



*Building the Foundation
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St Swithun's V.C Lower School Pupil Premium 2014/15

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 currently organises its schools into the three tier structure – Lower (years N – 4), middle (years 5-8) and upper (years 9-13)

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 October 2013 there were 175 children ages 3-9 (autumn 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 foundation stage the children are organised into nursery and reception year groups, but 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.

The school is predominately white British and only 9% of our school is from a minority ethnic group (Raise Online 2013)

15% of the (eligible) children at St Swithun's VC Lower School are ever 6 and 15% of the school have Special Educational Needs. 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

- Continuation of good standards across the school
- Teaching Assistant deployment in all classes
- Earlier intervention tracked and planned throughout the school
- Focus on mobile technology
- Eco-warriors / School council
- Increased uptake of breakfast club (free to FSM)
- Values Education with strong Christian links
- Governors linked to subject areas





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- Refurnished classrooms
- Outdoor classroom

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 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





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Funding Priorities

- Technology to enable learners
- Gifted and Talented provision
- Curricular enrichment to include trips, residential, visits to school
- Basic needs e.g school uniform, breakfast club
- Small group and 1:1 intervention in phonics, maths, reading
- 1:1 tuition
- Outdoor learning
- Leadership of English / Raising attainment in writing
- Parental engagement
- Development of early writing skills in EYFS





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Number of pupils and pupil premium grant (PPG) received 2014-15	
Total number of pupils on roll	
Total number of pupils eligible for PPG	27
Amount of PPG received per pupil	£1300
Total amount of PPG received	£33, 633

Proposed spending of PPG spending by item/project 2014/15			
Item / project	Cost	Objective	Outcome
Mini ipad EYFS	£210	To be able to record EYFS observations tracking children entitled to PPG	Children tracked more effectively and supported objective led learning. All PPG children in reception reached the expected level in all prime areas.
Laptop, Trolley and Licenses	6 x £280.54 £601 £240. =£2524	To increase the confidence in the use of technology. To be able to record work using a range of media To be able to record written work orally and in typed format.	Increased number of children meeting targets.
Swimming	£769	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	£2000	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	£102	To overcome barriers – improve concentration	Children provided with milk. Provide nutrients and energy to aid concentration and learning.
Uniform	£36	To overcome barriers – all children able to wear the school uniform	Improving confidence and sense of belonging Establish identity
School Trips	£93	Extended learning time and raising aspiration – children visiting key places of interest to raise enjoyment and engagement	Increased motivation Raised levels of engagement and interest in the topic. Supports progress of key skills.
Year 4 residential	6 x £200 = £1200	Extending school hours and raising aspiration – children offered a place on PGL	Increase in self confidence Greater independence Better team working, collaborative skills.





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Curricular enrichment • History Day	£450	Extended learning time and raising aspiration – children visiting key places of interest to raise enjoyment and engagement	Increased motivation Raised levels of engagement and interest in the topic. Supports progress of key skills.
Gifted and Talented sessions	£2500	Individualising support at all levels. Small group work to extend reading, writing and thinking skills.	Increased confidence Increased attainment in English and Maths
Project X Code intervention	£2550	Extending resources – embedding a new 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 2 half an hour sessions per week for a period of 8 weeks. Child a – 5y 9m – 7 y 4 m = +19m Child b – 5y 11m – 6y 5 m = + 6 months Child c – 7y – 7y 7m = + 7m Child d – 6y 2m – 6y 11m = +9m Child e – 7y 7m – 8y 4m = + 9m Child f – 8y 1 m – 8y 10m = + 9 m Child g – 8y 10m – 9y 7m = + 9 m Full pupil premium data review can be found at the end of the document.
Nurture Group	£2000	Individualising support at all levels for targeted children	Increased confidence Increased attainment
Bug Club	KS1 - £540 KS2 - £550	Improving the engagement of parents with reading. Raise attainment in reading	Increased attainment and achievement Year 2 reading APS – 11.7 Year 4 reading % at age related expectation - 83%
Mother's day afternoon tea (x1)	£135 £100	Engaging with parents and raising aspiration	Building relationships with child and parent Encouraging support from home Improving confidence
One to one tuition	£7,293.00	Individualising support at all levels. Targeted support for children to address misconceptions, gaps and weaknesses	<u>Year 4</u> Reading – 83% meeting age related expectation Writing – 83% meeting age related expectation <u>Year 3</u> Reading – 33% meeting age related expectation Writing – 50% meeting age related expectation





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			<i>Year 3 data contains incorporates children from the schools ASC provision</i>
Teacher	£3495.55	Quality daily teaching and sharing expertise. <ul style="list-style-type: none"> • Setting high expectations • Developing teachers practice • Facilitating sharing good practice • Quality Assurance 	All teaching and learning by the end of the summer term good or better. Writing results improved throughout the school Year 2 – APS – 13.0 Year 4 – 83% at age related expectation.
Classroom Monitor	£648	Ensuring tracking is integral to support provided showing areas for development enabling next step learning	Staff identify gaps in learning and use to inform planning.
Pupil Premium Monitoring	8 x £150 = £1200	Monitor Pupil Premium Provision	Provision documented and prepared.
EYFS – Outside area	£3000	To raise attainment within the 3 prime areas and The World	All children were working at the age related expectation in all prime areas. All children were working at age related expectation in The World.
Numicon Intervention / catch up resources	£398	To raise the attainment of SEN children.	Progress from starting points made.
Project X Code and Treetops Oxford Reading Tree books	£2177.75	To increase the fluency and comprehension of children and encourage a wider range of opportunities for reading different genre's.	Boys engaging with texts available. Increased attainment in reading.
Rapid Maths (staff training)	£412 £150	To raise the attainment of children who are underperforming in maths in Key Stage 2.	To be implemented in September 2015 and purchased to allow familiarity with scheme.
PPG	£33,633.00		





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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.
- Assessment data is collected in half termly (integris). Formal Pupil Progress Meetings take place termly.
- Assessments are moderated in school and across the Pinnacle Trust
- 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 Rasie Online, KS1, phonics and EYFS formal data but also track the attainment and achievement at the end of Years 4, 3 and 1 to evaluate impact in terms of attainment and progress.

EYFS Data for Pupil Premium Children 2015

% of children at or exceeding ARE	Ever 6 (3)	Non-Ever 6 (27)
Listening	100	100
Understanding	100	100
Speaking	100	100
Moving	100	100
Health	100	100
Self Confidence	100	100
Feelings	100	100
Relationships	100	100
Reading	0	85
Writing	0	77
Numbers	0	85
Shape	0	88
People	33	85
World	100	100
Technology	100	100
Media	66	96
Imagination	66	96

At the beginning of the academic year all pupil premium children were working below age related expectation in all prime areas.





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Progress from starting points

	PSED			PD		Cal			L		M		UtW			EAD	
	MR	ScSa	Mfb	MH	Hsc	LaA	U	S	R	W	N	SSM	PC	TW	T	EUMM	BI
Child 1 entry	30-50 WW	30-50 S	30-50 WW	30-50 S	30-50 WW	30-50 WW											
Exit	2	2	2	2	2	2	2	2	1	1	1	1	2	2	2	1	2
Child 2 entry	30-50 WW	30-50 S	30-50 S	30-50 WW	30-50 WW	30-50 WW	30-50 WW	30-50 D	30-50 D	30-50 WW	30-50 S	30-50 S					
Exit	2	2	2	2	2	2	2	2	1	1	1	1	1	2	2	2	1
Child 3 entry	30-50 WW	30-50 WW	30-50 WW	30-50 S	30-50 WW	30-50 WW	30-50 S	30-50 WW	30-50 S	30-50 S	30-50 S	30-50 WW	30-50 S				
Exit	2	2	2	2	2	2	2	2	1	1	1	1	1	2	2	2	2

Year 2

Progress from starting points (Average Point Score)

	Sept 2014	June 2015	Target	Progress Sept - Jun
Reading	3	11.7	11	8.7
Writing	3	13.0	12.3	10.0
Maths	9	13.0	14.3	4.0

Year 4

Attainment of Pupil Premium

	Working below age related expectation	Working at age related expectation
Y4 Read TA	1 (17%)	5 (83%)
Y4 Writ TA	1 (17%)	5 (83%)
Y4 Maths TA	1 (17%)	5 (83%)

Progress of Pupil Premium Children (matched 2 pupils) – based on LA expected progress sheets

	% of pupil Expected progress not made	% of pupils Expected progress made	% of pupils Above expected progress made	% of pupils at Expected +
Reading		100%		
Writing		100%		
Maths		100%		





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Other Supporting Evidence

This will be in the form of monitoring and evaluation, external reports and accreditations etc..

Proposed spending for 2015/16

- 1:1 tuition
- Pupil Premium Provision Monitoring
- Bug Club
- Swimming
- Breakfast Club
- Uniform
- Trips
- Year 4 residential
- EYFS
- Extra Curricular enrichment
- Project X Code
- Rapid Maths
- Nurture
- Structured Conversations

