



# Pupil Premium Strategy Statement

(Including Service Premium)

1. Summary information					
<b>School</b>	Swanton Morley VC Primary School				
<b>Academic Year</b>	2020/2021	<b>Total PP budget (including service premium)</b>	£54,825	<b>Date of most recent PP Review</b>	January 2021
<b>Total number of pupils</b>	180	<b>Number of pupils eligible for PP</b>	23 (and 65 Service Pupils)	<b>Date for next internal review of this strategy</b>	July 2021

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>	Progress of Pupil Premium Pupils is to be maintained across the curriculum so that it continues to be accelerated, ensuring that any gaps narrow over time.
<b>B.</b>	High mobility rates at the school because of the amount of pupils we have from the Robertson Barracks.
<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>
<b>A.</b>	Progress of Pupil Premium pupils to continue to at least match that of non-Pupil Premium pupils across the curriculum in all year groups.
	<i>Success criteria</i>
	Progress in each year group of Pupil Premium pupils to be compared termly to that of non-Pupil Premium pupils – if they are not in line with each other this will be investigated and appropriate support will be built in.
	End of KS2 results of Pupil Premium pupils to be in line with the outcomes for non-Pupil Premium pupils, with a particular focus on comparing levels of progress.
<b>B.</b>	Service pupils to be specifically supported by a designated member of support staff (as well as continuing to be supported by the whole school community as they have always been) ensuring successful transitions in to the school and enabling us to monitor and support the emotional well-being and educational progress of these pupils.
	All Service pupils have their transition in the school closely supported and managed, working alongside parents.
	Service pupils' progress to be regularly compared to non-Service pupils to ensure that they are in line with each other and any additional support required is put in to place



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<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, including nurture support as required.	Pupil premium pupils continue to make similar progress to non-PP pupils, and available 'soft' data to indicate happy and engaged pupils who have access to a range of clubs/activities outside of school hours.
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**4. Planned expenditure****Academic year****2020/21**

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.

**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	We will focus on sharing best teaching practice across the school and fostering an environment where teachers feel confident to discuss, review and analyse teaching approaches and decisions they make. We will share excellent aspects of teaching, review what makes them successful and consider how these can be transferred across the school and embedded within our curriculum planning documents.	SLT monitoring confirm very strong examples of teaching (as well as planning and work produced in books) in evidence in the school. Harnessing core elements of these approaches and appropriately sharing them with all teaching staff will help to further develop the quality of teaching, and therefore pupil outcomes, across the school.	Each staff meeting (as far as practicably possible) will feature curriculum review and planning, led by a range of subject leaders.	TS PV	January 2021
B	A Teaching Assistant will continue to have the role of service pupils' champion as part of their job description.  They will have weekly timetabled time dedicated to further supporting the needs of service pupils and will be responsible for working alongside class based staff to ensure these pupils can be happy and successful in school – thus ensuring quality teaching and support for all of these pupils.	The school continues to have service pupils joining and leaving the school at quite a regular rate because of the Robertson barracks being so close.  The school is adept at supporting the needs of these pupils and at ensuring successful transitions both in and out of the school for them but it is vitally important this good work continues.	Time dedicated to this role will part of the Teaching Assistant's weekly timetable.  Termly pupil progress meetings with class teachers will monitor the progress of service pupils and will then evaluate if any additional support from the service pupils' champion is required.	TS JoW	Termly



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C	School curriculum excites and engages learners, including opportunities for external trips and visits that enhance our curriculum offer (as far as practicably possible due to C-19 restrictions)	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.	TS PV	On-going, and specifically during the PP review in Jan. 2021
<b>Total budgeted cost</b>					£33,825
<b>Targeted support</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	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 across the curriculum.	We are very fortunate to have experienced, skilled and dedicated Teaching Assistants who are well led by our teaching staff. This system has a proven track record of ensuring all groups of pupils make strong progress across the curriculum, including KS2 results that are consistently at or above national levels.	Pupil progress meetings will have a specific focus on progress of service pupils' and pupil premium pupils' progress, compared to their peers. Any inconsistencies will be closely reviewed and analysed, with additional support and/or challenge factored in as required.	Class teachers / subject leaders	Ongoing review of groupings and support pupils (especially for RWI in KS1)  Termly review of outcomes for these groups of pupils
B	Resources for service premium pupils (and pupil premium pupils as appropriate) to be provided by the school whenever needed. This will involve working with families to develop an awareness as a school of what resources being provided would be most useful for service pupils. We will also ensure we have catch-up learning resources available for all new service pupils.	This is based on our experience of running a school with high levels of mobility because of our proximity to the Robertson Barracks. We are very used to supporting service pupils and families and know key areas of support that can make the difference.	Careful monitoring of these pupils throughout the school year, both in terms of their social and emotional development and their educational progress. This group of pupils will be monitored during termly pupil progress meetings. Regular 'drop ins' to the barracks will be used to engage parents and gauge impact.	TS JoW	This is quite a fluid and on-going area of focus but we will review the impact during performance management cycle for TA's in May 2021



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C	Contributing PP funding towards external opportunities that will enhance and develop the experiences of our PP pupils, including those who are more able. This will also include considering how nurture support can be used to support any of these pupils who need it (see SIDP for a full breakdown of this plan).	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, and that they may be more likely to need nurture based support during their time in school.	'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. We will also carefully monitor the levels of PP pupils attending clubs and engage parents to overcome barriers to them being accessed where required.	TS PV	On-going, and specifically during the PP review in Jan. 2021
<b>Total budgeted cost</b>					£21,000

5. Mid-Year Review (to be completed January 2021)				
Academic Year		<b>2020/21</b>		
Quality of teaching for all				
Desired outcome	Chosen action/approach(s)	Impact Review	Developments	Cost
Progress of Pupil Premium pupils to continue to at least match that of non-Pupil Premium pupils across the curriculum in all year groups.	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 and embedded within our curriculum planning documents.	<p>Outcomes monitored carefully in each core subject in each year group as part of the autumn term monitoring cycle. Any issues in terms of progress/attainment gaps followed up and reviewed.</p> <p>In the autumn term teachers worked collectively together to review key areas of the school curriculum, however this will not be as possible from January due to school closures.</p>	Progress of pupils will be impacted on by school closures from 5.1.21 for majority of pupils – further developments and review will be carried out next term to gauge this impact.	



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<p>Service pupils to be specifically supported by a designated member of support staff (as well as continuing to be supported by the whole school community as they have always been) ensuring successful transitions in to the school and enabling us to monitor and support the emotional well-being and educational progress of these pupils.</p>	<p>A Teaching Assistant will continue to have the role of service pupils' champion as part of their job description.</p> <p>They will have weekly timetabled time dedicated to further supporting the needs of service pupils and will be responsible for working alongside class based staff to ensure these pupils can be happy and successful in school – thus ensuring quality teaching and support for all of these pupils.</p>	<p>Service Pupils' champion still active in the role, supporting pupils and families as required, however visits to the base have not been able to take place due to the C-19 outbreak.</p>	<p>School closures for the majority of pupils will impact on the effectiveness of this role, although a system of remote support has been established.</p>	
<p>Specific pupils (including Service pupils) to have opportunities to access a range of extra-curricular activities that excite, engage and inspire them.</p>	<p>School curriculum excites and engages learners, including opportunities for external trips and visits that enhance our curriculum offer.</p>	<p>Range of school clubs not able to take place due to the C-19 outbreak.</p>	<p>Range of school clubs not able to take place due to the C-19 outbreak.</p>	

**Targeted support**

Desired outcome	Chosen action/approach	Impact Review	Developments	Cost
<p>Progress of Pupil Premium pupils to continue to at least match that of non-Pupil Premium pupils across the curriculum in all 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 across the curriculum.</p>	<p>Monitored carefully in each core subject in each year group as part of the autumn term monitoring cycle. Any issues in terms of progress/attainment gaps followed up and reviewed.</p> <p>Teaching Assistants were being effectively utilised by teachers (including running their own RWI groups) in the autumn term, but this system will not be able to run during the period of school closures starting from 5.1.21.</p>	<p>Progress of pupils will be impacted on by school closures from 5.1.21 for majority of pupils – further developments and review will be carried out next term to gauge this impact.</p>	



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<p>Service pupils to be specifically supported by a designated member of support staff (as well as continuing to be supported by the whole school community as they have always been) ensuring successful transitions in to the school and enabling us to monitor and support the emotional well-being and educational progress of these pupils.</p>	<p>Resources for service premium pupils (and pupil premium pupils as appropriate) to be provided by the school whenever needed. This will involve working with families to develop an awareness as a school of what resources being provided would be most useful service pupils. We will also ensure we have catch-up learning resources available for all new service pupils</p>	<p>Service Pupils' champion still active in the role, supporting pupils and families as required, however visits to the base have not been able to take place due to the C-19 outbreak.</p>	<p>School closures for the majority of pupils will impact on the effectiveness of this role, although a system of remote support has been established.</p>	
<p>Specific pupils (including Service pupils) to have opportunities to access a range of extra-curricular activities that excite, engage and inspire them.</p>	<p>Contributing PP funding towards external opportunities that will enhance and develop the experiences of our PP pupils, including those who are more able.</p>	<p>Range of school clubs not able to take place due to the C-19 outbreak.</p>	<p>Range of school clubs not able to take place due to the C-19 outbreak.</p>	



6. Review of expenditure				
Previous Academic Year		2019/20		
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/Next Steps (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.	January review of progress towards GLD (carried out between PV and HB) demonstrated at least 77% of the current cohort in line to meet expected outcomes by the end of the academic year.	Training needs of staff being carefully considered so existing expertise can be developed and refined, including working alongside trainee teacher.	£14,000
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.	<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>	Circle time in KS1 and buddies systems established and embedded in daily school life. Impact carefully monitored.	<p>KS2 circle time opportunities to be considered and planned as appropriate (KOD)</p> <p>Develop PSHE and RSE curriculum in line with September 2020 guidance (KOD)</p>	£9,000



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<p>Specific pupils (including Service pupils) to have opportunities to access a range of extra-curricular activities that excite, engage and inspire them.</p>	<p>School curriculum excites and engages learners, including opportunities for external trips and visits that enhance our curriculum offer.</p>	<p>From February 2020 – subject specific curriculum documents to explicitly refer to experiences (trips, visits etc...)</p>	<p>PV to work alongside curriculum leaders and teachers to ensure this is in place for each subject.</p>	<p>£2,000</p>
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**Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned/Next Steps</b> (and whether you will continue with this approach)	<b>Cost</b>
<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>Ongoing actions in place – EYFS staff work collaboratively to develop learning opportunities the sync with the areas of interest of the class.</p>	<p>Monitor impact on PP pupil progress compared with non-PP on a termly basis.</p>	<p>£14,000</p>



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<p>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.</p>	<p>Nurture provision in place to support identified pupils, timetabled weekly.</p> <p>Daily lunchtime support for identified pupils – lunch time nurture club established and maintained.</p>	<p>Regular (at least twice weekly) nurture slots established with an identified member of staff who works alongside the SENCo to plan activities to meet these evolving needs.</p>	<p>Lunch time club has evolved so these pupils are now in the hall but with their own table to use (with a trusted member of staff) as/when required. Review requirements in September 2021.</p>	<p>£14,000</p>
<p>Specific pupils (including Service pupils) to have opportunities to access a range of extra-curricular activities that excite, engage and inspire them.</p>	<p>Contributing PP funding towards external opportunities that will enhance and develop the experiences of our PP pupils, including those who are more able.</p>	<p>For PP pupils we have funded:</p> <ul style="list-style-type: none"><li>Access to after school and breakfast club</li><li>Music tuition</li><li>School Trips</li><li>Access to after school clubs (cheerleading/football)</li></ul>	<p>This has a huge positive benefit to these pupils and is a model we will certainly continue with.</p>	<p>£1,160</p>