



# Pupil Premium Strategy Statement

(Including Service Premium)

1. Summary information					
<b>School</b>	Swanton Morley VC Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget (including service premium)</b>	£54,160	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	186	<b>Number of pupils eligible for PP</b>	23 (and 65 Service Pupils)	<b>Date for next internal review of this strategy</b>	January 2020

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )		
<b>A.</b>	Low entry of reception pupils which continues to be an issue that can impact on attainment and progress throughout Key Stage 1.	
<b>B.</b>	Increased number of PP and SEN pupils resulting in an increasing number of pupils requiring nurture support and more specialist, external involvement to manage social and emotional needs.	
<b>C.</b>	Support for disadvantaged pupils to be planned so that potential barriers to achievement are addressed, including additional support for the more able disadvantaged pupils and providing a range of development opportunities for pupil premium pupils.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Reception pupils to make rapid progress despite their (robust and accurate) recorded low on-entry data and to be performing in line with national expectations by the end of their first year in school.	Attainment of new Reception pupils accurately captured on entry so we have a reliable baseline to work from.  GLD to be in line with national levels at the end of the academic year.
<b>B.</b>	Identified pupils (including specific Service pupils) to have specific support to meet their needs enabling them to continue to make good progress across the curriculum and not be at risk of exclusion.	Identified pupils able to engage and focus in class, without causing disruption to their peers. Does their progress match those of their peers?
<b>C.</b>	Specific pupils (including Service pupils) to have opportunities to access a range of extra-curricular activities that excite, engage and inspire them.	Pupil premium pupils continue to make similar progress to non-PP pupils, and available 'soft' data to indicate happy and engaged pupils.



**4. Planned expenditure**

**Academic year**                      **2019/20**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<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>
A	<p>We will ensure all KS1 classes are staffed with at least one Teaching Assistant throughout the day, with the Reception class having two. Their specific deployment will continue to be the responsibility of the class teacher, but with a continued emphasis on providing targeted support for pupils and groups of pupils in identified areas of focus.</p> <p>On-entry, baseline data accurately generated and will therefore capture the specific needs of our EYFS pupils. This will enable teachers and Teaching Assistants to have a clear picture of where to target support.</p>	<p>This has proved highly effective at supporting the development of all groups of pupils during the last academic year. Teaching Assistants, under the direction of the class teachers, have a developing level of responsibility to support all groups of pupils with identified, specific areas of learning.</p>	<p>Termly pupil progress meetings with class teachers to monitor and evaluate progress, identifying additional support specific pupils (or groups of pupils) may need and how Teaching Assistants can support this.</p> <p>Termly lesson observation cycle will have deployment and effectiveness of Teaching Assistant support as an identified area of focus. This will also form part of the feedback focus, quality assuring their effectiveness and impact.</p>	<p>HB PV TS</p>	<p>Termly</p>
B	<p>Increased opportunities for PSHE, circle time etc... part of our curriculum offer and in place weekly across the key stages.</p> <p>Buddies system established across the school, with older children trained to support and effectively engage with younger pupils.</p> <p>Y6/Reception buddies system established in the autumn term.</p>	<p>Increased number of PP pupils and pupils on the SEN register – both clear indicators of an increasing need for emotional and social support to be part of our school offer.</p>	<p>Half-termly reviews in SLT that specifically focus on overall developments of behaviour in the school and assess impact of nurture provision on identified pupils who need bespoke support.</p>	<p>JW KOD SLT to monitor impact and maintain an overview</p>	<p>Half-termly</p>



**Swanton Morley VC Primary School**

C	School curriculum excites and engages learners, including opportunities for external trips and visits that enhance our curriculum offer.	All available evidence strongly suggests that a broad and balanced curriculum that is planned to build upon and extend existing knowledge is vital to the development and achievement of pupils.	School curriculum leader to use his weekly release time to monitor, review and evaluate our curriculum, and use staff meeting time to plan further developments and to facilitate staff working collaboratively together to enhance the curriculum on offer.	PV	On-going, and specifically during the PP review in Jan. 2020.
<b>Total budgeted cost</b>					£25,000

**ii. Targeted support**

<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>
A	On-entry, baseline data accurately generated. Once established, Pupil Premium pupils have their specific learning needs planned and catered for so the curriculum is tailored and developed to meet their emerging needs. Additional Teaching Assistants will be used to work alongside the class teacher to help monitor and support this process.	Our EYFS teacher is a skilled and experienced practitioner and previously worked for the LA as an Early Years advisor. She is highly adept at training and developing support staff so that they feel confident to support, assess and review the learning needs of individuals and groups of pupils.	Termly pupil progress meeting to gauge impact on progress and attainment of this group of pupils.  Lesson observations in EYFS to have a focus on appropriateness of activities for these pupils and use of TA's to support their development.	HB	Termly
B	Nurture provision in place to support identified pupils, timetabled weekly.  Daily lunchtime support for identified pupils – lunch time nurture club established and maintained.	Increased number of PP pupils and pupils on the SEN register (most recently from 12% of all pupils to 16%) – both clear indicators of an increasing need for emotional and social support to be part of our school offer.	Half-termly reviews in SLT that specifically focus on overall developments of behaviour in the school and assess impact of nurture provision on identified pupils who need bespoke support.	JW	Half-termly



**Swanton Morley VC Primary School**

C	Contributing PP funding towards external opportunities that will enhance and develop the experiences of our PP pupils, including those who are more able.	All available evidence indicates that disadvantaged pupils are much less likely to experience as wide a range of extra-curricular activities that excite and engage them.	'Soft' data will be used, such as reviewing levels of focus and engagement of these specific pupils with their class teachers and/or parents/carers, as well as data analysis.	TS	On-going, and specifically during the PP review in Jan. 2020.
<b>Total budgeted cost</b>					£29,160



5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach(s)	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Reception pupils to make rapid progress despite their (robust and accurate) recorded low on-entry data and to be performing in line with national expectations by the end of their first year in school.	We will ensure all KS1 classes are staffed with at least one Teaching Assistant throughout the day, with the Reception class having two. Their specific deployment will continue to be the responsibility of the class teacher, but with a continued emphasis on providing targeted support for pupils and groups of pupils in identified areas of focus.	Staffing plans in place throughout the academic year. Specific and targeted support happened throughout the year.	Staffing levels crucial to ensuring good levels of progress for all pupils so this will continue to be an area of focus for PP spend.	£12,000
Every EYFS and KS1 pupil to have access to daily, high quality Read, Write Inc. (RWI) input under the direction of an adult in a small group.	Timetable adapted so that every TA in the school will support a RWI group in EYFS or KS1 every morning from 9 to 9.45. This will ensure smaller groups who get focussed, daily support on their language development and core reading and writing skills.	Specific and targeted support happened throughout the year, established, maintained and monitored by KS1 teachers and run by KS1 staff.	Specific and targeted support happened throughout the year, but this will need increasing next year to meet the developing need for assistance required by individual pupils and groups of pupils.	£12,000



**Swanton Morley VC Primary School**

<p>Progress of Pupil Premium pupils to continue to at least match that of non-Pupil Premium pupils in reading, writing and maths across all the year groups.</p>	<p>We will focus on sharing best teaching practice across the school and foster an environment where teachers feel confident to discuss, review and analyse teaching approaches and decisions they make. We will share excellent aspects of teaching and review what makes them successful and consider how these can be transferred across the school.</p>	<p>Monitored carefully each term, progress and attainment of our PP pupils consistently in line with our above non-PP pupils in the core subjects when looked at as percentages of year groups.</p>	<p>Current monitoring arrangements effective at identifying trends and ensuring appropriate early intervention can be established where needed.</p>	<p>£1000</p>
--	---	---	---	--------------

**ii. Targeted support**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Reception pupils to make rapid progress despite their (robust and accurate) recorded low on-entry data and to be performing in line with national expectations by the end of their first year in school.</p>	<p>On-entry, baseline data accurately generated. Once established, Pupil Premium pupils have their specific learning needs planned and catered for so the curriculum is tailored and developed to meet their emerging needs. Additional Teaching Assistants will be used to work alongside the class teacher to help monitor and support this process.</p>	<p>All actions in place, GLD figure rose from 69% in 2018 to 72% in 2019.</p>	<p>Move to Tapestry to ensure we develop opportunities for shared review of progress and developments with parents.</p>	<p>£6,000</p>



**Swanton Morley VC Primary School**

<p>Every EYFS and KS1 pupil to have access to daily, high quality Read, Write Inc. (RWI) input under the direction of an adult in a small group.</p>	<p>Timetable adapted so that every TA in the school will support a RWI group in EYFS or KS1 every morning from 9 to 9.45. This will ensure smaller groups who get focussed, daily support on their language development and core reading and writing skills. Pupil premium pupils who need extra support in these areas will therefore have smaller group, focussed on developing these skills.</p>	<p>Specific and targeted support happened throughout the year, established, maintained and monitored by KS1 teachers and run by KS1 staff.</p>	<p>Specific and targeted support happened throughout the year, but this will need increasing next year to meet the developing need for assistance required by individual pupils and groups of pupils.</p>	<p>£5,000</p>
<p>Progress of Pupil Premium pupils to continue to at least match that of non-Pupil Premium pupils in reading, writing and maths across all the year groups.</p>	<p>Teachers to have the opportunity to utilise the skills and expertise of experienced and well trained Teaching Assistants to support individual pupils and specific groups of pupils (both service and pupil premium) who need extra levels of focus to ensure they make at least the expected levels of progress in reading, writing and maths.</p>	<p>Monitored carefully each term, progress and attainment of our PP pupils consistently in line with our above non-PP pupils in the core subjects when looked at as percentages of year groups.</p>	<p>Current monitoring arrangements effective at identifying trends and ensuring appropriate early intervention can be established where needed.</p>	<p>£3,720</p>