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## St Swithun's V.C Lower School Pupil Premium 2013/14

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
- Improved phonic scores
- Teaching Assistant deployment in all classes
- Earlier intervention tracked and planned throughout the school
- Introduction of pupil conferencing for ever 6 children
- Focus on mobile technology
- Eco-warriors / School council
- Increased uptake of breakfast club (free to FSM)





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- Values Education with strong Christian links
- Governors linked to subject areas
- 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





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reading

**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
- Training and resourcing of Numicon for use across the school and small group intervention
- Project X code to raise enjoyment of reading and standards in reading across the school.





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Number of pupils and pupil premium grant (PPG) received 2013-14	
Total number of pupils on roll	175
Total number of pupils eligible for PPG	27
Amount of PPG received per pupil	£900
<b>Total amount of PPG received</b>	<b>£26,840</b>

Proposed spending of PPG spending by item/project 2013/14			
Item / project	Cost	Objective	Outcome
6 I pads and storage	£2414	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.
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,
Talk for writing training	£166.50	To improve writing results across the school	Increased confidence to 'have a go' and increase in attainment levels
Swimming	£500	To improve fitness and raise self-esteem.	Children can swim at least one width of the pool with aids
Breakfast Club	£1560	To overcome barriers – improving attendance and punctuality	Children have a good start to the day with a healthy atmosphere
Uniform	£45	To overcome barriers – all children able to wear the school uniform	Improving confidence and sense of belonging Establish identity
School Trips	£30.00	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 • Science Week • MAAT Forensic Science	£415 £590 £75	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	£1750	Individualising support at all levels. Small group work to extend reading, writing and thinking skills.	Increased confidence Increased attainment in English and Maths
Soundwrite training	3x£400 = £1200	Improving basic reading and writing skills for all	Writing results improved
Talking Maths	TA – 4 hours a week = £1096.80	Individualising support at all levels for targeted children	Developing confidence to have a go in lessons and raising attainment of speaking and listening skills.
Project X Code resources	£2688 + £698	Extending resources – developing 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	<u>Group 1 (9 children)</u> 8 weeks of individualised support. 44% of the group made 9 months + in reading age. 77% of the group made 3 months + in reading age. <u>Group 2 (9 children)</u> 8 weeks of individualised support. 66% of the group made 6 months progress.
Project X Code intervention	TA – 4 hours a week = £1274.40		
Nurture Group	TA – 3 hours weekly = £955.80	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
Numicon training	£1560.00	Extend resources – developing a multi-sensory maths teaching resource to help children make connections with numbers, create good mental pictures of numbers so that they can solve problems more effectively	
Numicon resources	£1851.91		
Supply cover for teacher conferencing	10 days x £150 = £1,500	Extended individualised learning time to enable teacher conferencing.	Increased progress from starting points
Activity day	£56.76	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.
Dad's Breakfast (x 3)	£45x3 =	Engaging with parents and	Building relationships with





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raising aspiration

	£135	raising aspiration	child and parent Encouraging support from home Improving confidence
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.
Big write materials	£713.42	Extending resources – developing a new range of resources for teachers to deliver exciting writing opportunities for children	Increased attainment and progress from starting points.
Reading Books	£2562.05	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. Year 2 2014 17.5, 2013 17.1. Year 4 2014 23.9, 2013 23.4.
<b>PPG Predicted spend</b>	<b>£26, 985.64</b>		

### Impact of Pupil Premium Spend

The school's evaluation of it's 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 (integrals). 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.





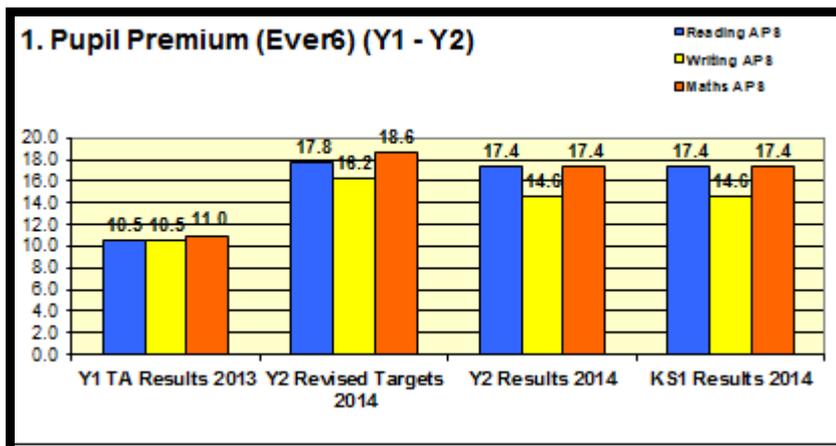
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## Year 2

	Reading		Writing		Mathematics		Overall	
	School	National 2013	School	National 2013	School	National 2013	School	National 2013
<b>Ever 6 FSM (Pupil Premium)</b>								
Ever 6*	17.4	14.8	14.6	13.5	17.4	14.8	17.4	14.3
Non Ever6*	17.5	16.8	16.9	15.5	17.8	16.5	16.5	16.3

NonEver6 – Ever6	School APS Gap	National APS Gap 2013	Difference
Reading*	0.1	2.0	-1.9
Writing*	2.3	2.0	+0.3
Maths*	0.4	1.7	-1.3

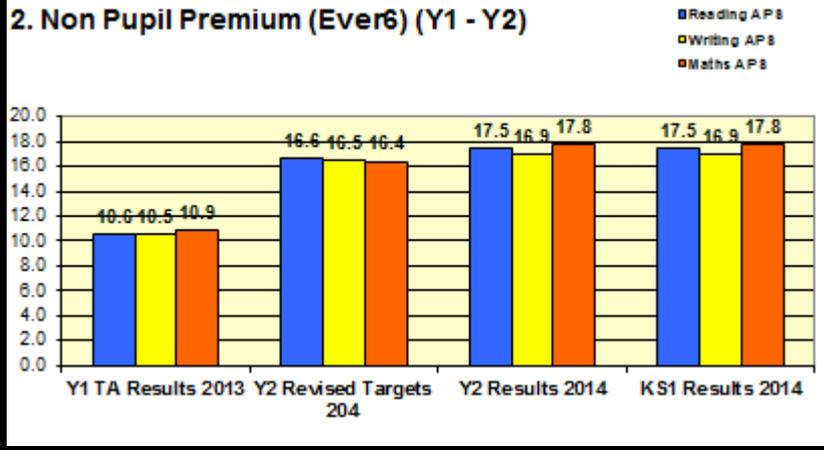
\*This data includes children within the schools autism unit. These children have a range of needs, autism being their primary need but often with additional needs which impact on their learning.





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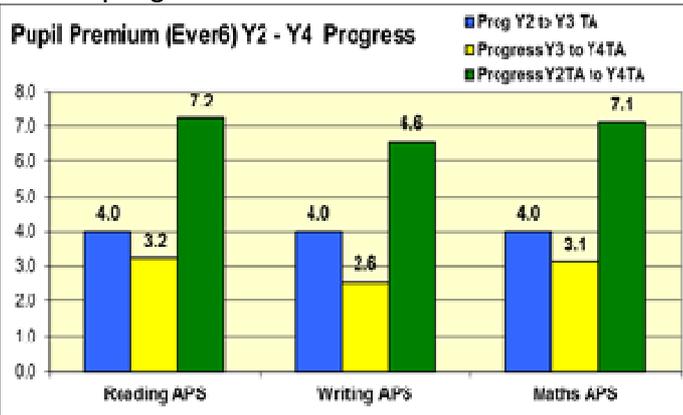
2. Non Pupil Premium (Ever6) (Y1 - Y2)



Year 4

	FSM		Non-FSM		Gap	
	2012 KS1 APS	2014 Year 4 APS	2012 KS1 APS	2014 Year 4 APS	2012 KS1 Gap (Non FSM - FSM)	2014 Y4 Gap (Non Ever6 - Ever6)
Reading	14.0	21.2	17.3	25.1	3.3	3.9
Writing	13.3	19.9	16.8	23.1	3.5	3.2
Mathematics	15.0	22.1	17.3	24.3	2.3	2.2

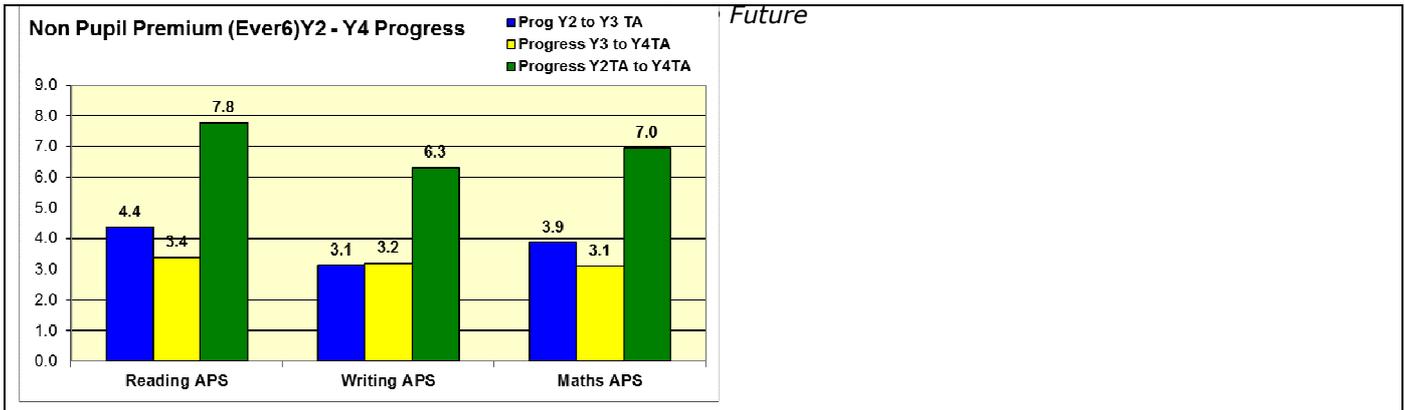
Year 4 progress





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**Other Supporting Evidence**

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

