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## St Swithun's Church of England V.C Primary School Pupil Premium Plan – Final Report 2018/19

The **Pupil Premium** provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1320 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002 1 or who have left care under a Special Guardianship or Residence Order (£1,900)
- for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

Schools are held accountable for the spending of these monies, school data will capture the achievement of disadvantaged students covered by the Pupil Premium.

### Amount of Pupil Premium Funding received 2018-19

Number of pupils eligible September 2018	30
Total PPG received	36,500

### Identified barriers to educational achievement

St Swithun's Church of England VC Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Parental engagement with school and pupils - especially regarding attendance at information and workshop evenings and completion of homework and reading
- Access to language and literacy – especially access to books and reading
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Attendance of PPG pupils – Significant improvement for percentage of pupils as persistent absentees though overall attendance remains below non-PP pupils
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour – pupils with social and emotional needs which affect their learning





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Key expenditure – how the allocation will be spent		
Area of spend	Focus	Total Allocation
Small focus group tuition for PPG pupils 1 day a week	Reading, Writing and Maths	£8550
Funding for development of quality teaching and ensuring Ever 6 pupils are most effectively supported within the classroom. CPD for staff and support of vulnerable groups through planning, teaching and learning support of Pupil Premium champion. Effective tracking and early intervention of pupils at risk of not making progress.	Teaching and learning with focus on Reading, Writing and Maths	£9032
Project X Code intervention KS2 and KS1	Reading	£1757
Phonics interventions KS1	Reading	£1678
Learning Support assistant to support pupils Structured conversation targets and focussed maths interventions Key Stage 2	Reading, Writing and Maths	Not completed £2000
Funding for additional support to ensure positive attendance and emotional outcomes for specific children.	Social, emotional, behaviour and academic outcomes	£2640
Nessy Phonic Program, Bug Club online reading materials	Reading	£472
Year 4 residential/Year 6 residential and other school trips/clubs, including swimming	Personal and social	£728





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Nurture Group (1 afternoon)	Personal and social	Not completed £1500
Family Support Worker	Personal and social	£9232
Funding for breakfast club and milk for pupils	Personal and social	£1069
Staff release time to facilitate Structured Conversations and future targets planning Funding to buy materials in support of Structured Conversation targets.	Personal and social Reading, Writing and Maths	£972
	<b>Total Spend</b>	<b>£36,132</b>

Area of spend	Intended outcomes	Key Actions
Small focus group tuition for PPG pupils 1 day a week	<ul style="list-style-type: none"> <li>Improved learning outcomes in writing (meeting end of year age-related objectives)</li> <li>Improved confidence for pupils in specified areas</li> <li>Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>Consolidation of learning completed in classes – time for practise and application of skills</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to liaise to ensure planned targets for pupils</li> <li>Progress against targets tracked</li> <li>Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning.</li> </ul>

**Areas of Strength**

- 100% of Year 3 pupils working in group made good or better progress
- 83% of Year 4 pupils working in group made good or better progress
- 75% of pupils in Year 5 group made good or better progress
- 100% of pupils in Year 6 made good or better progress
- Overall the pupils taking part in intervention groups narrows the gap between themselves and all other learners





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### Areas for development

- Based on available data – writing attainment of all Ever6 pupils is a focus for 2019/20
- Attainment of writing significantly below that of reading – Focus to build upon success of Project x code to support writing
- Based upon success of change to spring provision SLT will review the manner of support provided by member of staff for 2019/20 in order to achieve maximum impact with a greater percentage of pupils – with a particular focus on PP pupils who are also SEN.

### Year 6

#### Attainment

Only 2 of these pupils worked within this intervention group and 2 have EHCPs

	<b>Non-Ever 6 (20 children)</b>	<b>Ever 6 /FSM (5 children)</b>
	2019 Year 6 at Expected Standard and above	2019 Year 6 at Expected Standard and above
<b>Reading</b>	90	20
<b>Writing</b>	95	20
<b>SPG</b>	85	20
<b>Maths</b>	85	20

Only one matched pupil – making progress scores statistically insignificant, though they did make good progress

### Year 4

#### Attainment

	<b>Non-Ever 6 (20 children)</b>		<b>Ever 6 /FSM (7 children)</b>		<b>GAP / Difference</b>	
	2017 KS1 at Expected Standard and above	2019 Year 4 at Expected Standard and above	2017 KS1 at Expected Standard and above	2019 Year 4 at Expected Standard and above	KS1 2017 Gap	Year 4 2019 Gap
<b>Reading</b>	83	85	71	85	12	0
<b>Writing</b>	84	85	57	43	27	42
<b>Maths</b>	88	85	71	71	17	14





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<b>Progress</b>						
	<b>% of children working at or above ARE</b>					
	<b>Pupil Premium</b>			<b>No Pupil Premium</b>		
	<b>July 2018</b>	<b>May 19</b>	<b>Progress</b>	<b>July 2018</b>	<b>May 19</b>	<b>Progress</b>
<b>Reading</b>	71	85	+14	85	85	0
<b>Writing</b>	57	43	-14	85	85	0
<b>Maths</b>	86	71	-15	85	85	0
<p>Funding for development of quality teaching and ensuring Ever 6 pupils are most effectively supported within the classroom. CPD for staff and support of vulnerable groups through planning, teaching and learning support of Pupil Premium champion. Effective tracking and early intervention of pupils at risk of not making progress.</p> <ul style="list-style-type: none"> <li>• Staff develop abilities to deliver class support for vulnerable pupils through support of pupil premium champion</li> <li>• Ongoing staff cpd delivered in house and impact tracked by pupil premium champion</li> <li>• Pupil Premium champion to identify areas for specific support and deliver effective support for pupils</li> <li>• Pupils eligible for Pupil Premium funding make accelerated progress as a result of focussed teaching and planned class based support and interventions</li> </ul> <ul style="list-style-type: none"> <li>• Staff plan and deliver lessons with aim of supporting ever 6 pupils through ongoing CPD with pupil premium champion</li> <li>• Feedback to other staff and outline effective practice</li> <li>• Staff implement practice which is found to be most effective within classroom</li> <li>• Working with teachers pupil premium champion provides additional support for pupils at risk of not making accelerated progress</li> </ul>						
<p><b>Areas of strength</b></p> <ul style="list-style-type: none"> <li>• CPD and teaching support delivered throughout year to ensure effective teaching and support of Pupil Premium pupils</li> <li>• CPD in place and monitored during spring and summer terms has meant that 100% of teaching was observed to be effective, with many elements of good/excellent practice in place</li> <li>• Progress of ever6 pupils has been good in reading and maths throughout the school when taken from key assessment points or EYFS, KS1, LKS2 and UKS2</li> <li>• Reading was a particular strength in Year 4, completely reducing the gap in attainment.</li> </ul> <p><b>Areas for development</b></p> <ul style="list-style-type: none"> <li>• Writing is a key focus for 2020 – with a widening of the gap. Analysis of this has led to the identification of improving PP pupil writing attainment as a key school development priority.</li> <li>• During Year 4 PP pupils made less progress in maths – and this has been raised as a priority for the maths school development plan.</li> </ul>						





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## Key Stage 2

### Year 6

#### Attainment

Only 2 of these pupils worked within this intervention group and 2 have EHCPs

	<b>Non-Ever 6 (20 children)</b>	<b>Ever 6 /FSM (5 children)</b>
	2019 Year 6 at Expected Standard and above	2019 Year 6 at Expected Standard and above
<b>Reading</b>	90	20
<b>Writing</b>	95	20
<b>SPG</b>	85	20
<b>Maths</b>	85	20

Only one matched pupil – making progress scores statistically insignificant, though they did make good progress

### Year 4

#### Attainment

	<b>Non-Ever 6 (20 children)</b>		<b>Ever 6 /FSM (7 children)</b>		<b>GAP / Difference</b>	
	2017 KS1 at Expected Standard and above	2019 Year 4 at Expected Standard and above	2017 KS1 at Expected Standard and above	2019 Year 4 at Expected Standard and above	KS1 2017 Gap	Year 4 2019 Gap
<b>Reading</b>	83	85	71	85	12	0
<b>Writing</b>	84	85	57	43	27	42
<b>Maths</b>	88	85	71	71	17	14

#### Progress

	<b>% of children working at or above ARE</b>					
	<b>Pupil Premium</b>			<b>No Pupil Premium</b>		
	<b>July 2018</b>	<b>May 19</b>	<b>Progress</b>	<b>July 2018</b>	<b>May 19</b>	<b>Progress</b>
<b>Reading</b>	71	85	+14	85	85	0
<b>Writing</b>	57	43	-14	85	85	0
<b>Maths</b>	86	71	-15	85	85	0





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## Key Stage 1

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

1 child	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		100			100	
Writing		100		100		
Maths		100			100	

- Pupil made expected progress – making 1 years progress in 3 months, ensuring the expected standard was met
- Another two pupils receive one to one support

Project X Code intervention	<ul style="list-style-type: none"> <li>• To support pupils in making accelerated progress in both decoding and reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils identified for program through data analysis</li> <li>• Pupils assessed at start and end of program</li> <li>• Pupils complete program in small groups.</li> </ul>
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### Areas of strength

- Program continues to be very effective with pupils making excellent progress against their reading ages.
- Pupils completing program have made good progress in reading
- Pupils completing program in Year 4 and 5 have made excellent progress and outperformed all other pupils in Year 4 and 5 relative to their starting points

## Year 4

### Attainment

	Non-Ever 6 (20 children)		Ever 6 /FSM (7 children)		GAP / Difference	
	2017 KS1 at Expected Standard and above	2019 Year 4 at Expected Standard and above	2017 KS1 at Expected Standard and above	2019 Year 4 at Expected Standard and above	KS1 2017 Gap	Year 4 2019 Gap
Reading	83	85	71	85	12	0





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## Progress

	% of children working at or above ARE					
	Pupil Premium			No Pupil Premium		
	July 2018	May 19	Progress	July 2018	May 19	Progress
<b>Reading</b>	71	85	+14	85	85	0

## Progress of specific pupils completing project x over a 3 month period

Child a: 12 months reading age progress  
 Child b: 25 months reading age progress  
 Child c: 22 months reading age progress  
 Child d: 9 months reading age progress  
 Child e: 16 months reading age progress

Phonics interventions KS1	<ul style="list-style-type: none"> <li>To support pupils in making accelerated progress in decoding</li> <li>Supporting pupils in achieving the required phonic standard in KS1</li> </ul>	<ul style="list-style-type: none"> <li>Pupils identified through baseline and tracking at start of Years 1 and 2</li> <li>Pupils complete program in small groups</li> <li>Ongoing assessments track pupils at risk and appropriate intervention delivered</li> </ul>
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## Phonics attainment of PP pupils.

Year 1

50 % of PP pupils have met the required phonic standard – National 2018 was 70%

- 50% of this group are also SEND with 1 EHCP
- Of the children not meeting the required standard, one of them made significant progress. Reading less than 5 words correctly at the start of the year and nearly 30 at the end of Year 1.

Year 2

No pupil premium pupils taking the recheck were successful.

- Both of these children are on a reduced timetable
- One has an EHCP and the other is in the process of receiving an EHCP.

Learning Support assistant to support pupils' Structured conversation targets and focussed maths interventions Key Stage 2	<ul style="list-style-type: none"> <li>Teaching assistants deliver focussed one to one interventions outlined in Pupil Support plans – ensuring accelerated progress against year appropriate targets</li> <li>To support specific gaps in knowledge identified by teachers during ongoing assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have targets set through structured conversation progress</li> <li>These are tracked and monitored through Pupil Support Plans</li> <li>Where accelerated progress is not evident alterations are made to provision to ensure</li> </ul>
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		<p>subsequent progress</p> <ul style="list-style-type: none"> <li>Teachers identify areas for development during weekly ongoing assessments</li> <li>Teaching assistant delivers additional focussed support to ensure pupils maintain progress and ensure difference is diminished</li> </ul>
<p><b>Areas of strength</b></p> <ul style="list-style-type: none"> <li>Successful Structured Conversation process – targets reviewed and set for pupils in consultation with parents.</li> <li>Tracking of targets demonstrates that majority are being met by pupils - indicates SMART targets are more focussed than in previous years and specific areas of learning that are attainable by pupils over a relatively focussed period of time.</li> </ul> <p><b>Area for development</b></p> <ul style="list-style-type: none"> <li>There is now a small group of families that have not engaged with process as fully as did, e.g., non-attendance at meeting. Those families will be monitored and approached by pupil premium lead to ensure they do attend in future.</li> <li>There was a significant change in planned provision for Spring and summer term – core group of SEND pupils who are also PP have required significant one to one support. This has been partially funded through PP funding and this has meant that additional Key Stage 2 support has not been able to take place.</li> <li>The support that has taken place has therefore had to be reassigned to existing class TAs</li> <li>Data outcomes are contained earlier within this document</li> </ul>		
<p>Funding for additional support to ensure positive attendance and emotional outcomes for specific children.</p>	<ul style="list-style-type: none"> <li>Pupils at risk of exclusion and non-attendance</li> <li>Children experiencing severe social and emotional challenges due to specific needs</li> </ul>	<ul style="list-style-type: none"> <li>Children were supported one to one to ensure attendance at school</li> <li>Children supported one to one to enable best possible progress to take place</li> <li>Children's risk of exclusion was managed down through additional support</li> </ul>
<p><b>Areas of strength</b></p> <ul style="list-style-type: none"> <li>Children managed to maintain attendance in school, with one child significantly increasing attendance during school day over the course of the year.</li> <li>Progress was supported and pupils have made excellent progress against specific learning targets.</li> <li>Pupils social and emotional health supported to extent that they now feel more relaxed in school.</li> </ul>		





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<ul style="list-style-type: none"> <li>Significant decrease in behaviour incidences.</li> </ul>		
<p>Nessy Phonic Program, Bug Club online reading materials</p>	<ul style="list-style-type: none"> <li>Significant proportion of PPG pupils attain at phonics screening check – continue to be above national</li> </ul>	<ul style="list-style-type: none"> <li>Children in Key Stage 1 are assessed and then begin phonic support program at their own stage of development</li> <li>Pupils are tracked and assessed each half term to inform future targets</li> </ul>
<p><b>Phonics attainment of PP pupils.</b></p> <p>Year 1          50 % of PP pupils have met the required phonic standard – National 2018 was 70%</p> <ul style="list-style-type: none"> <li>50% of this group are also SEND with 1 EHCP</li> <li>Of the children not meeting the required standard, one of them made significant progress. Reading less than 5 words correctly at the start of the year and nearly 30 at the end of Year 1.</li> </ul> <p>Year 2          No pupil premium pupils taking the recheck were successful.</p> <ul style="list-style-type: none"> <li>Both of the these children are on a reduced timetable</li> <li>One has an EHCP and the other is in the process of receiving an EHCP.</li> </ul>		
<p>Year 4 residential/Year 6 residential pupils and other school trips/clubs, including swimming</p>	<ul style="list-style-type: none"> <li>Pupils are able to participate fully in school trips and residential trips</li> <li>Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Initial letters to include information for parents about available funding</li> <li>Teachers made aware of funding available – can approach parents if appropriate</li> </ul>
<p>Nurture Group</p>	<ul style="list-style-type: none"> <li>To provide dedicated time and support (1:1 and group) to help build pupils emotional development</li> <li>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Clear protocols in place to ensure pupils are referred for Nurture program</li> <li>Pupils assessed at start and end of program using SDQs to assess impact</li> <li>Regular opportunities for staff to feedback to relevant staff and subsequently parents</li> </ul>
<p>The nurture group did not take place during 2018/19 due to the change in focus demanded by an additional need for funding to be reallocated. Plan remains in place to implement in 2019-20.</p>		





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<p>Family Support Worker (FSW)</p>	<ul style="list-style-type: none"> <li>To support parents/guardians and pupils, ensuring school is a safe and supportive environment</li> <li>Support to ensure parents/guardians are aware of the support and funding available to them</li> <li>To develop relationships between parents/guardians, enabling better support of pupils' learning needs</li> <li>To implement Theraplay to support pupils who have been identified at risk of not making progress due to emotional wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Ensure FSW is familiar with specific families and their needs</li> <li>Organise support groups for families</li> <li>Identify pupils and families with additional needs through liaison with staff and SLT</li> <li>Work with families to improve instances of persistent absenteeism</li> <li>Liaise with families to identify specific areas of support required within community</li> <li>FSW to structure program of Theraplay, identifying children with the support of teachers and Structured Conversations.</li> </ul>
<p><b>Areas of strength</b></p> <ul style="list-style-type: none"> <li>Percentage of Pupil Premium pupils identified as persistent absentees now stands at 7%. 3 pupils are on part time timetable and if they have been disapplied. (One of the two children still as persistent absentee was in hospital for a significant period of time)</li> <li>Provision of one to one support has had a significant impact upon the pupils on a reduced timetable, both attending school for morning and part afternoon sessions, from a point in Spring when one was not attending school at all and the other only for part morning.</li> </ul> <p><b>Areas for development</b></p> <ul style="list-style-type: none"> <li>Overall PP attendance remains lower than all other pupils – 91.17% for all pupils. The figure with the 3 disaggregated pupils is 95.39% which is well above national figure of 93.7%</li> <li>Overall attendance of PP pupils continues to be lower than all other pupils and we continue to work closely and monitor the attendance of a specific group of families.</li> <li>Continue to work closely with families to reduce the number of pupils below school attendance target – this will be done through targeted intervention and use of funding to enable Pupil Premium co-ordinator to intervene earlier.</li> </ul>		
<p>Funding for breakfast club and milk for pupils</p>	<ul style="list-style-type: none"> <li>Early Bird Club – to promote good attendance and punctuality</li> <li>Breakfast club funding to be available from 8.00 to further increase attendance of PPG pupils</li> <li>Pupils enjoy spending time with peers prior to lessons beginning</li> </ul>	<ul style="list-style-type: none"> <li>Inform parents of PP pupils that breakfast club available at no cost (encourage pupils to attend)</li> <li>Inform PPG pupils that they can now attend from 8.00am</li> </ul>





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	(helps them become read for learning)	<ul style="list-style-type: none"> <li>Inform parents of PP pupils that milk is available</li> </ul>
Staff release time to facilitate Structured Conversations and future targets planning	<ul style="list-style-type: none"> <li>Staff and parents/guardians provided with sufficient time to reflect and analyse pupil's progress</li> <li>Raise aspirations for families and pupils</li> <li>improve outcomes for pupils and ensure greater gap is closed in attainment between PPG pupils and all non-PPG pupils</li> <li>To raise attainment of PPG and ensure the gap is narrowed to less than national attainment data</li> </ul>	<ul style="list-style-type: none"> <li>Organise and facilitate the completion of 30 minute structured conversations</li> <li>During sessions share progress, attainment and areas for development</li> <li>Set targets and agree actions to achieve these</li> <li>PPG Lead to organise planned interventions</li> <li>cycle repeats during Autumn, Spring and Summer</li> </ul>

**Areas of Strength**

- Structured Conversation process continues to engage families – with 85% of families taking part in October and 80% of families taking part in February
- Children have made good progress towards targets relating to reading and have achieved the majority of targets in writing and maths – full data is outlined below

**Areas for Development**

- Continue to work to engage with all families through Family Support Worker and Pupil Premium lead
- To explore development of writing and maths targets to ensure greater progress and further narrowing of the gap – this is to be a school development priority for 2019-20

**Overall Data for support of Pupil Premium Pupils through Structured Conversation support**

**Year 6**

- Year 6 PP Data is based on 5 pupils – 2 of whom have an EHCP, and one that joined during 2018/19. Overall only 20% of pupils were expected or greater at the end of Key Stage 2. Comparative analysis of Year 5 indicates this is cohort specific, as 72% of pupils are expected or greater, which is generally in line with historical data.
- Of the two matched pupils in Year 6 one attained at greater depth and the other was WT.





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## Key Stage 2

### Year 6

#### Attainment

Only 2 of these pupils worked within this intervention group and 2 have EHCPs

	<b>Non-Ever 6 (20 children)</b>	<b>Ever 6 /FSM (5 children)</b>
	2019 Year 6 at Expected Standard and above	2019 Year 6 at Expected Standard and above
<b>Reading</b>	90	20
<b>Writing</b>	95	20
<b>SPG</b>	85	20
<b>Maths</b>	85	20

Only one matched pupil – making progress scores statistically insignificant, though they did make good progress

### Year 4

#### Attainment

	<b>Non-Ever 6 (20 children)</b>		<b>Ever 6 /FSM (7 children)</b>		<b>GAP / Difference</b>	
	2017 KS1 at Expected Standard and above	2019 Year 4 at Expected Standard and above	2017 KS1 at Expected Standard and above	2019 Year 4 at Expected Standard and above	KS1 2017 Gap	Year 4 2019 Gap
<b>Reading</b>	83	85	71	85	12	0
<b>Writing</b>	84	85	57	43	27	42
<b>Maths</b>	88	85	71	71	17	14

#### Progress

	<b>% of children working at or above ARE</b>					
	<b>Pupil Premium</b>			<b>No Pupil Premium</b>		
	<b>July 2018</b>	<b>May 19</b>	<b>Progress</b>	<b>July 2018</b>	<b>May 19</b>	<b>Progress</b>
<b>Reading</b>	71	85	+14	85	85	0
<b>Writing</b>	57	43	-14	85	85	0
<b>Maths</b>	86	71	-15	85	85	0

- Ever6 pupils attained in line with all other pupils
- Ever6 pupils made significantly more progress in reading than all other pupils
- Point to point analysis indicates that PP pupils did make more progress than non-pp pupils in both reading and writing.





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**Closing the gap Year 4 – points analysis**

	Pupil Premium			No Pupil Premium		
	May 18	May 19	Progress	May 18	May 19	Progress
Reading	3 sec 29.86	4 sec 33.00	3.14	3 sec 30.11	4 sec 33.10	2.99
Writing	3 dev+ 29.71	4 sec 32.79	3.08	3 sec 30.11	4 sec 33.05	2.94
Maths	3 sec 29.93	4 sec 32.86	2.93	3 sec 30.08	4 sec 33.10	3.02

	Gap May 18	Gap May 19
Reading	0.25	0.10
Writing	0.40	0.26
Maths	0.15	0.24

**Key Stage 1**

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

1 child	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		100			100	
Writing		100		100		
Maths		100			100	





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## EYFS

2 children – ever 6 28 children – no ever 6		2019 School % children at expected or exceeding		2018 national % children at expected or exceeding	
		Ever 6	No Ever 6	Ever 6	No Ever 6
Communication & language	Listening and Attention	100	89	77	88
	Understanding	100	89	77	87
	Speaking	100	89	77	87
Physical Development	Moving and Handling	100	93	82	91
	Health and Self-care	100	89	85	92
Personal, social, & emotional development	Self-confidence and self- awareness	100	89	81	90
	Managing Feelings and behaviour	100	93	79	89
	Making relationships	100	90	82	91
Literacy	Reading	50	82	62	79
	Writing	50	82	59	76
Maths	Number	50	89	66	82
	Shape, space and measures	50	82	69	84
Understanding the World	People and communities	100	89	76	87
	The World	100	89	76	87
	Technology	100	96	88	94
Expressive Arts and Design	Exploring using media and materials	100	93	81	90
	Being imaginative	100	93	81	90

- 1 Ever6 reached a GLD 50% compared to national of 55% - so this was broadly in line.
- Small number of pupils makes a direct comparison difficult but pupil not attaining expected standard in reading, writing or maths will be a focus for next academic year.

### Whole school areas for development

- Writing remains a focus for pupil premium pupils and needs to be a priority for 2019-20
- Maths also needs further review and intervention of practice
- Reading attainment is generally strong throughout the school.





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## How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, each pupil will have a Structured Conversation plan in place to monitor their targets and learning outcomes. The interventions and support a pupil receives to attain their targets will be recorded and tracked through the use of an individual provision map. Parents will have a role to play in supporting the teacher's target planning and the outcomes of these plans will be reviewed with parents each term.

At St Swithun's Primary School the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Teaching staff will complete termly data analysis to ensure pupils are on track for making accelerated progress. Review meetings will take place at each of these steps, both with the member of staff responsible for Pupil Premium monitoring and through pupil progress meetings with the headteacher.

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.
- 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 national data comparisons, 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.

Pupil Premium Funding and the impact of this is a regular item on the governors' School Improvement and Resources committees

## Dates for next pupil premium strategy reviews

20<sup>th</sup> December 2018

25<sup>th</sup> March 2019

10<sup>th</sup> July 2019

