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## St Swithun's V.C Lower School Pupil Premium 2016/17

In 2011-12 the Government launched its pupil premium funding. The pupil premium is allocated to schools for children of statutory school age from low income families who are known to be eligible for free school meals (FSM). From 2012-13 it has been expanded to include all children who have been eligible for FSM within the last 6 years. The premium is provided in order to support these pupils in reaching their full potential.

### Context of school

St Swithun's VC Lower School is situated in Central Bedfordshire, which is currently moving from a three tier to predominantly two tier school structure – From lowers (years N – 4), middle (years 5-8) and upper (years 9-13) to Primary and Secondary.

The school maintains a very strong commitment to working in collaboration with other schools, the local authority and the wider school system. Governors seek out new opportunities and developments that will enhance the schools ongoing development. The school engages in a variety of 'self-evaluation' processes and procedures.

In January 2017 there were 143 primary age children (January census data) on roll. The children in the foundation stage are taught in a purpose built provision on site and years 1 to 4 in the main school building. In the reception year group pupils work using a 'free flow' approach ensuring full access to the experiences –inside and out- as outlined in the Curriculum Guidance for the Foundation Stage.

In Years 1 to 4 there is one class in each year group. We also have a purpose built autism provision which educates children from Central Bedfordshire, and is currently full.

The school is predominately white British, with a small percentage from minority ethnic groups.

17.5% of the (eligible) children at St Swithun's VC Lower School are ever 6 (Jan '17). The school roll reflects a wide range of pupil ability.

Awards and recognition – Healthy Schools, Gold Sing up, International Schools, Eco Schools (bronze)

### Recent Initiatives / Improvements

- Development of Structured Conversations to develop parental involvement within pupil learning and progress
- Development of focus teaching to support specific groups of learners within lessons
- Development of Provision maps to monitor and track pupil interventions and progress in relation to the Structured Conversation plan. Allows teaching staff and leaders to evaluate the impact of support and tailor to pupil needs.
- Introduced consistent methods of monitoring and evaluation of teacher practise when





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supporting over 6 pupils. This has produced a greater evidence base upon which to support planning and progress of vulnerable pupils.

- Appointment of Family Support Worker for to support parents and vulnerable pupils.
- Appointment of Family Support Worker to support over 6 pupils at risk of persistent absenteeism.
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### **Objectives of Pupil Premium**

When making decisions about using the Pupil Premium it is important to consider the context of the school and subsequent challenges faced. Common barriers for FSM children can be less support at home, weak communication at home, lack of confidence, more frequent behaviour difficulties, poor parental engagement and attendance and punctuality issues. There may also be complex family situations which prevent children from flourishing. The challenges are varied and there is no 'one size fits all'

We have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

#### **Key Principles**

##### **'Raising Aspiration'**

We will provide a culture where:

- Staff believe in all children
- There are 'no excuses' for poor performance
- Staff adopt a 'solution-focused' approach to overcoming barriers
- Children and staff receive intrinsic and extrinsic rewards to motivate and encourage.
- Success is celebrated explicitly.

#### **Analysing Data**

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research to support us in determining the strategies that will be most effective
- We engage with an External Advisor to challenge and support our data analysis

#### **Identification of Pupils**

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All staff are aware of who pupil premium and vulnerable children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if...'

#### **Improving Day to Day Teaching**

We will continue to ensure that all children across the school receive good teaching, with increasing





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percentages of outstanding teaching achieved by using our team leaders to :

- Set high expectations
- Address within school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading

#### **Funding Priorities for 2016-17**

- Curricular enrichment to include trips, residential, visits to school
- Basic needs, e.g. breakfast club
- Small group and 1:1 intervention in phonics, maths, reading
- Nurture and wellbeing of vulnerable pupils to ensure accelerated progress
- 1:1 tuition to diminish the difference in writing attainment
- Parental engagement through Structured Conversations
- Ensuring pupil progress through the use of provision maps and the identifying of related resources
- Development of early reading and writing skills in EYFS and the attainment of pupils.
- Development of reading resources in Early Years to support ever 6 pupils attainment
- Continued attainment of PPG pupils in the Phonics Screening Check
- To lower the percentage of ever 6 pupils that are identified as persistent absentees, consequently supporting the progress of these pupils.





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Number of pupils and pupil premium grant (PPG) received 2016-17 – funding calculated across financial years	
Total number of primary pupils on roll – Jan '17	143
Total number of primary pupils eligible for PPG - Jan '17	25
Amount of PPG received per pupil	£1300
<b>Total amount of PPG received</b>	<b>£38977</b>

PPG spending by item/project 2016/17			
Item / project	Cost	Objective	Outcome
-Staff release time to complete Structured Conversations with parents. Release time for facilitation and monitoring of process and pupil progress.	£1344	To develop parent and staff communication and partnership to enable improved outcomes for PPG pupils through knowledge of potential barriers to learning.	Parent participation at child structured conversations increased from 90% in 2016-17 to 100% of families now attending, with this group including previously hard to reach families not attending traditional parent evenings. Publication of Ofsted report reflects school progress towards providing excellent provision for all pupils, "disadvantaged pupils at the school make good progress. This is because leaders carefully monitor each individual's achievement". Full pupil premium data review can be found at the end of the document.
Family Support Worker (FSW)	£8496	To support vulnerable pupils – removing barriers to learning and ensuring accelerated progress. To reduce the instances of persistent absenteeism for PPG pupils, ensuring accelerated progress. Interventions and support allocated through Structured Conversations program.	Instances of persistent absenteeism for PPG pupils reduced from 40% in 2015-16 to 0% in 2016-17. Ever 6 pupils and families supported to ensure stable emotional outcomes for pupils and support academic progress. Full pupil premium data review can be found at the end of the document.
Project X Code intervention	£4325	Extending resources – embedding a reading intervention to help	Each child received 2 half an hour sessions per week for a





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		children with blending and segmenting and reading comprehension so that they can access the curriculum and reach / exceed age appropriate levels	<p>period of 8 weeks.</p> <p>Child a – 7y 4m – 8 y 4 m = +12m</p> <p>Child b – 7y 1m – 8 y 1 m = +12m</p> <p>Child c – 7y 1m – 7 y 10 m = +9m</p> <p>Child d – 7y 4m – 8 y 1 m = +9m</p> <p>Child e – 7y 4m – 8 y 1 m = +9m</p> <p>Child f – 8y 8m – 9 y 5 m = +18m</p> <p>Full pupil premium data review can be found at the end of the document.</p>
Nurture Group	£1615	<p>To provide dedicated time and support (1:1 and group) to help build pupils emotional development</p> <p>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</p>	<p>Increased confidence</p> <p>Increased attainment</p> <p>Full pupil premium data review can be found at the end of the document.</p>
One to one tuition	£7293	<p>Individualising support at all levels. Targeted support for children to address misconceptions, gaps and weaknesses in writing and reading.</p>	<p>Analysis of pupils undertaking tuition</p> <p><u>Year 4</u></p> <p>Year 4 PPG pupils outperformed Non-PPG pupils in reading and PP pupils achieved a higher percentage working at the required standard (84%) than all local authority pupils did in 2016 (81%)</p> <p><u>Year 3</u></p> <p>Reading – Participating pupils made more progress than non-PPG pupils, narrowing the gap.</p> <p>Writing – Participating pupils made more progress than non-PPG pupils, narrowing the gap.</p> <p>Full pupil premium data review can be found at the</p>





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			end of the document.
Key Stage 1 Phonics interventions for PP and vulnerable pupils	£3571	Targeted phonics support for vulnerable pupils at risk of not making progress in phonics screening check and reading outcomes.	Percentage of PPG pupils working at the required standard in the Phonics screening check is 75%, 2016 national data is 70%. Year 1 PP pupils made greater progress than all others in reading. Year 2 gap between PP pupils and non-PP pupils was lower than equivalent national gap. With PP pupils within the school attaining broadly in line with national data (2016) for all pupils.
TA focus support for Structured conversation plans.	£3489	For support staff to deliver intervention programs for structured conversation pupils.	Pupils working in intervention groups or 1:2:1 made greater progress than non-pp pupils. Progress of PP pupils is outlined in data review at the end of document.
FSW Theraplay Training	£320	To support vulnerable pupils – pupils identified as needing significant intervention to enable positive emotional and academic outcomes.	Training in place for program to begin September 2017.
Nessy Phonic Program	£450	To support PPG pupils in meeting the required standard in the phonics screening check.	Percentage of PPG pupils working at the required standard in the Phonics screening check is 75%, 2016 national data is 70%.
Swimming	£448	To improve fitness and raise self-esteem.	Children can swim at least one width of the pool with aids. Building confidence and life skills
Breakfast Club	£103.20	To overcome barriers – improving attendance and punctuality.	Children have a good start to the day within a healthy atmosphere. Breakfast also given to pupils who come to school with no breakfast.
Milk	£538.94	To overcome barriers – improve concentration.	Children provided with milk. Provide nutrients and energy to aid concentration and learning.
Sounds write training – 2x staff	£860	For levels of reading and writing attainment to improve for PPG pupils – narrowing the gap	Phonics screening check outcome for vulnerable pupils above 2016 national





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		between PPG pupils and all non-PPG pupils	equivalent data. Full pupil premium data review at the end of document.
EYFS reading scheme to support phonic progress and attainment of PPG pupils	£483.98	To provide pupils with sufficient books to inspire and engage reluctant readers To develop greater literacy within the EYFS and ensure the PPG pupils narrow the gap with non-PPG pupils For a greater percentage of PPG pupils to attain at the ELG in reading.	100% of EYFS PP pupils attained at expected levels in all areas.
itkit Early intervention toolkit	£99	To support fine and gross motor skills and support basic development in language and numeracy for EYFS PP pupils.	100% of EYFS PP pupils attained at expected levels in all areas.
Year 4 residential 2016/17 x3 pupils	£630	Extending school hours and raising aspiration – children offered a place on PGL	Increase in self confidence Greater independence Better team working, collaborative skills.
Music lessons	£78	To support confidence and social interactions of pupils – linked to structured conversations	Pupils achieved exceeding in all subjects at end of year.
Feedback and Metacognition program	£751	Individualising support at all levels. Small group work to extend metacognition skills relating to ability to use success criteria to improve pupil independence and outcomes.	Improved pupil ability to work with differentiated success criteria and ability to respond to specific feedback. Majority of pupils partaking in process made better progress than non-ever 6 pupils. Full pupil premium data review can be found at the end of the document.
School Trips	£106	Providing educational opportunities to raise aspirations for pupils and supporting overall progress of pupils in core subjects.	PP pupils have made greater progress than non-PP pupils in majority of cases. Full pupil premium data review can be found at the end of the document.
Bug Club 18%	£77.40	Improving the engagement of parents with reading. Raise attainment in reading, with a focus on the phonics outcomes for pupils.	Increased attainment and achievement. Year 1 Screening check vulnerable pupils 75% pass mark, 2016 national 70%. Year 2 gap between PP pupils and non-PP pupils was lower





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			<p>than equivalent national gap. With PP pupils within the school attaining broadly in line with national data (2016) for all pupils.</p> <p>Year 4 PPG pupils outperformed Non-PPG pupils in reading and a greater percentage attained at expected than all pupils in LA 2016.</p> <p>Full data review can be found at the end of the document.</p>
Music therapy sessions for ASD pupils throughout year	£680	To support specific emotional and learning needs of ASD pupils. Supporting their ability to work with others and with improving interactions.	ASD pupil has improved their ability to interact with the other pupils and adults within school in more appropriate and positive manner. Child has made exceptional progress in Year 1, attaining at exceeding in reading and maths.
Chums Early Intervention Therapeutic Program 1x Key Stage 1 sessions 1x Key stage 2 sessions	£3000	Program delivered to Key Stage 1 and Key Stage 2 pupils identified as requiring additional support to maintain confidence, resilience and emotional wellbeing.	90% of Key Stage 1 pupils partaking in program made expected or greater progress. 80% of Key Stage 2 pupils partaking in progress made expected or greater progress.
Classroom Monitor	£219	Ensuring tracking is integral to support provided showing areas for development enabling next step learning. Use to track progress of PPG pupils against all others.	Staff identify gaps in learning and use to inform planning. Staff have successfully tracked PPG groups and used this information to narrow the gap in attainment through accelerated progress.
<b>PPG</b>	<b>38,977</b>		





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### Impact of Pupil Premium Spend

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough and we can quickly identify any dips and develop strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils work, observations, learning walks, staff, parents and pupil voice.
- Classroom Monitor is used to track the narrowing of the gap in all core subjects.
- Assessment data is collected in half termly using Classroom Monitor. Formal Pupil Progress Meetings take place termly.
- Provision maps track impact of interventions and these are used to support next steps form pupils. These are monitored and evaluated by teaching staff and the SLT.
- Assessments are moderated in school and across the Sandy Cluster
- Interventions are adapted or changed if they are not working
- The Leadership Team maintain an overview of pupil premium spending
- The finance committee of the Governing Body receive a Pupil Premium report at their meetings

We use Raise Online, KS1 interim assessments, Year 1 phonics and EYFS formal data but also track the attainment and achievement at the end of all year groups using Classroom Monitor to support and evidence teacher assessments.





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**EYFS Data for Pupil Premium Children 2017**

1 child – ever 6 20 children – no ever 6		2017 School % children at expected or exceeding		2016 national % children at expected or exceeding	
		Ever 6	No Ever 6	Ever 6	No Ever 6
Communication & language	Listening and Attention	100	90	77	88
	Understanding	100	85	77	87
	Speaking	100	95	76	87
Physical Development	Moving and Handling	100	100	82	91
	Health and Self-care	100	100	85	93
Personal, social, & emotional development	Self-confidence and self- awareness	100	95	82	90
	Managing Feelings and behaviour	100	95	80	89
	Making relationships	100	100	82	91
Literacy	Reading	100	85	63	79
	Writing	100	85	58	75
Maths	Number	100	85	66	81
	Shape, space and measures	100	85	70	84
Understanding the World	People and communities	100	85	76	87
	The World	100	100	76	87
	Technology	100	100	87	93
Expressive Arts and Design	Exploring using media and materials	100	100	81	80
	Being imaginative	100	100	80	89

EYFS Progress from starting points

Reading

Term	All Non PPG pupils attainment	PP pupils attainment	Difference
Start of Year	15.33	16.00	+0.67
End of Year	20	20	0

Writing

Term	All Non PPG pupils attainment	PP pupils attainment	Difference
Start of Year	15.33	15	-0.33
End of Year	19.95	20	+0.05





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## Maths

Term	All Non PPG pupils attainment	PP pupils attainment	Difference
Start of Year	15.10	15	-0.10
End of Year	19.95	20	+0.05

### EYFS Impact on Standards

- In English Early years pupils PP pupils outperformed all other pupils – though they made less progress overall in reading they did make more progress in writing.
- In the EYFS PP pupils outperformed when compared to all non PP pupils in all subjects.
- In maths PP pupils have made more progress than all other pupils and they now outperform all other pupils.





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## Key Stage 1

### Year 1

#### Phonics screening check

	Percentage of pupils working at the expected phonics standard 2015	Percentage of pupils working at the expected phonics standard 2016	Percentage of pupils working at the expected phonics standard 2017	National Percentage of children working at the expected standard 2016
PPG Pupils	0%	100% (Figure excludes one pupil within ASD unit)	75%	70%
All pupils	40%	90%	83%	81%

#### Progress from Year 1 starting points

#### Reading

Term	All pupils attainment	PP pupils attainment	Difference
Start of Year	19.79	19.5	-0.29
End of Year	23.96	24	+0.04

#### Writing

Term	All pupils attainment	PP pupils attainment	Difference
Start of Year	19.79	19.5	-0.29
End of Year	23.92	24	+0.08

#### Maths

Term	All pupils attainment	PP pupils attainment	Difference
Start of Year	19.79	19.5	-0.29
End of Year	23.92	24	+0.08





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**Year 2**

Reading	Ever 6 (7)	Non Ever 6 (24)
% below expected standard	29	17
% at expected standard	57	58
% at greater depth	14	25
% at expected or above	71	83

NonEver6 – Ever6	School Gap at Expected Standard and above	National Gap 2016 at Expected Standard and above	Difference
Reading	12	16	4

- The gap between Ever 6 and non-ever 6 is below the national gap.

Writing	Ever 6 (7)	Non Ever 6 (24)
% below expected standard	43	17
% at expected standard	43	71
% at greater depth	14	13
% at expected or above	57	84

NonEver6 – Ever6	School Gap at Expected Standard and above	National Gap 2016 at Expected Standard and above	Difference
Writing	27	17	10





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- The gap in between ever 6 and non-ever 6 is above national gap.

Maths	Ever 6 (7)	Non Ever 6 (24)
% below expected standard	29	13
% at expected standard	57	67
% at greater depth	14	21
% at expected or above	71	88

NonEver6 – Ever6	School Gap at Expected Standard and above	National Gap 2016 at Expected Standard and above	Difference
Maths	17	17	0

- The gap between ever 6 and non-ever 6 is in line with national.

### Progress of Pupil Premium Children (matched pupils EYFS – Year 2)

6 children	End of EYFS			End of Key Stage 1		
	% children working below ARE	% children working at ARE	% children working above ARE	% children working below ARE	% children working at ARE	% children working above ARE
Reading	83	17	0	33	50	17
Writing	83	17	0	50	33	17
Maths	67	33	0	33	50	17

- Significant decrease in the number of pupils working below the expected standard demonstrates good progress of pupils





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### **Key Stage 1 Impact on Standards**

- Key Stage 1 data demonstrates significant increase in the numbers of PP pupils attaining at the expected standard or greater.
- The gap in reading attainment is lower than national – with reading a strength within the school.
- Progress in Key Stage 1 indicates that the percentage of pupils in Year 2 who are working at age related expectations has increased significantly in reading, writing and maths. More than doubling the percentage in each subject.
- Writing attainment has been identified as an area of development and will form part of the school improvement plan for 2017-18
- Key Stage 1 assessments and Year 1 both have PP pupils working at greater depth.
- Year 1 has seen a narrowing of the gap across all subjects since the start of the year, with PP pupils making greater progress than all non PP pupils.
- 2017 Phonics screening check results for PP pupils remains above available national comparisons.





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**Key Stage 2**

**Year 3**

**Progress from Year 3 starting points**

**Reading**

Term	All non-PP pupils attainment	PP pupils attainment	Difference
Start of Year	26.89	26.58	-0.31
End of Year	30.03	29.92	-0.11

**Writing**

Term	All non-PP pupils attainment	PP pupils attainment	Difference
Start of Year	26.87	26.5	-0.37
End of Year	29.95	29.83	-0.12

**Maths**

Term	All non-PP pupils attainment	PP pupils attainment	Difference
Start of Year	26.95	26.75	-0.2
End of Year	29.98	29.92	-0.06





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## Year 4

### Progress from Year 4 starting points

#### Reading

Term	All non-PP pupils attainment	PP pupils attainment	Difference
Start of Year	29.86	29.80	-0.06
End of Year	33.04	33	-0.04

#### Writing

Term	All non-PP pupils attainment	PP pupils attainment	Difference
Start of Year	29.75	29.80	+0.05
End of Year	32.91	32.75	-0.16

#### Maths

Term	All non-PP pupils attainment	PP pupils attainment	Difference
Start of Year	30.07	29.80	-0.27
End of Year	33.11	32.92	-0.19

### **Ever 6 Progress (matched pupils – 4 children)**

	% of pupils expected progress not made	% of pupils expected progress made	% of pupils above expected progress made	% of pupils at expected or above
<b>Reading 2017</b>	0	100	0	<b>100</b>
School 2016				80
LA 2016				87
<b>Writing 2017</b>	25	75	0	<b>75</b>
School 2016				100
LA 2016				93
<b>Maths 2017</b>	0	50	50	<b>100</b>
School 2016				80
LA 2016				87





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### **Key Stage 2 Impact on Standards**

- Year 3 has seen a narrowing of the gap in all subject areas – maths is very close to being in line with all non-ever 6 pupils.
- In Year 4 the majority of matched ever 6 pupils have made expected or better progress since Key Stage 1. Writing will be a focus for 2017-18.
- In Year 4 PP pupils have narrowed the gap in reading and maths. Reading is close to being in line with all other pupils.
- In Year 4 reading PP pupils achieved a higher percentage working at the required standard (84%) than all local authority pupils did in 2016 (81%)
- In Year 4 maths PP pupils were almost in line with the percentage of pupils working at the required standard in comparison with all local authority pupils in 2016. School (66%) – Local authority (73%)

