

# Swindon Village Primary School

## Pupil Premium Strategy Statement - September 2017-2018

### 1. Summary information

<b>School</b>	<b>Swindon Village Primary School</b>		
<b>Academic Year</b>	<b>Total PP budget – based on census data</b>	<b>Amount Per Pupil</b>	
2017-2018	£111,780	£1320	
<b>Current number on roll</b>	<b>Number of these pupils currently eligible for PP funding</b>	<b>Date for next internal review of this strategy</b>	<b>Date of most recent PP Review:</b>
416	80	January 2018	N/A

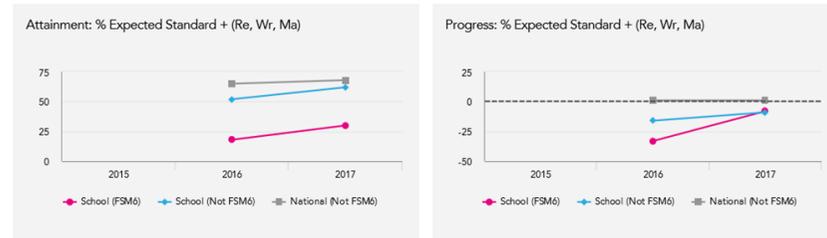
*Learning from each other - achieving together*

## 2. 2016/2017 - Outcomes

### Summary of school's performance data:- KS1

#### Disadvantaged pupils

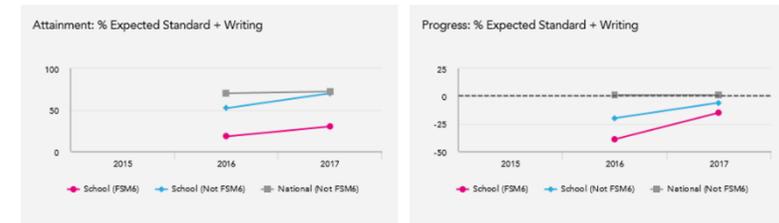
KS1 Performance for disadvantaged pupils 2017



2016-2017 overall data shows an increase in both Attainment and Progress. Although National data is higher than SVPS the gap is diminishing. The progress for the combined subjects is a significant value added.

#### Disadvantaged pupils

KS1 Performance for disadvantaged pupils 2017



Whilst the gap appears still wide between school and national the context of each child needs to be taken into context. The 2017 group of disadvantaged children have made significant progress.

#### Disadvantaged pupils

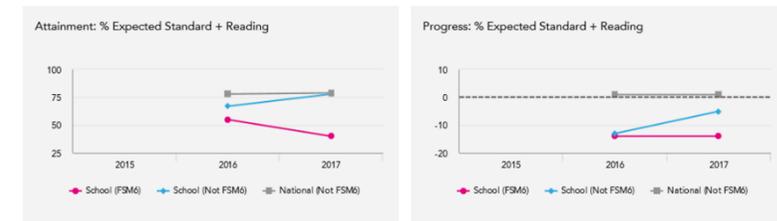
KS1 Performance for disadvantaged pupils 2017



Whilst there doesn't seem to have much progress with the Attainment in Maths there was a significant gain in Progress between 2016 and 2017.

#### Disadvantaged pupils

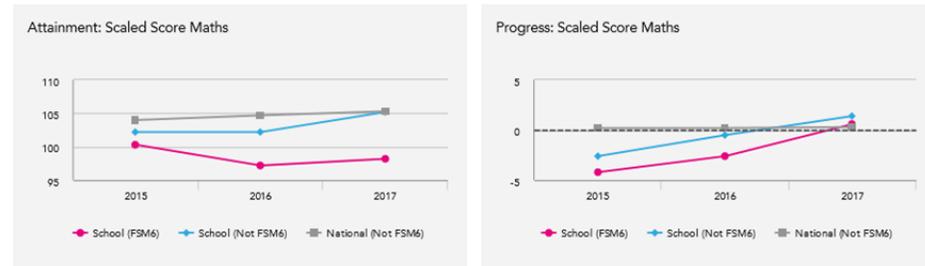
KS1 Performance for disadvantaged pupils 2017



KS1 reading continues to be an area of focus – disadvantaged children are now receiving additional bespoke support with their reading. This is part of the schools SDP for 2017-2018.

## Disadvantaged pupils

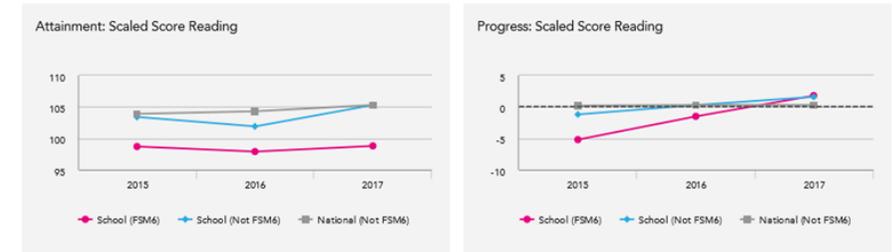
KS2 Performance for disadvantaged pupils 2017



The 3yr trend shows an upward trajectory for Maths – FSM6 children have made significant progress.

## Disadvantaged pupils

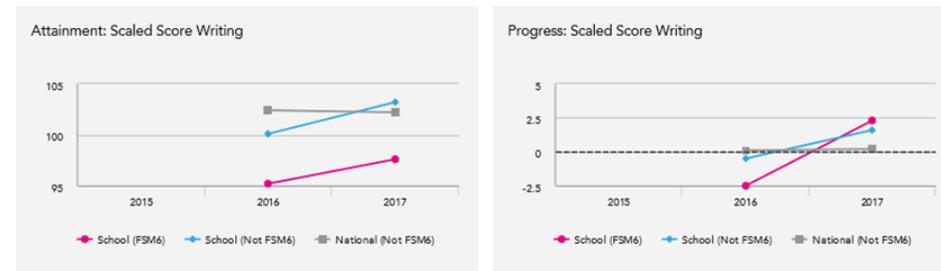
KS2 Performance for disadvantaged pupils 2017



Although the attainment gap remains wide between national and school. The context of the children in Year 5 for FSM6 needs to be taken into context. The children made significant progress and have continued the upward trajectory for 2015-2017.

## Disadvantaged pupils

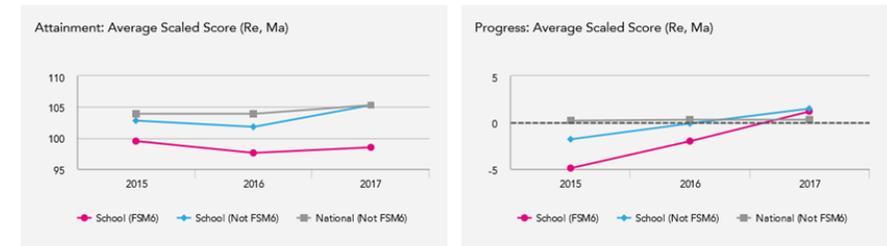
KS2 Performance for disadvantaged pupils 2017



FSM6 attainment gap is diminishing and children who were FSM6 in 2017 made outstanding progress from their starting points.

## Disadvantaged pupils

KS2 Performance for disadvantaged pupils 2017



The combined Reading and Maths progress scores shows that SVPS FSM6 children outperformed national however the attainment gap for 2017 remains well below national. This is due to context of the children who were FSM6 in year 6 for 2017.

## Attendance 2016/17

	No. of Pupils	Attendance	Authorised Absence	Unauthorised Absence	Late before Registers Close	Late After Registers Close
<b>Disadvantaged</b>	90	94.61	4.19	1.21	1.09	0.13
<b>Non-Disadvantaged</b>	332	97.28	2.21	0.52	0.31	0.02

### 3. Barriers to future attainment (for pupils eligible for PP funding)

#### In-school barriers

- |           |   |
|-----------|---|
| <b>A.</b> | Learning behaviours – meta-cognition/resilience, concentration and focus skills, under developed attitudes to learning.                       |
| <b>B.</b> | In-school strategies and initiatives not being followed up at home i.e. promotion of basic skills – reading, spelling & maths (tables etc...) |

#### External barriers

- |           |   |
|-----------|---|
| <b>C.</b> | Attendance of a minority of pupil premium pupils including lateness.  |
| <b>D.</b> | Disadvantaged children's families are sometimes unable to afford/access the additional enriching opportunities and experiences offered by the school (residential and day trips) or other agencies. |

### 4. Desired outcomes

### Success criteria

<b>1.</b>	For learning behaviours – resilience, concentration and focus skills, attitudes to learning – to be improved amongst targeted disadvantaged children. (Barrier a,	Pupils engage positively in lessons and wider school life. Pupils show a positive attitude to learning in conferencing and mentoring sessions. (See Behaviour Tracking Grids)
<b>2.</b>	For in-school strategies and initiatives to be regularly followed up at home so this leads to a greater acquisition of basic skills – reading, spelling & maths (tables etc...) for disadvantaged children in all phases of the school.	Home/School Diaries evidence increased levels of engagement with parents.

		<p>Homework is completed consistently to an increasingly high standard.</p> <p>Children are being heard read at home at least three times a week and, where this is not happening, this is being compensated for in school.</p> <p>Assessments of basic skills (i.e. tables at the appropriate level, fluency in reading/phonics and year group's statutory word lists) indicate improved levels of attainment.</p> <p>100% of Year 6 PPG children who are invited to attend additional lessons after school.</p>
<b>3.</b>	For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages.	From their different points (i.e. FSP, KS1), PPG children, who are not identified as SEND, make as much progress as all children nationally.
<b>4.</b>	For the attendance for disadvantaged children to be at least comparable to that of all children nationally/school (whichever is higher).	Overall attendance of disadvantaged children has improved to be in line with the attendance of all children.
<b>5.</b>	For disadvantaged children to have equal access to additional enrichment opportunities and experiences offered by the school (i.e. residential and day trips) or other agencies.	Provision mapping for disadvantaged children shows improved levels of take-up and questionnaire responses indicate that finance is not a deciding factor.

## Planned expenditure

Academic year

2017-2018

### 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?
For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages.	Review and update of marking and feedback policy.	We want to invest some PP funding into longer term change which will help all pupils. Many different evidence sources e.g. EEF toolkit suggest high quality feedback is an effective way to improve attainment.	Use INSET to deliver training.  Impact on standards is regularly monitored as part of the Monitoring, Evaluation and Review (MER) Cycle.  Regular book looks highlight consistent and effective use of policy with focus on PPG.	SLT	Weekly book scrutinies during each term.  Impact upon outcomes termly – data catch.
For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages.	Staff training on Reading subject knowledge.  Introduce whole school approach to teaching of comprehension.	National Literacy Trust highlights that children with poor literacy levels are more likely to live in PP households.  The Sutton Trust states that " <i>the most effective teachers have deep knowledge of the subjects they teach</i> ".	Impact on standards is regularly monitored as part of the Monitoring, Evaluation and Review (MER) Cycle.  Attainment and progress are reviewed after each half termly reading test.	English Lead/KAT	Half termly review of outcome information.
<b>Total budgeted cost</b>					<b>£0</b>

## 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?
For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages.	<p>PP teacher to continue to maintain a data base containing historic and current data for all disadvantaged children.</p> <p>Focus for each child to be mapped by DS and TP.</p> <p>TP+DS to work with individuals and small groups in half termly interventions with the impact being assessed.</p>	<p>Some of the students need targeted support to secure the objectives that have not as yet been achieved. This is the programme that has been independently evaluated and shown to be effective in other schools.</p> <p>Small group intervention with highly qualified staff has been shown to be effective, as outlined in reliable evidence sources such as Visible Learning by John Hattie and the EEF toolkit.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Monitoring of this provision becomes a regular part of the school's monitoring and evaluation cycle.</p>	<p>DS</p> <p>TP</p>	<p>Half-termly</p> <p>Cost of DH Release £8450</p>
For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages.	<p>Phase Leaders review disadvantaged children's attainment and progress on a monthly basis (PAMs).</p> <p>After analysing this</p>	<p>Some of the students need targeted support to secure the objectives that have not as yet been achieved.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p>	<p>Phase Leaders</p>	<p>Every 4 weeks</p> <p>COST £1520</p>

	Teaching Assistants to run PAM groups throughout each week.	This is a programme that has been independently evaluated and shown to be effective in other schools.	Monitoring of this provision becomes a regular part of the school's monitoring and evaluation cycle.	Lead TA and Inclusion Lead	£64461
	New Assessment Materials to provide accurate data every 60 days	Research has shown that regular assessments after 60 days provides schools with valuable data to measure progress with.	Whole School Assessment materials purchased and implemented in each term (after 60 days, 120, 180 days of teaching)	HT	£4000
For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages.	Class Teachers use database to identify key children who require support through small group and 1:1 tuition in order to meet end of key stage expectations.	Small group intervention with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF toolkit.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Progress and attainment of children reviewed in monthly PAMs.	TP, DR, LI, VB, JB	Weekly from Aut 2 2017  (no Cost)

For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages.	Learning Mentor+Room				£15, 699
For disadvantaged children, who are identified as SEND, to make as much progress as 'other' pupils in all key stages.	Additional hours to support EHCP				£3070
<b>Total budgeted cost</b>					<b>£97,200</b>

<b>iii. Other approaches</b>					
<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>
For learning behaviours – resilience, concentration and focus skills, attitudes to learning – to be improved amongst targeted disadvantaged children.	Whole school database of disadvantaged children created which identifies pupils' strengths and areas for development. Pupils needing mentoring are identified and timetabled for weekly mentoring sessions.	School have identified a number of pupils with meta-cognitive issues by interviewing both current and previous teachers of identified pupils. Strategy taken from Challenge Partners' "challenge the gap" toolkit of suggested strategies. Meta cognition identified by John Hattie as a leading factor in affecting the outcomes of disadvantaged children.	Half termly tracking by DS and TP  Half termly meetings between DS and TP to review progress and adjust strategies accordingly.	Led by DS (PP teacher)	Half-termly £9843
For learning behaviours – resilience, concentration and focus skills, attitudes to learning – to be improved amongst targeted disadvantaged children.	INCo and Lead TA to run a range of small group interventions to support children's behaviour and attitude to learning. These include: drawing and talking therapy, social skills groups, talk boost sessions and social story groups.	School have identified a number of pupils with meta-cognitive issues by interviewing both current and previous teachers of identified pupils.  Strategy taken from Challenge Partners' "challenge the gap" toolkit of suggested strategies.  Meta-cognition identified by John Hattie as a leading factor in affecting the outcomes of disadvantaged children.	Half termly tracking by DS and TP.  Half termly meetings between DS and TP to review progress and adjust strategies accordingly.	INCo  Lead TA  Trained TAs	Half-termly  No cost

<p>For the attendance for disadvantaged children to be at least comparable to that of all children nationally/school (whichever is higher).</p>	<p>Head Teacher/ Attendance Officer to follow up quickly on absences. First day response provision.</p> <p>As necessary, PSA meets with parents and children to discuss ways of improving attendance and signposts additional support.</p>	<p>We can't improve attainment for children if they aren't actually attending school.</p> <p>NFER briefings for school leaders identifies addressing attendance as a key step.</p>	<p>Head Teacher will ensure school processes work smoothly.</p>	<p>Head Teacher</p>	<p>Half-termly meetings between HT/Attendance Officer and PP Lead (DHT)</p> <p>(£621)</p>
<p>For the attendance for disadvantaged children to be at least comparable to that of all children nationally/school (whichever is higher).</p>	<p>To evaluate possibilities/ practicalities of financing breakfast club provision for disadvantaged pupils.</p>	<p>Encouraging attendance at the morning club enables to be fed, settled and ready to learn at the start of the day. This has been proven by EEF research.</p>	<p>Registers of attendance show that PP children attend consistently and this can be linked to improved attendance, attainment and learning behaviour (school to research and replicate work of EEF).</p>	<p>Head Teacher</p>	

<p>For current FSM children to have equal access to additional enrichment opportunities and experiences offered by the school (i.e. residential and day trips) or other agencies.</p>	<p>Provide free items of uniform for disadvantaged children currently in receipt of FSM.</p> <p>INCo and Lead TA run CAFs for families where additional funding for uniform (and other essential items) can be accessed.</p>	<p>Ensuring that all children wear the same uniform allows them to focus primarily on their learning. This view is supported by a study carried out by Oxford Brookes University.</p>	<p>Ongoing monitoring of uniform shows that there are no differences in adherence to school uniform policy that relate to disadvantage.</p>	<p>Head Teacher</p>	<p>Ongoing</p> <p>£2190 £1100 £ 826</p> <p>Total = £4116</p>
<p>For disadvantaged children to have equal access to additional enrichment opportunities and experiences offered by the school (i.e. residential and day trips) or other agencies.</p>	<p>Residential and other school visits are subsidised for disadvantaged children currently in receipt of FSM.</p>	<p>Trips are a fundamental part of the school's curriculum. The knowledge gained and work carried out on the trips are extremely important to all our children's learning.</p>	<p>SBM ensures that the families of disadvantaged children receive information regarding any relevant subsidies. This is advertised to new parents and included in all trip letters.</p>	<p>SBM</p>	
<p><b>Total budgeted cost</b></p>					<p><b>£14.580</b></p>

5. Additional detail					
Class	Name	Size	No. Chn	Percentage	Cohort %
Reception	Miss Lakin	30	2	6.6%	8.33%
Reception	Mrs Cleary/Mrs Denley	30	3	9.99%	
Year 1	Mrs Orsi	30	3	9.99%	9.99%
Year 1	Mrs Wolley/Mrs Wilkins	30	3	9.99%	
Year 2	Mr. Beardshaw-Brown	29	7	24.13%	18.64%
Year 2	Mr. Adsett	30	4	13.32%	
Year 3	Mrs Wilkins/Mrs Sargeant	31	9	29.03%	19.35%
Year 3	Mrs Baynton	31	3	9.66%	
Year 4	Mr. Howell	30	8	26.66%	23.32%
Year 4	Mr. Roddis	30	6	19.98%	
Year 5	Mr. Clayton	29	6	19.32%	23.72%
Year 5	Miss Jacks/Mrs Isherwood	30	8	26.66%	

Year 6	Mrs. Brain	28	9	32.14%	31.57%
Year 6	Mr. Bradley	29	9	28.98%	
<b>Percentage of school (reception – Year 6)</b>					<b>19.23%</b>