (2013)	Feedback at pupil progress meetings Pupil interviews.	SL KMcC RH	Tracking of termly data.
Total budgeted cost					£24,652
B. Low levels of entry for Pupil Premium pupils in communication, literacy and language and number.					
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?

A greater proportion of children leave early years with a firm understanding of number and can problem solve and reason	Power Maths	DfE approved scheme of learning.	Whole staff INSET January 2019 Informal learning walks, voluntary drop in sessions, boo scrutiny, pupil voice, discussions with staff members, supportive planning workshops	RH KMcC	
Children's language (understanding and use) will improve and transfer into independent written work	Early Talk Boost to be delivered by a L3 trained TA and teacher		Observations Pupil interviews	SL and RH	
A more purposeful environment which encourages children engagement, confidence and resilience.	Text rich environment to be embedded within the setting.	Talk for Writing pedagogy	Learning walks, monitoring of the environment, pupil voice.	SL and RH	

High staff ratios to present children with the best possible start to their education.	High staffing ratio with two TAs in the setting to help support social and emotional needs of the youngest learners. Develop early language acquisition for some of the non-verbal communicators in the setting.	Smaller ratios to help give children the best possible start in the early stages of their education.	Learning walks, monitoring of the environment, pupil voice.	SL and RH	
Total budgeted cost					£19,089
C. 81.24% of PP pupils have additional needs linked to Attendance, SEN, mental health or Social care involvement – minimising other barriers to learning and achievement					
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?
All staff will have a clearer understanding of other barriers children have to their learning	HT (PP champion) to devise and share school database with all staff which depicts external barriers children may encounter.	OFSTED paper 2013	Staff meeting time taken to share database. Pupil Progress meetings to make references to the 'flags' pupils have in their lives.	RH	
A greater proportion of children who have social and emotional barriers to learning to be identified early and work conducted on a responsive nature.	Focused use of Pastoral Lead's timetable on a needs basis.	OFSTED paper 2013	Weekly meetings between HT and Pastoral Lead.	RH AW	

<p>A member of staff in school to be accredited with Mental Health Awareness Award (L2).</p>	<p>Mental Health Award</p>	<p>Recognised award</p>	<p>Once training delivered, use outcomes to run clubs/sessions with children as part of the pastoral support school can offer.</p>	<p>AW</p>	
<p>Trail Blazer's project Trainee nurses to work in school, working with y3 pupils on resilience and determination.</p>	<p>Cluster project</p>	<p>Whickham cluster project.</p>	<p>Pupil interviews Learning walks Pupil progress meetings</p>	<p>RH AW</p>	
<p>All staff to have a secure understanding of how to best meet the needs of SEN children. SEN children receive appropriate provision from external agencies.</p>	<p>Increased proportion of SENDCO release time</p>	<p>High levels of SEND across school</p>	<p>Learning walks, lesson observations, book scrutiny and pupil interviews. Feedback at pupil progress meetings.</p>	<p>SL</p>	

Develop children's social and emotional skills in a play-based context on KS2 yard.	A member of the lunchtime team to deliver purposefully planned activities/games during lunchtime.	Some children find times of less structure socially and emotionally challenging.	Lunchtime learning walks Pupil interviews.	RH/ SL/ KMCC	
Develop targeted children's ability to remain focused during lessons, engage in learning and attend school.	Deployment of a L2 TA in a class where higher levels of deprivation, punctuality and attendance exist.	Some children find it challenging to sustain attention in lessons and in some cases need practical learning to enhance their academic progress.	Pupil progress meetings Learning walks Pupil interviews Behaviour logs	RH/ SL/ KMCC	
A greater proportion of children will have the confidence and resilience to engage in their learning.	Deployment of full-time student social worker's time and support.		Weekly mentor meetings with student social worker.	RH	
Total budgeted cost					£71,245
D. Rates of attendance and punctuality of children who are entitled to Pupil Premium, needs to improve.					
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?

Those entitled to PP will have higher levels of attendance.	Reviewed attendance policy which makes parents/carers aware of attendance on a termly basis. Clear, corporate pathways identified from early intervention meetings through to referral for prosecution. Rewards linked to attendance for: <ul style="list-style-type: none"> • classes on a weekly basis • Termly awards for individual children who receive 97%+ • Annual reward for children who have 97% + attendance Rewards linked to improved attendance: <ul style="list-style-type: none"> • trophy for most improved person each half term. 1 reward to be allocated to 	OFSTED paper 2013 Clennell Education Solutions (SLA)	Whole school policy implemented and shared with the community Performance management of SBM linked to attendance procedures and actions COG linked to this area of SIP.	RH RT	
Those entitled to PP attend school on time and therefore learning time is maximised.	Punctuality reports shared half termly. Parents are therefore aware of lost learning time. HT to have personal meetings with identified families to offer practical solutions e.g. breakfast club, early help referrals, pastoral support. Explore walking bus for breakfast club to help target families whose children have high percentages of	OFSTED paper 2013 Clennell Education Solutions (SLA)	As above.	RH RT	
Total budgeted cost					£2,000
E. There can be a lack of enrichment opportunities outside of school compared to non-Pupil Premium due to financial constraints or lack of opportunities available.					
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?

Y5 pupils work corporately as a team and class.	Y5 residential to be substantially funded for all pupils.	Y5 residential to take place March 2020. This will help children develop their perseverance and ...		KMcC ST	
Children's experiences enriched through visits or visitors into the curriculum. Children to be presented with experiences which make their learning more tangible and 'real'.	Visits/visitors into the curriculum	OFSTED 2013 paper. Knowledge of school catchment area. Within EY children are below ARE on entry for Understanding the World.	A member of SLT has the responsibility to ensure each class offers this approach to their children. This will also ensure there is progression across school.	KMcC	
Enrich children's experiences beyond core learning, through music specialist provision.	Use of a music specialists to teach the children how to play an instrument and read music	OFSTE paper 2013	Monitoring Work alongside education Gateshead music service Music audit in school	RH and CW	
Total budgeted cost					£9,114