

# Pupil Premium

## 2015 - 2016

### EVALUATED



## Context

School is allocated, by the government, a sum of money each year to address the current underlying inequalities between disadvantaged children and their peers.

For the 2015 /16 financial year (based on the January 2015 census) this amount is £1323 for each child eligible for Free School Meals (FSM) or in the care of the local authority (LAC) with an additional £300 for each child with a parent in the armed services.

At Swansfield Park First School this sum comes to £35,475 Currently 16.5% of our pupils attract Pupil Premium payments.

Schools are free to spend the Pupil Premium as they see fit, but are accountable for the success of their chosen expenditure.

- We ensure that teaching and learning opportunities address the needs of all of the pupils.
- We ensure that necessary, challenging provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately assessed and addressed.
- We recognise that there are disadvantaged pupils who do not qualify for Free School Meals, the Forces Premium or Pupil Premium Plus. We allocate resources to support any group or groups of children we have identified as being disadvantaged or vulnerable.
- Pupil Premium funding follows identified needs. This may mean that not every child who receives Free School Meals will be in receipt of Pupil Premium funded interventions all of the time.
- We recognise that not all pupils who receive the Pupil Premium Grant experience disadvantage at school. However, we ensure that more able children receive support to access appropriately challenging, motivating and enriching learning experiences.



We have used the Sutton Trust/ EEF toolkit to inform our decisions about the effectiveness of each approach/ intervention.

Most of these interventions have a focus on learning; a number have a focus on social and emotional development and there is some focus on the enrichment of the curriculum.

We have identified the needs of this group in the following ways and spent our funding as described in the table attached.



Allocation	What we plan to do	Why	Desired Outcome	Evaluation
<b>£12,000</b>	<b>Specialist Literacy Teacher</b> Employing a specialist literacy teacher for ½ day per week to focus on the acquisition of basic literacy skills with individual pupils	Detailed assessments of each child will identify a personalised learning programme and appropriate targets for the child to work towards. This will lead to accelerate progress.	Identified individuals make significant progress in reading and writing.	Considerable progress was noted in the targeted year 2 children who gained confidence and became more enthused and willing writers. The impact of this intervention is evident in that in both reading and writing 50% of children met their target and 50% exceeded their target.
<b>£475</b>	<b>Breakfast Club</b> Provide toast, milk and fruit during the morning intervention sessions	Identified children come to school without breakfast and are not engaging in learning.	Improved concentration throughout the morning session for all identified children.	Breakfast club was needed by pupil premium children to settle the children at the beginning of the school day – children were noticeably more focused. School has joined the Morrison's Breakfast Club. Money reallocated in 2016 -17
<b>£3200</b>	<b>Learning Plus</b> Additional learning time is offered to all pupil premium children in key stage 2 through our Learning Plus programme	Identified children to receive extra basic skills input to make the curriculum accessible and accelerate progress.	All key stage 2 children have secure basic skills and can access the differentiated curriculum on offer.	Of those children accessing this intervention 100% exceeded their targets in writing and maths. 66% of children good progress in reading.
<b>£1100</b>	<b>Urban Sport Club</b> Urban Sports Club is a targeted provision offered to some pupil premium children as an after school club and as holiday provision	We employ a sports development officer in order to raise self-esteem and awareness of how to initiate positive, structured team work.	Pupil's self-esteem is raised and they develop skills such as organisation, communication, collaboration, leadership, turn taking and encouraging others.	Children benefitted more from attendance at the learning plus group than the after school provision - this will cease in 2016-17. The holiday provision supported the needs of the pupil premium children well as was valued by the parents. Money was provided to support piano lessons and weekly swimming sessions.
<b>£1500</b>	<b>Financial Support</b> Subsidise educational visits, out of hours activities and swimming	We promote physical wellbeing and place considerable value on ensuring that all children can swim by the time they leave school. We also acknowledge that being involved in extra-curricular activities may increase attendance and enjoyment of school life.	Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts. 100% of pupils able to swim 25m. Children participate in extra-curricular activities and develop the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice.	Pupil premium children were given financial assistance to attend all educational and residential visits. Money was provided to support piano lessons and weekly swimming sessions.



Allocation	What we plan to do	Why	Desired Outcome	Evaluation
<b>£4900</b>	<b>English Provision</b> Employ teaching assistants to deliver Read, Write Inc; paired and additional reading sessions	Evidence demonstrates that intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need. These interventions will result in accelerated progress.	All children achieve age related expectations in reading, writing and maths.	This support was targeted at key stage 1 and early years children. Reception children benefit from small Read, Write Inc groups which impacts upon their phonic knowledge. 75% of pupil premium children in year 1 have passed the phonics screening check. Key stage 1 children were given intensive literacy support and consequently achieved or exceeded their targets in reading and writing.
<b>£3200</b>	<b>Mathematics Provision</b> Deliver Number Counts intervention within key stage 2 and introduce Numicon in key stage 1			In all year groups the pupil premium cohorts have achieved their targets and 64% of children exceeded their targets.
<b>£7000</b>	<b>Learning Mentor</b> Employ a learning mentor to support pupil premium children	Identified children need additional support with organisation and completion of homework as well as regular opportunities to read and discuss books. Provide challenging activities for more able children.	All children complete homework and read to an adult regularly throughout the week.	All pupil premium children support have achieved challenging targets at the end of key stage 1.
<b>£2100</b>	<b>Parent Support</b> Run "Working Together" – parent support group	Our parenting group was established with support from the LIST team and is a weekly drop in session for parents. The focus being the promotion of positive family relationships through shared learning activities	Parents and children value support from this group and develop positive, nurturing behaviours. Strong home / school links are established.	This support is enjoyed by the children and valued by the parents. Stronger home / school links have developed and now parents confidently ask for support and guidance.

