



Pupil Premium Strategy Statement - 2019-2020

The Purpose of the Pupil Premium Fund

The Government believes that the Pupil Premium Fund, 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 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

In 2018-2019 the funding received by St Swithun's was £48,220

For 2019-2020, the funding received by St Swithun's is £43,860

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What is it used for?

At St Swithun's, we aim to ensure;

- 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.

Barriers to future achievement

Pupils perceptions of themselves as learners and self esteem

Teachers identify that the majority of pupil premium children who are not making expected progress also require, as a primary need, nurture support to raise their self-esteem before they can begin to see themselves as being successful learners. (Education Endowment Foundation "Teaching and Learning Toolkit", Internal research)

Many pupils who are eligible for Pupil Premium, have Special Educational Needs or their families are receiving additional support

Analysis of school's internal data suggests that a large proportion of children at St Swithun's eligible for Pupil Premium have/have had a Special Educational Need, their families were involved in the Team Around the Family process or they had involvement from wider agencies such as Social Care or Young Carers. (Internal research)

Many pupils eligible for pupil premium require additional nurture support in school to allow them to focus on learning

The school continues to employ an ELSA who works for a day a week across the school on a range of nurture support tailored to individual children's needs. Teachers identify the positive impact of nurture support on children's' well-being, behaviour and learning.

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Oral language skills

School data shows that, in each year group, disadvantaged children's vocabulary age is generally below their actual age using the British Picture Vocabulary Scale (BPVS). (Internal data, *The Attainment Gap* Education Endowment Foundation, 2017)

Pupil Premium children will often not have developed a 'love of reading'

Discussions with teachers and performance data shows that pupil premium children are not developing a love of reading and, as a consequence, are not making expected levels of progress in reading. (Internal research and data)

Pupil Premium children are struggling to access the maths curriculum at the appropriate level

Across the school, Pupil Premium children are not achieving as highly in maths as their peers. It appears that Pupil Premium children generally do not have the basic understanding of place value, and are slower in solving simple calculations which is making accessing the curriculum harder. (Internal data)

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Potential barriers to success faced by Disadvantaged Pupils	Planned Activity	Evidence to support approach	Cost	Monitoring	How the impact will be measured
Emotional stability and welfare	<ul style="list-style-type: none"> Well-Being (Children, staff, parents): Family Links nurture programme 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 of Designated Leaders spent attending meetings, supporting, touching base with and monitoring vulnerable children 	Internal research, EEF Teaching and learning Toolkit	£13,700	<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
Language Deficit	<ul style="list-style-type: none"> External therapist support (Including Education Psychologist, Speech and Language therapist – separate to the OCC 	Internal research, EEF	£6,000	<ul style="list-style-type: none"> Baseline vocabulary assessment for all Year R children. 	<ul style="list-style-type: none"> Reports from wider professionals assessments of the children.

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	<p>speech therapist assessments)</p> <ul style="list-style-type: none"> • Inclusion Leader monitoring and supporting Early Years and Key Stage 1 and 2 in their teaching of language. • Spirals and Talk Boost for children identified as being in receipt of Pupil Premium Funding. 			<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. • Monitor the impact of whole class reading CPD. 	<ul style="list-style-type: none"> • BPVS scores • Phonics scores • Progress in reading and writing • Learning walks
Teaching and Learning – Staff Knowledge and effective implementation of the curriculum	<ul style="list-style-type: none"> • CPD for whole class guided reading to ensure Pupil Premium children are regularly accessing 'High Quality texts' and are developing their vocabulary, understanding and love of reading. • CPD for modelled writing to ensure writing is taught effectively to the whole class. 	Internal research, EEF Toolkit	£11,300	<ul style="list-style-type: none"> -English Leader to support teachers in delivering modelled writing. -Additional days supplied for DB to work alongside staff to coach them in whole class guided reading teaching. -BPVS to be used to monitor the impact of Whole Class reading on the children's vocabulary as well as their reading. 	<ul style="list-style-type: none"> -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)

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<p>Teaching and learning – aspirations and confidence will come through targeted teacher planning and support</p>	<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 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 learners and to support teachers if 	<p>EEF Toolkit, Internal data <i>The Pupil Premium, 2015.</i></p>	<p>£10,400</p>	<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 learning and outcomes of the disadvantaged children. -Regular monitoring of the children’s progress data. 	<p>Percentage of pupils achieving the expected standard for the Year 1 Phonics Screening Check.</p> <ul style="list-style-type: none"> -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)
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	the children are not progressing.				
Adding Cultural Capital and 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. 		£3,000	<ul style="list-style-type: none"> -Monitor the disadvantaged children's attendance and punctuality. -Regular discussions between leadership team and class teachers to ensure disadvantaged children are accessing and enjoying all aspects of school life. 	<ul style="list-style-type: none"> -Attendance data -Internal progress data

Total Expenditure - £44,400

References

Education Endowment Foundation, (2019) *The EEF Guide to the Pupil Premium*.

Education Endowment Foundation, *The Teaching and Learning Toolkit*.

Rowland, M. (2015) *The Pupil Premium*, Woodbridge, John Catt Educational Ltd.