

Swindon Village Primary School

Pupil Premium Strategy Statement - September 2016

1. Summary information

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| School | Swindon Village Primary School | |
| Academic Year 2016-2017 | Total PP budget £122,040 | Date of most recent PP Review N/A |
| Current number on roll 418 | Number of these pupils currently eligible for PP funding 75 | Date for next internal review of this strategy January 2017 |

Learning from each other - achieving together

2. 2015/2016 Outcomes

| | <i>Pupils eligible for PP funding (SVPS)</i> | <i>Other (non PPG pupils nationally)</i> | <i>SVPS Difference (disadvantaged cf other pupils nationally)</i> | <i>National Difference (disadvantaged cf other pupils nationally)</i> |
|--|--|--|---|---|
| EYFS (7 pupils) | | | | |
| % achieving a GLD | 57% | 69% <small>(2015)</small> | 12% <small>(2015)</small> | 17% <small>(2015)</small> |
| Phonics (10 pupils*) | | | | |
| % passing the PSC | 50% | 83% | 33% | |
| % passing the PSC (Y2 cumulative) | 82% | 93% | 11% | |
| KS1(11 pupils*) | | | | |
| % achieving the expected standard in Reading | 55% | 78% | 23% | |
| % achieving the expected standard in Writing | 18% | 70% | 52% | |
| % achieving the expected standard in Maths | 36% | 77% | 41% | |
| KS2 (20 pupils) | | | | |
| % achieving the expected standard or above in reading, writing & maths (or | 20% | 60% | 40% | |
| % achieving the expected standard in Reading | 35% | 71% | 36% | |
| % achieving the expected standard in Writing | 40% | 79% | 39% | |
| % achieving the expected standard in Spelling, punctuation and grammar | 35% | 75% | 40% | |
| % achieving the expected standard in Maths | 35% | 75% | 40% | |
| *some small numbers of PP also have SEN needs | | | | |

Attendance 2015/16

| | No. of Pupils | Attendance | Authorised Absence | Unauthorised Absence | Late before Registers Close | Late After Registers Close |
|--------------------------|---------------|------------|--------------------|----------------------|-----------------------------|----------------------------|
| Disadvantaged | 76 | 95.04% | 4.05% | 0.9% | 0.71% | 0.10% |
| Non-Disadvantaged | 344 | 96.89% | 2.71% | 0.4% | 0.41% | 0.02% |

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

In-school barriers

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| A. | Learning behaviours – meta-cognition/resilience, concentration and focus skills, under developed attitudes to learning. |
| B. | In-school strategies and initiatives not being followed up at home i.e. promotion of basic skills – reading, spelling & maths (tables etc...) |
| C. | The schools work needs to be more robustly focussed on disadvantaged children of all prior attainments – consequently children who are not identified as SEND do not always make as much progress as ‘other’ pupils in all Key Stages. |

External barriers

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| D. | Attendance of a minority of pupil premium pupils including lateness. |
| E. | 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

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| A. | For learning behaviours – resilience, concentration and focus skills, attitudes to learning – to be improved amongst targeted disadvantaged children. | Pupils engage positively in lessons and wider school life. Pupils show a positive attitude to learning in conferencing and mentoring sessions. |
| 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. Homework is completed consistently to an increasingly high standard. |

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| | | <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> |
| C. | 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. |
| D. | 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. |
| E. | 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 | | | | | |
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| Academic year | 2016-2017 | | | | |
| 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. | DHT | Weekly book scrutinies during term 1. Impact upon outcomes at the end of Term 2. |
| For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages. | Staff training on grammar subject knowledge. Introduce whole school grammar overview Introduce half termly grammar tests. | 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 grammar test. | English Lead/KAT | Half termly review of outcome information. |
| Total budgeted cost | | | | | £0 |

| ii. Targeted support | | | | | |
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| 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 create and 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>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> | Half-termly |

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| <p>For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages.</p> | <p>Phase Leaders review disadvantaged children's attainment and progress on a monthly basis (PAMs).</p> <p>After analysing this information, TAs' use of intervention time is mapped out and prioritised.</p> | <p>Some of the students need targeted support to secure the objectives that have not as yet been achieved.</p> <p>This is a programme that has been independently evaluated and shown to be effective in other schools.</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>Phase Leaders</p> | <p>Every 4 weeks</p> |
| <p>For disadvantaged children, who are not identified as SEND, to make as much progress as 'other' pupils in all key stages.</p> | <p>DS and TP 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.</p> | <p>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.</p> | <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Progress and attainment of children reviewed in monthly PAMs.</p> | <p>TP</p> | <p>Every 4 weeks</p> |
| Total budgeted cost | | | | | £107.858 |

| iii. Other approaches | | | | | |
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| 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 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 |
| 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 |

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| <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>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>To be considered in Spring Term.</p> |

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| 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. | Provide free items of uniform for disadvantaged children currently in receipt of FSM. INCo and Lead TA run CAFs for families where additional funding for uniform (and other essential items) can be accessed. | 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. | Ongoing monitoring of uniform shows that there are no differences in adherence to school uniform policy that relate to disadvantage. | Head Teacher | Ongoing |
| 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. | Residential and other school visits are subsidised for disadvantaged children currently in receipt of FSM. | 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. | 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. | SBM | Termly |
| Total budgeted cost | | | | | £14.182 |

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

EEF information <https://educationendowmentfoundation.org.uk>

Sutton Trust www.suttontrust.com