

Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	Swindon Village Primary School
Pupils in school	419
Proportion of disadvantaged pupils	16% (66 pupils)
Pupil premium allocation this academic year	£97840
Academic year or years covered by statement	1 year
Publish date	December 2020
Review date	September 2021
Statement authorised by	Geraint Mills
Pupil premium lead	Dominic Roddis
Governor lead	Liz Jones

Disadvantaged pupil progress and attainment scores for last academic year (KS2 2019 – none for 2020 COVID)

2020 – 2021 120 Days Teacher Assessment

(*The impact of the partial closure as a result of COVID 19 and the fact there were no formal statutory tests completed in the summer term 2020 should be considered when looking at the following data. The information is taken from internal school assessment and monitoring evidence at the time of partial closure).

Y6 Attainment	EXS ALL%	EXS PP% (non-send)	EXS PP% (send)	GDS ALL %	GDS PP%
Reading	81%	100%	50%	44%	29%
Writing	70%	100%	50%	23%	21%
Maths	72%	100%	50%	23%	14%
SPAG	75%	100%	50%	42%	21%
Phonics Y1 Overall on Track	80%	73%			
Year 2 Attainment	EXS ALL%	EXS PP% (non-send)	EXS PP% (send)	GDS ALL %	GDS PP%
Reading	70%	78%	25%	20%	23%
Writing	60%	67%	0%	13%	15%
Maths	73%	78%	0%	10%	0%

Strategy aims for disadvantaged pupils

Priority	Intention	Barriers	Strategy	Evaluation / impact
Priority 1	<p>Ensure that all relevant staff have received training in developing and teaching the SVPS curriculum to ensure it is broad and balanced.</p> <p>The new curriculum is based on a clear progression of skills and contains a clear range of subject specific vocabulary and a range of experiences to enhance the children's learning and develop and grow their 'cultural capital'.</p>	Engagement of all stakeholders	<p>1.Gather evidence for best practice by visiting other schools.</p> <p>2.Clear defined approach and expectations.</p> <p>3.Regular 'bite - sized' training in staff meetings.</p> <p>4.Lesson visits and feedback</p> <p>5.DR to lead a staff meeting to ensure all colleagues are aware of how our revised SVPS curriculum encompasses the necessity for embedding 'cultural capital' within our children's learning</p>	<p>1.Not been able to happen due to Covid restrictions</p> <p>2.yes. From September with new SVPS Curriculum Documents Ongoing with monitoring of subjects focussing on this Ongoing.</p> <p>3.Reduced opportunities due to Covid but socially distanced meetings addressed this when possible. From March 2021, online Zoom staff meetings have begun to do this again. During blended learning period, regular online training /CPD took place. Ongoing.</p> <p>4.No lesson visits due to Covid. Book scrutinies and pupil conferencing (when safe and allowed due to Gov. Restrictions. Ongoing</p> <p>Partially completed due to lack of staff meeting time</p>
			Projected Spend	£2343

Priority	Intention	Barriers	Strategy	Evaluation / impact
Priority 2	To ensure that all children make expected progress or better in Reading, Writing and Maths	<p>Attendance</p> <p>Missing schooling due to the national 'lock down' period from March 20th 2020 until July 2020</p> <p>Engagement of all stakeholders</p>	<p>Quality First Teaching to include precise and targeted interventions</p> <p>Training/Monitoring + Feedback for all Teaching Staff.</p> <p>After each data capture, identify individuals and groups for specific 'catch-up' programmes for Reading, Writing and Maths</p> <p>Purchase PiRA, PUMA and PAGES assessment to enable teachers and leaders to track progress and identify support accurately</p> <p>Through Pupil Progress Meetings, Assistants Heads to ensure that PP children are prioritised and tracked accurately on the SVPS PP Provision Map (revisit, reevaluate and reset after each data capture opportunity) to ensure progress</p> <p>Following Pupil Progress meetings, the Pupil Premium Lead (DR) will lead staff meeting time to ensure all Year Groups complete the catch-up actions and set targets for PP children so it can be mapped on</p>	Unable to evidence for the final year data due to the pandemic. See 120 day data for progress made by March 2020.

the Whole School PP Provision Map document

The PP lead (DR) to meet with the Assessment Lead (MA) to discuss the progress of the PP children following data captures / assessment opportunities

Purchase quality phonics matched reading books

Have phonics training for all appropriate / relevant adults for developing CPD and ensure high quality practice within school

Use ½ a day per week for a member of the SLT to focus on the teaching, learning and progress in R,W and M

Use additional teachers and TAs to take small, focussed groups for precise and targeted interventions:

- Y1 x 2pm
- Y2 x 3 am
- Y2 x 1pm
- Y3 x 1pm
- Y4 x 1pm
- Y5 x 1pm
- Y6 x1 pm

Projected Spend

£33,663

Priority	Intention	Barriers	Strategy	Evaluation / impact
Priority 3	To ensure that PP children's families have a good Internet connection and hardware (tablet, laptop etc) accessibility to enable 'blended learning' should the need arise	<p>no or poor internet connections n at home</p> <p>lack of access to appropriate hardware (tablet, laptop etc)</p> <p>not having IT equipment to lend out etc</p>	<p>DR and DG and GM signpost PP families to who they can contact to receive subsidised a good quality internet connection</p> <p>For GM and the SLT to establish procedures to assess families' IT needs and plan appropriate levels of support</p> <p>IPads to be purchased to support those PP children learning at home or in school (x 16)</p>	<p>Survey completed, hard ware lent out on a needs led basis. Families collected and returned hardware after learning from home during lockdown</p> <p>Signposted families to EE / Virgin / BT</p> <p>Children from PP families were invited into school during lockdown so they could access in school if appropriate.</p> <p>100% of PP families were able to access and engage with online learning either at home or in school</p>
Projected Spend				£8615 + £5600

Priority	Intention	Barriers	Strategy	Evaluation / impact
Priority 4	<p>Monitor that all children's reading books are matched to the appropriate age and stage of their learning. Are the children being read with regularly? Are the children engaging with Accelerated Reader?</p> <p>(see Priority 2 for intention and data evidence)</p>	<p>Engagement of all stakeholders</p> <p>Cost of replacing old stock where necessary</p> <p>Children's attendance related to COVID related issues</p>	<ol style="list-style-type: none"> 1. Gather evidence for best practice by communicating with other schools, either physically or virtually 2. Reading audit by the Reading (English KAT) team to ensure there are enough books 'matched' to the appropriate reading levels and needs 3.Regular 'bite- sized' training in staff meetings 4.Implementing the actions from the Deep Reading Dive with School's Improvement Partner (conducted in February 2020) 5.Leadership monitoring and feedback – reading records, Accelerated Reader, pupil meeting, 30, 90 and 180 days reading assessment data (SATs based for Year 6) 	<p>Unable to evidence for the final year data due to the pandemic. See 120 day data for progress made by March 2020.</p>
Projected Spend				£2962

Priority	Intention	Barriers	Strategy	Evaluation / impact
Priority 5	To develop the children's meta cognition, personal aspirations and self-regulation strategies for successful, independent learning	<p>Engagement of all stakeholders</p> <p>Children's communication skills</p>	<p>1.To ensure DR's PP staff meeting highlights the importance for a need to develop the children's meta cognition and self-regulation strategies to have a positive impact on their learning and social skills</p> <p>2.Use the Pupil Progress Meetings and the PP Provision Map staff meeting to address the PP children's barriers to learning eg knowing how to improve their learning skills</p> <p>3. Map staff meeting CPD to address the PP children's barriers to learning eg knowing how to improve their learning skills</p> <p>4.Trialling a 'Pupil Learning Mentor' system with specific PP pupils (LB/SO'L/DR to mentor)</p> <p>5.DR to design and oversee a Pupil Learning Log / conversation starter for use in the Pupil Learning Mentor sessions</p>	Unable to evidence for the final year data due to the pandemic.
Projected Spend				£3,180

Priority	Intention	Barriers	Strategy	Evaluation / impact
Priority 6	Ensure that all relevant staff have training so that they can deliver phonics scheme – particularly those who are new to KS1	Attendance of pupils Engagement of staff Absence due to COVID issues	Ensure that all staff, including those who are new to key stage 1, follow agreed policy. High quality training to ensure standard and consistency of delivery. Lesson visits. Consistency in data catch and use of data in pupil progress meetings Targeted interventions To ensure there are systems are in place where phonics can be taught ‘virtually’ should there be a ‘lockdown’ period	All staff have been able to start the year following the new agreed phonics programme. Impact will be shown in data collections throughout 21/22.
Projected Spend				£41,477

Priority	Intention	Barriers	Strategy	Evaluation / impact
Other	To reach 96% of disadvantaged children attending school on a regular basis.	Parental engagement	<p>Homework club</p> <p>AIMS- strategy meetings with pastoral advisor</p> <p>Scrutiny of data – daily/weekly/termly</p> <p>Virtual or telephone appointments with LB for parents who are anxious about visiting school</p> <p>Breakfast club attendance to ensure PP children eat breakfast and that they are in school atva time where they can take full advantage of the catch-up and additional support that is offered in SVPS from 8:30 am.</p>	<p>95.37% - only 2% ALL</p> <p>0.08% = lates</p> <p>The above demonstrates that measures the school takes is working with families.</p>
Allocated Spending				0

Wider strategies for current academic year

Initiative	What this means	Evaluation / impact
Uniform <ul style="list-style-type: none"> To put £30 towards school uniform 	Provide free items of uniform for disadvantaged children currently in receipt of FSM.	All children are wearing school uniform
Trips/ enrichment <ul style="list-style-type: none"> 50% towards the cost of trips 	Residential and other school visits are subsidised for disadvantaged children currently in receipt of FSM	No trips run due to covid
Healthy diet	1.For FSM children to receive milk on a daily basis (cool milk programme).	1.All children receive milk on a daily basis
Home Internet access for Pupil Premium 'Blended Learning'	To assess whether PP families have internet access that would enable online blended learning if required. Signpost families to support where appropriate	100% of children were able to access the Blended Learning = see Purple Home Learning Books for evidence.
Information Technology device access for Pupil Premium 'Blended Learning'	To assess whether PP families have Information Technology devices that would enable online blended learning if required. Provide equipment where needed	All children access the learning. Where needed devices were loaned out.
Projected spending		£5805