

Pupil premium strategy statement:

1. Summary information					
School	Swannington CE Primary School				
Academic Year	2017/18	Total PP budget	£6,600	Date of most recent PP Review	Sep 2017
Total number of pupils	86	Number of pupils eligible for PP	5 (7 in 16/17)	Date for next internal review of this strategy	Jan 2018

2. Current attainment KS2					
Attainment for: 2016-2017 Summer 2017	<i>Pupils eligible for PP our school (Higher level in brackets). (1 child)</i>	<i>All Pupils School (higher level in brackets) (5 children)</i>		<i>All Pupils National</i>	
% achieving expected standard or above in reading, writing, maths	100% (0%)	100% (0%)		61% (9%)	
% achieving expected standard or above in reading	100% (0%)	100% (40%)	102	71% (25%)	104
% achieving expected standard or above in writing	100% (0%)	100% (0%)		76% (18%)	
% achieving expected standard or above in maths	100% (0%)	100% (0%)	98	75% (23%)	104.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability) 2016/2017	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Reading progress and attainment
B.	Staff and pupil expectation of Pupil Premium children with regards to attainment and progress (High Expectation Teaching)
C.	Poor participation / Motivation in Class
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Ongoing issue: Emotional wellbeing/ mental health barriers that impact on being ready to learn when the children are in school. This remains the biggest barrier to learning for our families as need increases but access to external support becomes more and more challenging to access.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	There will be a higher rate of progress in Reading for our PP children across the school	Pupils eligible for PP make expected progress or more in Reading in all year groups. Identify children at pupil progress meetings and tailor specific interventions to accelerate their progress, including targeted intervention. Intervention will also involve careful small steps tracking. Use internal data half-termly to track all individuals' progress and attainment. Work with the OLT to develop strategies to improve reading.
B.	Staff will have high expectations of Pupil Premium children with regards to attainment and progress which will result in accelerated progress for many. Introduction of a consistent approach to small steps tracking for all PP children.	All staff to develop approach to ensure High Expectation Teaching to include flexible grouping in Maths and English. Ensure Teacher is working with the most vulnerable children as well as additional support from the LSA. All staff to be made aware of the approach and implement some strategies in their class and year groups. Use internal data half-termly to track all individuals' progress and attainment.
C.	Increased participation in class, particularly in Maths and English lessons	Wave one teaching to ensure that the contribution of PP children is developed. Particular focus on PP engagement in whole class work and appropriate questioning to ensure engagement.
D.	The emotional wellbeing of the children and their family is supported which then allows for progress academically (as well as happier, more confident children)	Continue to develop work with our family support worker to support and engage our most vulnerable children. Continue to use homework club to support PP children with Homework and confidence in their academic work.

5. Planned expenditure

Academic year

2017/18

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?
There will be a higher rate of progress in Reading for our PP children across the school	<p>Increased verbal feedback to children</p> <p>CPD around High Expectation Teaching Sep 2017</p> <p>Pre-teaching of new vocabulary/ books</p> <p>CPD through OLT, particularly with a focus on developing reading progress.</p>	<p>The training will incorporate challenge for all levels of ability (SEND to more able) and encourage increased expectations of all vulnerable groups as well as other children. Research has identified that if we have high expectations of progress then we are not putting a ceiling on potential progress and the children are more likely to exceed expectations.</p> <p>Research also highlights the positive impact of regular and quality verbal feedback to the children and that of pre-teaching.</p>	<p>Impact of interventions measured throughout</p> <p>Pupil progress meetings</p> <p>Book scrutiny</p> <p>Lesson observations and learning walks</p> <p>Data analysis</p> <p>Performance management reviews</p>	Head Teacher/ DHT/SENCo	Jan 2018/ April 2018 and July 2018

<p>Increased participation in class, particularly in Maths and English lessons</p>	<p>Emotional wellbeing interventions that will help to increase confidence and self-esteem of pupils</p> <p>Peer mentoring for all PP children</p> <p>Strategies used in class to ensure those who are PP are regularly chosen to answer questions/ demonstrate in class</p>	<p>Some children will find joining in whole class discussions challenging and are more likely to feel confident within smaller groups initially.</p> <p>Through intervention we can use many proven resources to help build the self-esteem which can then help to encourage the children to participate in whole class discussions.</p> <p>Peer mentors have been proven also to help improve confidence and offer support to each other. This can be done through planned peer mentoring sessions and through simply 'talking to your partner' before being expected to offer a suggestions.</p>	<p>Boxall profile assessments</p> <p>Pupil feedback</p> <p>Lesson observations and learning walks</p>	<p>Inclusion Team and SLT</p>	<p>December 2017/ April 2018 and July 2018</p>
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<p>The emotional wellbeing of the children is supported which then allows for progress academically (as well as happier, more confident children)</p>	<p>CPD on emotional wellbeing for all staff</p> <p>Family Support Worker to develop sessions for PP and vulnerable children.</p> <p>Continue to develop work on character education.</p> <p>Continue work with parents/ families</p>	<p>Emotional wellbeing and supporting a positive mental health is a priority for us; more so as outside agencies become more and more difficult to reach. Mental health is just as important as physical health. With a positive mental health comes a readiness to learn and our staff understand that if a child is not ready to learn, this is out of their control and they need support and guidance to enable them to manage their big emotions and access learning.</p>	<p>Boxall profile assessments</p> <p>Notes developed by FSW</p> <p>Pupil feedback</p> <p>Attendance of the more vulnerable children</p>	<p>HT / SENCo/ Teaching Staff</p>	<p>Jan 2018/ April 2018 and July 2018</p>
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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?
There will be a higher rate of progress in Reading for our PP children across the school	1:1 and small group tuition using reading focussed interventions. Regular pupil feedback Small steps Tracker Pre-teaching	Some children need targeted support to catch up/ diminish the difference.	Training for staff delivering the intervention and using the approaches. Time given for planning and assessment. Timetable to ensure time spent with all the children requiring the intervention or extra time for feedback/ pre-teaching. TAs and Teachers work together and communicate to ensure progress is seen in class as well as in the small group/ 1:1 time.	HT and all teaching Staff	Jan 2018/ April 2018 and July 2018
Staff will have high expectations of Pupil Premium children with regards to attainment and progress which will result in accelerated progress for many	High expectations of PP children Using strategies in class that ensure all PP children are involved Pre-teaching Increased pupil feedback	Research has identified that if we have high expectations of progress then we are not putting a ceiling on potential progress and the children are more likely to exceed expectations.	Time given for planning and assessment- book scrutiny and planning scrutiny. Timetable to ensure time spent with all the children requiring the intervention or extra time for feedback/ pre-teaching. Pupil feedback. Lesson observation and learning walks. Data analysis	HT and all teaching Staff	Jan 2018/ April 2018 and July 2018
Increased participation in class, particularly in Maths and English lessons	PP children are given specific questions and tasks to answer or complete in both Maths and English lessons. They are targeted appropriately.	It is essential that all staff have high expectations of all learners in order for them to achieve their full potential. Passively learning about something does not have the same effect as being a part of the learning. Pupil participation has been proven to have positive impact on learning and progress.	Staff updates Pupil progress meetings Observation and learning walks Pupil feedback	HT and all teaching Staff	Jan 2018/ April 2018 and July 2018

<p>The emotional wellbeing of the children and their family is supported which then allows for progress academically (as well as happier, more confident children)</p>	<p>1:1 and small group support for children across the school</p> <p>Supported by FSW</p>	<p>The research and data highlights the increase in the numbers of children suffering with poor mental health and emotional wellbeing. We have seen this rise within our own school and recognise that support is essential to enable the child to learn and progress but also to manage and deal with their experiences and lead a full and happy life.</p> <p>Data highlights how external agencies are more difficult to access and so it is key that schools prioritise this need if they are to support their children to the best of our ability.</p>	<p>Training for staff. Supervision time for staff delivering emotional support. Opportunity to network with others doing a similar role in other schools. Timetabled to ensure they can deliver the intervention routinely and so that the children have consistent and regular support.</p> <p>Parents are informed of any intervention and school and home work together to meet the child's/ families' needs.</p> <p>Pupil feedback.</p> <p>Pupil progress meetings.</p> <p>Intervention records.</p>	<p>HT/SENCo and all teaching Staff</p>	<p>Jan 2018/ April 2018 and July 2018</p>
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