

# Swindon Village Primary School

## Pupil Premium Strategy Statement - September 2018-2019

### 1. Summary information

<b>School</b>	<b>Swindon Village Primary School</b>		
<b>Academic Year</b>	<b>Total PP budget – based on census data</b>	<b>Amount Per Pupil</b>	
2018-2019	£105,780	£1320	
<b>Current number on roll</b>	<b>Number of these pupils currently eligible for PP funding</b>	<b>Date for next internal review of this strategy</b>	<b>Date of most recent PP Review:</b>
419	69	December 2018	N/A

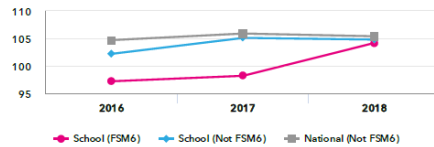
*Learning from each other - achieving together*

## 2. 2017/2018 - Outcomes

### Disadvantaged pupils

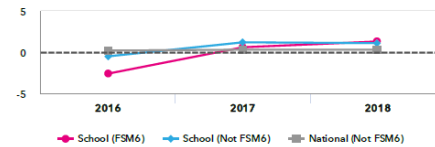
KS2 attainment for disadvantaged pupils 2018

Scaled Score Maths



KS2 progress for disadvantaged pupils 2018

Scaled Score Maths

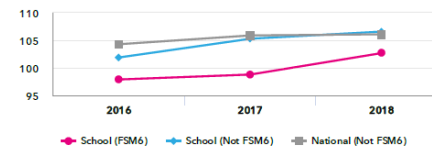


The 3yr trend shows an upward trajectory for attainment in Maths – FSM6 children have made significant progress and are now outperforming all children nationally in measures of progress.

### Disadvantaged pupils

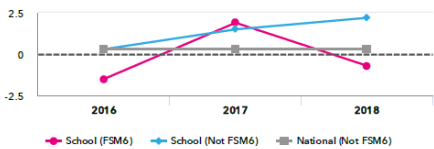
KS2 attainment for disadvantaged pupils 2018

Scaled Score Reading



KS2 progress for disadvantaged pupils 2018

Scaled Score Reading

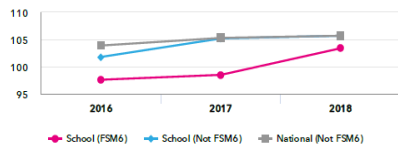


Although the progress gap remains between national and school has dipped below the national figure this year, the disadvantaged pupils' attainment has risen.

### Disadvantaged pupils

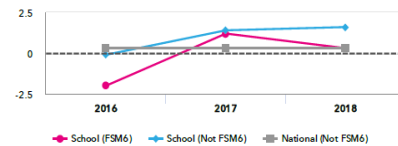
KS2 attainment for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



KS2 progress for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)

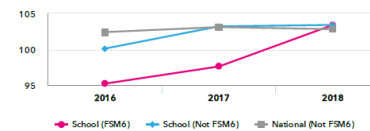


FSM6 have outperformed all pupils nationally for both attainment and progress.

### Disadvantaged pupils

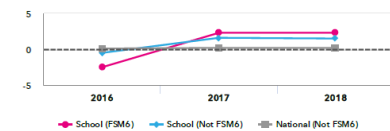
KS2 attainment for disadvantaged pupils 2018

Scaled Score Writing



KS2 progress for disadvantaged pupils 2018

Scaled Score Writing



The combined Reading and Maths progress scores shows that SVPS FSM6 children remains in line with the national figure. The attainment gap between FSM6 pupils at SVPS and all pupils (nationally) for 2018 is now just below the national figure. The attainment gap has narrowed considerably over the last three years.

## Attendance 2017/18

	No. of Pupils	Attendance	Authorised Absence	Unauthorised Absence	Late before Registers Close	Late After Registers Close
<b>Disadvantaged</b>	82	95.95	3.25	0.80	0.55	0.08
<b>Non-Disadvantaged</b>	346	97.41	2.09	0.50	0.36	0.03

### 3. Barriers to future attainment (for pupils eligible for PP funding)

#### In-school barriers

- |           |   |
|-----------|---|
| <b>A.</b> | Learning behaviours – meta-cognition/resilience, concentration and focus skills, under developed attitudes to learning.                       |
| <b>B.</b> | In-school strategies and initiatives not being followed up at home i.e. promotion of basic skills – reading, spelling & maths (tables etc...) |

#### External barriers

- |           |   |
|-----------|---|
| <b>C.</b> | Attendance of a minority of pupil premium pupils including lateness.  |
| <b>D.</b> | Disadvantaged children's families are sometimes unable to afford/access the additional enriching opportunities and experiences offered by the school (residential and day trips) or other agencies. |

### 4. Desired outcomes

### Success criteria

<b>1.</b>	For learning behaviours – resilience, concentration and focus skills, attitudes to learning – to be improved amongst targeted disadvantaged children.	Pupils engage positively in lessons and wider school life. Pupils show a positive attitude to learning in mentoring sessions. (See Behaviour Tracking Grids)
<b>2.</b>	For in-school strategies and initiatives to be regularly followed up at home so this leads to a greater acquisition of basic skills – reading, spelling & maths (tables etc...) for disadvantaged children in all phases of the school.	Home/School Diaries evidence increased levels of engagement with parents.  Homework is completed consistently to an increasingly high standard.

		<p>Children are being heard read at home at least three times a week and, where this is not happening, this is being compensated for in school.</p> <p>Children are completing doodle maths at home at least three times a week and, where this not happening, this being compensated for in school.</p> <p>Assessments of basic skills (i.e. tables at the appropriate level, fluency in reading/phonics and year group's statutory word lists) indicate improved levels of attainment.</p> <p>100% of Year 6 PPG children who are invited to attend additional lessons.</p>
3.	For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages.	From their different points (i.e. FSP, KS1), PPG children, who are not identified as SEND, make as much progress as all children nationally.
4.	For the attendance for disadvantaged children to be at least comparable to that of all children nationally/school (whichever is higher).	Overall attendance of disadvantaged children has improved to be in line with the attendance of all children.
5.	For disadvantaged children to have equal access to additional enrichment opportunities and experiences offered by the school (i.e. residential and day trips) or other agencies.	Provision mapping for disadvantaged children shows improved levels of take-up and questionnaire responses indicate that finance is not a deciding factor.

## Planned expenditure

Academic year

2018-2019

### 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?
For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages.	Review and marking and feedback policy.  Continue to monitor	We want to invest some PP funding into longer term change which will help all pupils. Many different evidence sources e.g. EEF toolkit suggest high quality feedback is an effective way to improve attainment.	Use INSET to deliver training.  Impact on standards is regularly monitored as part of the Monitoring, Evaluation and Review (MER) Cycle.  Regular book looks highlight consistent and effective use of policy with focus on PPG.	SLT	Fortnightly book scrutinies during each big term.  Impact upon outcomes termly – data catch.
For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages.	Staff training on Shared and guided writing.  Continue to embed and develop whole school approach to teaching of comprehension.	National Literacy Trust highlights that children with poor literacy levels are more likely to live in PP households.  The Sutton Trust states that " <i>the most effective teachers have deep knowledge of the subjects they teach</i> ".	Impact on standards is regularly monitored as part of the Monitoring, Evaluation and Review (MER) Cycle.  Attainment and progress are reviewed after each half termly reading test.	English Lead/KAT	Termly review of outcome information.
<b>Total budgeted cost</b>					<b>£232,031 (SLT)</b>

## ii. Targeted support

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?
For disadvantaged children, who are not identified as SEND in year 6, to make as much progress as 'other' pupils in all key stages.	<p>Focus for each child to be mapped by phase leaders.</p> <p>TP to work with individuals and small groups in half termly interventions with the impact being assessed.</p>	<p>Some of the students need targeted support to secure the objectives that have not as yet been achieved. This is the programme that has been independently evaluated and shown to be effective in other schools.</p> <p>Small group intervention with highly qualified staff has been shown to be effective, as outlined in reliable evidence sources such as Visible Learning by John Hattie and the EEF toolkit.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Monitoring of this provision becomes a regular part of the school's monitoring and evaluation cycle.</p>	TP	<p>Half-termly</p> <p>£8631 [DH]</p>
For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages.	Teaching Assistants to run targeted intervention groups throughout each week.	This is a programme that has been independently evaluated and shown to be effective in other schools.	Monitoring of this provision becomes a regular part of the school's monitoring and evaluation cycle.	Lead TA and Inclusion Lead	£80,121 – [TA pm]

	Assessment Materials to provide accurate data every 60 days	Research has shown that regular assessments after 60 days provides schools with valuable data to measure progress with.	Whole School Assessment materials purchased and implemented in each term (after 60 days, 120, 180 days of teaching)	HT	£3172
For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages.	Class Teachers use database to identify key children who require support through small group and 1:1 tuition in order to meet end of key stage expectations.	Small group intervention with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF toolkit.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Progress and attainment of children reviewed in termly pupil progress meetings.	TP, DR, LI, VB, JB	Weekly from Aut 2 2017  (no Cost)
For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages.  For learning behaviours – resilience, concentration and focus skills, attitudes to learning – to be improved amongst <u>targeted</u>	Learning Mentor to run interventions groups which boost self-esteem and develop children's meta cognitive skills.	School have identified a number of pupils with meta-cognitive issues by interviewing both current and previous teachers of identified pupils. Strategy taken from Challenge Partners' "challenge the gap" toolkit of suggested strategies. Meta cognition identified by John Hattie as a leading factor in affecting the outcomes of disadvantaged children.	At the end of each learning window, teachers to discuss progress and barriers to learning.  Referral forms filled in and given to learning mentor.	INCO, LM	£1909 [LM x1 1 hour per day]

<b>Total budgeted cost</b>					<b>£99,554</b>



<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For learning behaviours – resilience, concentration and focus skills, attitudes to learning – to be improved amongst targeted disadvantaged children.	INCo and Lead TA to run a range of small group interventions to support children’s behaviour and attitude to learning. These include: drawing and talking therapy, social skills groups, talk boost sessions and social story groups.	<p>School have identified a number of pupils with meta-cognitive issues by interviewing both current and previous teachers of identified pupils.</p> <p>Strategy taken from Challenge Partners’ “challenge the gap’ toolkit of suggested strategies.</p> <p>Meta-cognition identified by John Hattie as a leading factor in affecting the outcomes of disadvantaged children.</p>	<p>Half termly tracking by INCO and SLT.</p> <p>Half termly meetings between INCO and SLT to review progress and adjust strategies accordingly.</p>	<p>INCo</p> <p>Lead TA</p> <p>Trained TAs</p>	<p>Half-termly</p> <p>No cost</p>

<p>For the attendance for disadvantaged children to be at least comparable to that of all children nationally/school (whichever is higher).</p>	<p>Head Teacher/ Attendance Officer to follow up quickly on absences. First day response provision.</p> <p>As necessary, PSA meets with parents and children to discuss ways of improving attendance and signposts additional support.</p>	<p>We can't improve attainment for children if they aren't actually attending school.</p> <p>NFER briefings for school leaders identifies addressing attendance as a key step.</p>	<p>Head Teacher will ensure school processes work smoothly.</p>	<p>Head Teacher</p>	<p>Half-termly meetings between HT/Attendance Officer and PP Lead (DHT)</p> <p>(£526)</p>
<p>For the attendance for disadvantaged children to be at least comparable to that of all children nationally/school (whichever is higher).</p>	<p>To evaluate possibilities/ practicalities of financing breakfast club provision for disadvantaged pupils.</p>	<p>Encouraging attendance at the morning club enables to be fed, settled and ready to learn at the start of the day. This has been proven by EEF research.</p>	<p>Registers of attendance show that PP children attend consistently and this can be linked to improved attendance, attainment and learning behaviour (school to research and replicate work of EEF).</p>	<p>Head Teacher</p>	

<p>For current FSM children to have equal access to additional enrichment opportunities and experiences offered by the school (i.e. residential and day trips) or other agencies.</p>	<p>Provide free items of uniform for disadvantaged children currently in receipt of FSM.</p> <p>INCo and Lead TA run CAFs for families where additional funding for uniform (and other essential items) can be accessed.</p>	<p>Ensuring that all children wear the same uniform allows them to focus primarily on their learning. This view is supported by a study carried out by Oxford Brookes University.</p>	<p>Ongoing monitoring of uniform shows that there are no differences in adherence to school uniform policy that relate to disadvantage.</p>	<p>Head Teacher</p>	<p>Ongoing £ 1,860</p>
<p>For disadvantaged children to have equal access to additional enrichment opportunities and experiences offered by the school (i.e. residential and day trips) or other agencies.</p>	<p>Residential and other school visits are subsidised for disadvantaged children currently in receipt of FSM.</p>	<p>Trips are a fundamental part of the school's curriculum. The knowledge gained and work carried out on the trips are extremely important to all our children's learning.</p>	<p>SBM ensures that the families of disadvantaged children receive information regarding any relevant subsidies. This is advertised to new parents and included in all trip letters.</p>	<p>SBM</p>	<p>£2450</p>

FSM children to have a healthy food on a daily basis.	For FSM children to receive milk on a daily basis (cool milk programme).	CEDAR (centre for diet and activity research) have commissioned a range of studies which highlight the need the positive impact of a healthy diet on educational standards.	All classes have appointed monitors to ensure that milk is given out correctly every day.		£870
<b>Total budgeted cost</b>					<b>£5,706</b>

<b>5. Additional detail</b>					
Class	Name	Size	No. Chn	Percentage	Cohort %
Reception	Miss Roach	30	5	17%	10%
Reception	Miss Cleary/Mrs Langer	30	1	3%	
Year 1	Mrs Waller/ Mrs Palmer	30	3	9.99%	10%

Year 1	Mrs Parker/Mrs Jacks	30	3	9.99%	
Year 2	Mrs Bayntun	30	3	9.99%	10.17%
Year 2	Mr. Clayton	29	3	10.34%	
Year 3	Mr Adsett	29	7	24.13%	18.64%
Year 3	Mrs Wilkins/Mrs Sargeant	30	4	13.33%	
Year 4	Miss Cox	31	9	26.66%	21.31%
Year 4	Mr. Roddis	30	3	9.99%	
Year 5	Mr. Beardshaw- Brown	30	6	19.32%	23.33%
Year 5	Mr Bradnam	30	8	26.66%	
Year 6	Mrs. Brain	30	8	26.67%	23%
Year 6	Mr. Bradley and Mrs Isherwood	30	6	20%	
<b>Percentage of school (reception – Year 6)</b>					<b>16.46%</b>