



Pupil Premium Strategy Statement: St Swithun's CE Primary School **Evaluation** of the academic year 2018-19

Potential barriers to success faced by Disadvantaged Pupils	Planned Activity	Cost	Monitoring	How the impact will be measured	Evaluation
<ul style="list-style-type: none"> Emotional stability and welfare 	<ul style="list-style-type: none"> Well-Being (Children, staff, parents: Professional development opportunities for staff (Developing Emotional Resilience Course) Family Links course for parents Regular coffee mornings for parents run by Home-School Link Worker (HSLW) Emotional Literacy Support Assistant (ELSA) to offer nurture sessions across the school. Home School Link Worker to support families to improve children's engagement with school. Designated Safeguard Lead outreach – time 	£14,700	<ul style="list-style-type: none"> Regular meetings between HSLW and leadership team to check on and monitor the progress in groups Monitor impact of ELSA courses on children's emotional well being Regular discussions with class teachers to identify emerging need that may need to be supported by HSLW or ELSA. 	<ul style="list-style-type: none"> Attendance and punctuality data Strength and Difficulties Questionnaire QCA Behaviour Documents (Scores monitored to evaluate the impact of the strategy). Evaluations from courses ELSA assessments and summaries 	<p>Parent feedback has been positive from the family links course and has supported attendance (see below – attendance of PP children has increased by 0.5%).</p> <p>3 out of the 4 children targeted for ELSA support had an attendance above 95%. There has been a significant increase in the attendance of children whose families have worked with HSLW.</p> <p>DSL time has supported a number of parents – this</p>



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	of Designated Leaders spent attending meetings, supporting, touching base with and monitoring vulnerable children				included applications for DLA, support in parental disputes, support around funding trips, foodbank support.
Language Deficit	<ul style="list-style-type: none"> External therapist support (Including Education Psychologist, Speech and Language – separate to the OCC speech therapist assessments) Inclusion Leader monitoring and supporting Early Years and Key Stage 1 and 2 in their teaching of language. Spirals and Talk Boost to be offered targeted at children identified PP to Early Years and Year 1 children. 	£7000	<ul style="list-style-type: none"> Regular meetings with the class teachers to discuss the areas of needs and way of addressing it. Monitor the impact that external professional advice is having on the child. Monitor the impact that RWI continues to have on the children's development of phonics. Monitor the impact of the spirals and Talk Boost interventions. Learning walks to assess the quality of 'talk' that is encouraged and occurs in the whole class. 	<ul style="list-style-type: none"> Reports from wider professionals assessments of the children. BPVS scores Phonics scores Progress in reading and writing 	DA children's vocabulary continues to be behind their actual age (-8.2 months) – further investigation needed into this discrepancy
Teaching and learning – aspirations and confidence will come through	<ul style="list-style-type: none"> Reading Leader - Management of reading, Read Write Inc and individual reading interventions 	£22,000	<ul style="list-style-type: none"> -Fortnightly Learning Walks by the Reading Leader. -Lesson observations and learning walks conducted by the Leadership Team. 	Percentage of pupils achieving the expected standard for the Year 1 Phonics Screening Check.	Key Stage 2 1 out of 8 PP children achieved the expected level in reading, writing,



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<p>targeted teacher planning and support</p>	<p>(formerly Reading Recovery).</p> <ul style="list-style-type: none"> • 'Keep up not Catch up' Maths • Focused reading, writing or mathematical interventions to support the learning of disadvantaged children. • Leadership team monitoring of teaching and learning focused specifically on the outcomes of disadvantaged children. • Three additional mentoring sessions provide pastoral support and ensure disadvantaged children are aware of their targets for learning and how to be successful in achieving them. • -Regular meetings between leadership teams and class teachers to discuss the progress of disadvantaged 		<p>-Half termly 'Book Looks' to monitor the progress of the disadvantaged children. -Pupil Progress meetings conducted by Headteacher with a focus on the learning and outcomes of the disadvantaged children. -Regular monitoring of the children's progress data.</p>	<p>-Twice-yearly RWI Development Days to ensure up to date, best practice for delivering the RWI strategy. -Read Write Inc phonics assessments -PM Benchmarking End of unit assessments. KS1 and KS2 SATs. -Termly Pupil Progress meetings -Schools tracking document Assessments (YARC, LAPAK, PM Benchmarking, PHaB, Sandwell assessment of maths) -Mentoring proforma</p>	<p>SPaG and maths in Key Stage 2 (12.5%). 2 children achieved the expected level in reading (25%). 3 children achieved the expected level in writing (37.5%). 3 children achieved the expected level in SPaG (37.5%).</p> <p>Key Stage 1 1 out of 5 children achieved the expected level in reading, writing and maths in Key Stage 1 (20%). 2 children achieved the expected level in reading (40%). 2 children achieved the expected level in writing (40%). 1 child achieved the expected level in maths (20%).</p> <p>Year 1</p>
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	learners and to support teachers if the children are not progressing.				<p>83.3% children achieved the expected level in the phonics screening assessment.</p> <p>Year R 1 out of 2 children achieved their Early Learning Goals for Reading, writing, maths and shape space and measure (50%).</p>
Parental engagement and opportunities	<ul style="list-style-type: none"> Financial support to enable educational visits. Books to be provided for disadvantaged children during the 'Book Fair' events Analyse attendance and punctuality data to ensure the children's attendance is at least in line with the schools average. 	£4000	<p>-Monitor the disadvantaged children's attendance and punctuality.</p> <p>-Regular discussions between leadership team and class teachers to ensure disadvantaged children are accessing and enjoying all aspects of school life.</p> <p>-</p>	-Attendance data	Attendance for PP children and Ever 6 combined was 94.71% compared to 94.32% in 2017-2018.

Total Expenditure - £47,700



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