

Pupil Premium

2018 - 2019

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 2018 /19 financial year (based on the January 2018 census) this amount is £1320 for each child eligible for Free School Meals (FSM), £302 for early years pupil premium, £1900 for children adopted from care with an additional £300 for each child with a parent in the armed services.

At Swansfield Park Primary School this sum comes to £57,020. Currently 14% 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 |
|---------------|--|---|--|---|
| £8,000 | Early Years Support | | | |
| | Provide dedicated session to develop core skills (language, PSE, physical and maths) | To ensure that pupil premium children have an enhanced entitlement which gives them the opportunity to maximise their potential. | Pupil premium children will achieve a good level of development by the end of the Early Years Foundation Stage. | 100% of pupil premium children achieved the GLD |
| £5,000 | Phonic Development | | | |
| | 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. | All children achieve the year 1 phonic check. | 100% of pupil premium children achieved the phonic check |
| £5,000 | Learning Plus | | | |
| | 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. | 87.5% of the year 6 children achieved the expected standard for reading, writing and maths with 37.5% achieving greater depth. |
| £5,000 | Financial Support | | | |
| | Subsidise educational visits, out of hours activities, music 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 music tuition and weekly swimming sessions. All pupil premium year 6 children are able to swim 25m. |
| £4,000 | Mathematics Provision | | | |
| | In line with the school's mastery approach to mathematics teaching, teaching assistants will be deployed to support inclusive mathematics lessons. | Evidence demonstrates that inclusive mathematic teaching is very effective, particularly when pupils in mixed ability groups where children are able to explain concepts to their peers and benefit from listening to the explanations of others. | All children achieve expectations or master the curriculum for their year group in maths. | At the end of key stage 1, 83% of children achieved at an expected level in maths with 33% achieving at greater depth. At the end of key stage 2, 87.5% of pupil premium children achieved at an expected level with 50% achieving at greater depth. |

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| Allocation | What we plan to do | Why | Desired Outcome | Evaluation |
|----------------|---|---|--|---|
| £15,000 | Learning Mentors | | | |
| | Employ learning mentors to support pupil premium children within key stage 1 and 2. | 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. | 100% of year 6 children achieved expected levels in reading, writing and maths. All pupil premium children confidently transitioned to secondary education. 83.3% of Year 2 children achieved expected levels in reading, writing and maths with 33% of those children achieving greater depth in reading, writing and maths. 50% achieved greater depth in reading. |
| £6,000 | Summer School | | | |
| | Provide targeted learning activities for year 5 pupils during the summer holiday. | Ensuring that pupil premium children access support to maximise potential in year 6. | On track to achieve ambitious targets by the end of year 6. | Data analysis suggested that this money would be best used to support small group term time interventions led by a teacher. Both children achieved the expected standard across reading, writing and maths. |
| £2,000 | SATs Preparation | | | |
| | Targeted provision for year 6 pupil premium children. | Ensuring that pupil premium children access support to maximise potential in year 6. | Pupil premium children achieve ambitious targets. | All pupil premium children attended weekly after school master classes for reading and maths 87.5% achieved reading, writing and maths at expected level and 37.5% at greater depth. |
| £3,000 | Parent Support | | | |
| | 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 valued by parents and enjoyed by the children. Home /school links are now well established and parents have confidence to approach staff for assistance or advice. New parents are attending this group. |
| £4,500 | Forest School | | | |
| | Targeted weekly provision to reinforce key literacy and numeracy skills whilst also developing self-confidence and independence | Outcomes of forest school sessions have previously had a positive impact on the attainment of pupil premium children. | All pupil premium children participate in forest school activities. | All early years and KS1 Pupil Premium children have taken part in Forest School which has impacted on their communication and problem solving skills. These children have grown in confidence and resilience and transferred these attributes into the classroom. |



| APPROVAL AND AUTHORISATION | | | | |
|----------------------------|---------------------|--------------------|--------------------|------|
| | NAME | JOB TITLE | SIGNATURE | DATE |
| Approved by | Jenny Smith | Head Teacher | | |
| Approved by | Hilda Blythe | Chair of Governors | | |
| DATE OF NEXT REVIEW | | | Autumn 2020 | |

