

Pupil Premium Strategy Statement: St Swithun's CE Primary School 2018-19

The Purpose of the Pupil Premium Grant

The Government believes that the Pupil Premium Grant, which is additional to main school funding, is the best way to address the current underlying inequalities between children. These children include:

- those who are or have been eligible for income-based free school meals (FSM), in the past 6 years;
- children in care;
- children whose parents are in the armed forces by ensuring that funding to tackle disadvantage reaches the children who need it most.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for the school to decide how the Pupil Premium Funding (PPF) is spent. However, schools will be held accountable for how they have used the additional funding to support children who qualify for the Pupil Premium. New measures will be included in the performance tables that will capture the achievement of the pupils covered by the Pupil Premium.

How much is it?

The level of the premium in 2017-2018 was £1,320 per child fitting the criteria above for FSM children, £1,900 for Looked After children and £300 for children from service families. This is what our total Pupil Premium Funding has been in the previous 5 years:

Pupil Premium Funding:

In 2013-14 the funding received by St Swithun's was £30,090

In 2014-15 the funding received by St Swithun's was £38,300

In 2015-2016 the funding received by St Swithun's was £31,680

In 2016-2017 the funding received by St Swithun's was £41,111

In 2017-2018 the funding received by St Swithun's was £50,160

For 2018-2019, the funding received by St Swithun's is £48,220

What is it used for?

At St Swithun's, we aim to ensure;

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- that teaching and learning opportunities meet the needs of all of our pupils.
- that appropriate provision is made for pupils who belong to vulnerable groups. Termly Pupil Progress meetings enable the identification of underachieving pupils and planning to address their needs

In making provision for underachieving pupils, we recognise that not all pupils who receive income-based free school meals will be underachieving. We also recognise that not all pupils who are underachieving are registered or qualify for income-based free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as underachieving.

Potential barriers to success faced by Disadvantaged Pupils	Planned Activity	Cost	Monitoring	How the impact will be measured
<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 	£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

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	<p>children's engagement with school.</p> <ul style="list-style-type: none"> • Designated Safeguard Lead outreach – time of Designated Leaders spent attending meetings, supporting, touching base with and monitoring vulnerable children 			
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
Teaching and learning – aspirations and confidence will come through targeted teacher planning and support	<ul style="list-style-type: none"> • Reading Leader - Management of reading, Read Write Inc and individual reading interventions (formerly Reading Recovery). • 'Keep up not Catch up' Maths • Focused reading, writing or mathematical 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. -Half termly 'Book Looks' to monitor the progress of the disadvantaged children. -Pupil Progress meetings conducted by Headteacher with a focus on the 	<ul style="list-style-type: none"> Percentage of pupils achieving the expected standard for the Year 1 Phonics Screening Check. -Twice-yearly RWI Development Days to ensure up to date, best practice for delivering the RWI strategy. -Read Write Inc phonics assessments -PM Benchmarking

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	<p>to support the learning of disadvantaged children.</p> <ul style="list-style-type: none"> • 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 learners and to support teachers if the children are not progressing. 		<p>learning and outcomes of the disadvantaged children.</p> <p>-Regular monitoring of the children's progress data.</p>	<p>End of unit assessments. KS1 and KS2 SATs.</p> <p>-Termly Pupil Progress meetings</p> <p>-Schools tracking document Assessments (YARC, LAPAK, PM Benchmarking, PHaB, Sandwell assessment of maths)</p> <p>-Mentoring proforma</p>
<p>Parental engagement and opportunities</p>	<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. 	<p>£4000</p>	<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>	<p>-Attendance data</p> <p>-</p>

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Total Expenditure - £47,700