



*Building the Foundation
for the Future*

St Swithun's Church of England Primary School Pupil Premium 2017/18

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 Church of England Primary School is situated in Sandy 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. In 2018, St Swithun's is beginning its first year as a full primary school, providing education for children in years N – 6

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 2018 there were 172 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 5 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.

During 2017-18 there was one class in each year group from Years R to 5. We also have a purpose built autism provision which educates children from Central Bedfordshire, and is currently full as of September 2018.

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

17.4% of the (eligible) children at St Swithun's Church of England Primary School are Ever 6 (Jan '18). 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

- Further development of Structured Conversations to create effective parental involvement with pupil learning and progress - children to be supported by a wider range of staff and services within the school.
- Development of focus teaching to support specific groups of learners within lessons – staff completed lesson study to share effective practice throughout school.





*Building the Foundation
for the Future*

- Change of maths interventions to focus on teacher directed areas for development on a weekly basis – more effective results than previous Pupil Premium funded interventions and significant impact on progress
- More time allocated to TA support of structured conversation targets – this has enabled greater support of pupils and increased progress against specific Structured Conversation targets.
- Extended role and hours of Family Support Worker to support children and families of ever 6 pupils at risk of persistent absenteeism. As a result persistent absenteeism was reduced significantly over the course of the year.

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
- The needs of children are identified and addressed systematically
- 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...'





*Building the Foundation
for the Future*

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing 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 2017-18

- 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 and writing through Structured Conversation provision maps
- 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
- Continued attainment of PPG pupils in the Phonics Screening Check
- To continue to reduce the number of ever 6 pupils that are identified as persistent absentees





Building the Foundation
for the Future

Number of pupils and pupil premium grant (PPG) received 2017-18 – available funding for academic year calculated across financial years in combination with prior years pupil numbers	
Total number of primary pupils on roll – Jan '18	172
Total number of primary pupils eligible for PPG - Jan '18	30
Amount of PPG received per pupil	£1320
Total amount of PPG received	£36,300

PPG spending by item/project 2017/18			
Item / project	Cost	Objective	Outcome
Family Support Worker (FSW)	£9270	To support vulnerable pupils – removing barriers to learning and ensuring accelerated progress. To support the emotional wellbeing of pupils at risk of mental health issues through Theraplay. To reduce the instances of persistent absenteeism for PPG pupils, ensuring accelerated progress.	Instances of persistent absenteeism for PPG pupils reduced throughout year to 7% of all Ever 6 pupils, meeting target set in Autumn Term of bringing below 10%. 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	£1220	Extending resources – embedding a reading intervention to help children with blending and segmenting and reading comprehension so that they can access the curriculum and reach / exceed age appropriate levels	Each child received weekly sessions for a period of 8 weeks. Child a – 7 y 1m – 7 y 7 m = +6m Child b – 6 y 0m – 6 y 6 m = +6m Child c – 6 y 3m – 7 y 1 m = +10m Child d – 6 y 0m – 6 y 10 m = +10m Child e – 8 y 4m – 9 y 7 m = +15m Child f – 8 y 8m – 9 y 5 m = +15m Full pupil premium data review can be found at the end of the document.





*Building the Foundation
for the Future*

Nurture Group	£2099	To provide dedicated time and support (1:1 and group) to help build pupils emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom	Increased confidence Increased attainment Full pupil premium data review can be found at the end of the document.
One to one tuition	£7880	Individualising support at all levels. Targeted support for children to address misconceptions, gaps and weaknesses in writing and reading.	Analysis of pupils undertaking tuition Pupils undertaking a baseline writing assessment dramatically increased their results from September to June. Child a – 22% to 88% Child b – 69% to 82% Child c – 56% to 100% Child d – 50% to 82% Child e – 11% to 72% 100% of pupils made good progress 38% of pupils made better than expected progress PP pupils outperformed non-PP pupils Full pupil premium data review can be found at the end of the document.
-Staff release time to complete Structured Conversations with parents. Release time for facilitation and monitoring of process and pupil progress. Implementation of structured conversations.	£1865	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 continues to be high. Greater numbers of pupil premium targets are being achieved through increased consistency of approach. Full impact and pupil premium data review can be found at the end of the document.
Key Stage 1 Phonics interventions for PP and vulnerable pupils	£4630	Targeted phonics support for vulnerable pupils at risk of not making progress in phonics screening check and reading outcomes.	Phonics result for whole school was 88%. Percentage of PPG pupils working at the required standard was 100%, with one pupil being





Building the Foundation
for the Future

			disapplied. Full Pupil Premium data analysis at end of document.
TA focus support for Structured conversation plans in Key Stage 1 and 2	£3250	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 in both Key Stage 2 and EYFS. 50% of Year 2 pupils achieved Greater depth in 83% of their core subjects at end of year. Progress of PP pupils is outlined in data review at the end of document.
Focused maths interventions Key Stage 2	£2810	To support specific gaps in knowledge identified by teachers during ongoing assessment.	Ever 6 pupils made greater progress than non-ever 6 pupils. 100% of matched pupils made good or better progress from their Key Stage 1 starting points. Full Pupil Premium data analysis at end of document.
Release time for Staff CPD. Development of effective practise in supporting Ever 6 pupils through lesson study.	£324	To develop staff confidence and skills in delivering most effective teaching for disadvantaged pupils.	Techniques developed during lesson study evident within books and observations. Staff are able to articulate success through presentations to peers and confidence developed in providing focussed teaching for at risk groups. Full pupil premium data review can be found at the end of the document.
Nessy Phonic Program		To support PPG pupils in meeting the required standard in the phonics screening check.	Phonics result for whole school was 88%. Percentage of PPG pupils working at the required standard was 100%, with one pupil being disapplied.
Swimming	£648	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	£281	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





*Building the Foundation
for the Future*

			school with no breakfast.
Milk	£304	To overcome barriers – improve concentration.	Children provided with milk. Provide nutrients and energy to aid concentration and learning.
Year 4 residential 2017/18	£870	Extending school hours and raising aspiration – children offered a place on school residential.	Increase in self confidence Greater independence Better team working, collaborative skills.
Music lessons	£120	To support confidence and social interactions of pupils – linked to structured conversations	Pupils achieved exceeding in 83% of their core subjects at end of year.
Additional School Trips and extra-curricular activities	£150	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%	£120	Improving the engagement of parents with reading. Raise attainment in reading, with a focus on the phonics outcomes for pupils.	Increased attainment and achievement. Phonics result for whole school was 88%. Percentage of PPG pupils working at the required standard was 100%, with one pupil being disapplied. 50% of Year 2 ever 6 pupils attained at Greater Depth in reading. Year 4 PPG pupils made greater progress than non-PPG pupils in reading and writing. Ever 6 pupils outperformed non-ever 6 in terms of attainment in reading Full data review can be found at the end of the document.
Music therapy sessions for ASD pupils throughout year	£240	To support specific emotional and learning needs of ASD pupils. Supporting their ability to work with others and with improving interactions.	Pupils have improved their ability to interact with the other pupils and adults within school in a more appropriate and positive manner. Child has made good progress in Year 2 and attained at Greater Depth in 67% of core subjects.
Classroom Monitor	£219	Ensuring tracking is integral to	Staff identify gaps in learning





*Building the Foundation
 for the Future*

		support provided showing areas for development enabling next step learning. Use to track progress of PPG pupils against all others.	and use to inform planning. Staff have successfully tracked PPG groups and used this information to narrow the gap in attainment through accelerated progress.
PPG	£36,300		





*Building the Foundation
for the Future*

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.





Building the Foundation
for the Future

EYFS Data for Pupil Premium Children 2018

4 pupils	Pupil Premium			No Pupil Premium		
	July 2017	Summer 1 2018	Progress	July 2017	Summer 1 2018	Progress
Reading	22-36m dev 10.67	40-60m dev 17.00	6.33	30-50m Dev 14.48	ELG Em 19.12	4.64
Writing	22-36m dev 10.67	40-60m sec 18.00	7.33	30-50m Dev 14.43	ELG Em 19.15	4.72
Maths – Number	22-36m dev 11.33	ELG Em 18.50	7.17	30-50m Dev 14.14	ELG Em 19.19	5.05
Maths – Shape, space, measure	22-36m beg 10.00	40-60m sec 18.00	8.00	30-50m Dev 14.10	ELG Em 19.08	4.98

	Gap Start of Year	Gap end of summer 1
Reading	3.81	2.12
Writing	3.76	1.15
Maths	2.10	1.08

EYFS Impact on Standards

- PPG have made significantly more progress than no PPG.
- Attainment is currently lower, due to low starting points but the difference between ever 6 and all other pupils has diminished significantly.
- In writing, ever 6 pupils have made over 50% more progress than non-ever 6 pupils.





Building the Foundation
for the Future

Key Stage 1

Year 1

Phonics screening check

	Percentage of pupils working at the expected phonics standard 2016	Percentage of pupils working at the expected phonics standard 2017	Percentage of pupils working at the expected phonics standard 2017	National Percentage of children working at the expected standard 2017
PPG Pupils	100% (Figure excludes one pupil within ASD unit)	75%	100% (Figure excludes one pupil who was disapplied)	68%
All pupils	90%	83%	88%	81%

Year 2

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

4 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	25	75	25	50	0	50
Writing	25	75	0	50	25	25
Maths	25	75	0	25	25	50

Reading		KS1 results			
EYFS results		Working towards	Expected standard	Exceeding	
	Emerging	1			
	Expected	1		1	
	Exceeding				1

Writing		KS1 results			
EYFS results		Working towards	Expected standard	Exceeding	
	Emerging	1			
	Expected	1	1	1	
	Exceeding				





Building the Foundation
 for the Future

Maths		KS1 results		
		Working towards	Expected standard	Exceeding
EYFS results	Emerging	1		
	Expected	1		2
	Exceeding			

- In reading 1 child has made better than expected progress, 2 good progress and 1 less than expected progress.
- In writing 1 child has made better than expected progress, 2 good progress and 1 less than expected progress.
- In maths 2 children have made better than expected, 2 good progress and 1 less than expected progress.

Key Stage 1 Impact on Standards

- Key Stage 1 data demonstrates significant increase in the numbers of PP pupils attaining at great depth in maths.
- In maths, Ever 6 pupils outperformed non-ever 6 pupils.
- In all reading, writing and maths the number of pupils attaining at greater depth has increased from EYFS.
- 75% of all pupils have made good or better progress across all subjects and 50% have made better than expected progress.
- Writing is a priority for the school in 2018-19, aiming to improve the attainment of ever 6 pupils.





Building the Foundation
for the Future

Key Stage 2

Year 4

Progress from Year 4 starting points Matched pupils from Sep - June

Reading

Term	All non-PP pupils attainment	PP pupils attainment	Difference
Start of Year	30.03	29.79	-0.24
End of Year	32.61	33	+0.39

Writing

Term	All non-PP pupils attainment	PP pupils attainment	Difference
Start of Year	29.95	29.86	-0.09
End of Year	32.50	32.94	+0.44

Maths

Term	All non-PP pupils attainment	PP pupils attainment	Difference
Start of Year	29.98	30	+0.02
End of Year	32.63	32.94	+0.31

Ever 6 Progress (matched pupils – 6 children)

	% at or above KS1 (2016)	% at or above Year 4 (2018)	difference
Reading	67	100	+33
Writing	67	67	0
Maths	83	84	+1

Key Stage 2 Impact on Standards

- In Year 4 all ever 6 pupils have made expected or better progress since Key Stage 1. Writing will continue to be a focus for 2018-19.
- Excellent progress in reading with a significant increase in those meeting age related expectations, now 100%.





*Building the Foundation
for the Future*

- Progress of Ever 6 pupils outperformed all non-ever 6 pupils, with significant numbers making better than expected progress.

