

Pupil premium strategy statement - Swan Lane First School 2017 - 2018

1. Summary information					
School	Swan Lane First School				
Academic Year	2017 - 18	Total PP budget	£62,040	Date of most recent PP Review	July 2017
Total number of pupils	358	Number of pupils eligible for PP	47	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% making age related progress in phonics	100%	95%
% making progress in reading	100%	90%
% making progress in writing	100%	87%
% making progress in maths	100%	95%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speaking and Listening skills are lower for PP children on entry in Reception and also into Yr 1 and 2. This delays Literacy skills.
B.	PP children do not get as much support and help at home with their reading, particularly at KS2. This impacts on their reading skills throughout the school.
C.	Literacy and Maths skills of PP children on entry are lower than other groups of children in the school. This has an impact on the learning throughout the school
D.	PP children need support and encouragement to partake in clubs and activities run by school to improve their well being
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for PP children is 95.2% compared with 96.2% for the rest of the school. This is having a detrimental effect on progress

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the speech and language skills of children in KS1 and identified children at KS2	Improved speech and language skills particularly at KS 1 will impact on writing and reading progress.
B.	Reading progress and reading ages will improve for PP children at KS2	Reading ages will improve particularly at KS2
C.	Literacy and Maths results will at least mirror those of other children.	Assessments throughout the school will show that PP children have made accelerated progress.

D.	Self-esteem and well-being of the PP children will improve and this will impact on other areas of learning.	PP children will become more confident in their capabilities and will become more resilient.
E.	Increased attendance rates of PPA children throughout the school	Overall attendance of PP children will improve and will be in line with other cohorts.

5. Planned expenditure					
Academic year		2017 - 2018			
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					
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. Improve the speech and language skills of children in KS1 and identified children at KS2	Purchase a Service Level Agreement with the Speech and Language Team who will offer high quality training to all staff and offer regular intervention to all children identified throughout the school.	It was felt by the school that if staff became trained to deliver high quality support, pupils would benefit. Approaches would then be embedded across the school. Also high quality targeted support for certain identified children would make sure that they would have a good start in the improvement of their speech and language.	Twilight and Inset sessions to deliver training. Regular meeting between Speech and Language Team and SENCo. Highly trained TAs who can deliver a programme of work. Training will be cascaded to all staff.	SENCo	July 2018
B. Reading ages will improve, particularly at KS2	Those children whose reading ages are falling below their chronological ages will receive additional reading sessions by teachers and teaching assistants. 2 X Guided Reading Sessions at KS 1, 1 X Reading Sessions at KS 2. Focus Reading Groups at KS 2.	This provides the children with an opportunity to read in a small group with an adult. The sessions will also provide the opportunity for discussion and reflection on the book they are reading. There will also be the opportunity for questioning to assess the level of understanding.	Monitored by Literacy Coordinator, class teachers and the Achievement Leader	Literacy Coordinator	July 2018
Total budgeted cost					£10,000
ii. Targeted support					
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. Improved speaking and listening skills by the children throughout the school.	TAs will trained to deliver a programme of support to the children in need of improved speech and language skills	Some of the PP children need this type of targeted support to catch up. Improved progress by PP children in SLFS shows that this type of intervention is effective.	SENCo will identify the children who need support. These children will then have an assessment by the Speech and Language Team and then an appropriate plan will be put in place for a TA to deliver. Extra time for SENCo to address these issues will come out of PPG grant.	SENCo	July 2018
B. Reading ages will improve, particularly at KS2.	Precision reading where the children will read to an adult individually every day.	PP children are missing out on the opportunity to read to an adult on a regular basis as many of the PP children do not read at home.	Regular assessments by the Literacy Coordinator.	Literacy Coordinator	July 2018
C. Literacy and Maths results will at least mirror those of other children.	High quality intervention will be put in place and will match the needs of the pupils. This intervention will be evaluated regularly. 2 part time teachers will also work with groups of children at KS1 and KS2.	Some of the PP children need this type of targeted support to catch up. Improved progress by PP children in SLFS shows that this type of intervention is effective. PP children will be included in small groups that are withdrawn to be taught during Literacy and Numeracy. High quality teaching in small groups will improve progress.	Achievement Leader will draw up a timetable matching the support to the needs. Programme of support will be drawn up by the class teachers and recorded in the Provision Mapping Folders. TAs will be allocated time on their timetables to meet all the targeted needs. Targets for these children will be set and regularly reviewed by all teachers involved in delivering the Literacy and Numeracy Curriculum.	Achievement Leader Class Teachers Achievement Leader and Part Time Teachers and Class Teachers.	July 2018
Total budgeted cost					£54870
iii. Other approaches					
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?
D. The children's confidence and demeanour will improve.	PPG money will be used to pay for before school provision so that the children have a healthy breakfast and also have the opportunities to play and socialise with other children £4440	PP children were arriving at school not having had enough to eat, some of the children did not have any breakfast. Children who are hungry will not perform to their best at school.	PP children will be identified and parents will be given the opportunity to come to Breakfast Club without charge.	Breakfast Club Supervisor	July 2018

	<p>PP children will have Residential Visit paid for from the PPG. 15 x £170 =£2550</p> <p>Providing for life experiences that the children would not normally be able to take part in eg Music Lessons, Theatre Visits, London Visit etc £2550</p>	<p>This is a visit that only those children who pay can attend. A large proportion of the children in Year 5 attend the visit. It gives the opportunities for developing self-esteem and also to develop greater independence and increase their collaborative skills.</p> <p>These are experiences that PP children would miss out on. They all provide opportunities for developing self-esteem and also increasing greater independence and collaborative skills. They also provide cultural experiences.</p>	<p>All PP children will be encouraged to attend the visit and it will be explained to parents that the cost of the residential visit will be met by the PPG.</p> <p>All PP children will be encouraged to take part in the different experiences on offer. It will be explained to parents the benefits of their children attending.</p>	<p>EVC Leaders</p> <p>Class Teacher</p>	<p>July 2018</p>
<p>E. Improving progress for PP children.</p>	<p>Service Level agreement for an EWO to visit school on a weekly basis. Office staff will follow up absence on the first day. Achievement Leader will monitor attendance progress every half term. Persistent absence letters and absence letters will be sent out regularly. £1200</p>	<p>If the children are not in school then they can't be learning. Missing many days of schooling affects the results the children will achieve.</p>	<p>Weekly meetings between office staff and EWO to raise awareness of children whose attendance is falling behind. Regular updates to the Headteacher and Achievement Leader will be provided.</p>	<p>Achievement Leader</p>	<p>July 2018</p>
Total budgeted cost					<p>£10740</p>