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## St Swithun's Church of England V.C Primary School Pupil Premium Plan 2017/18

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 2017-18

Number of pupils eligible September 2017	23
Total PPG received	£34,000

### 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 - although greatly improved in 2016-17, persistent absenteeism has been historically high and remains a focus for the school.
- 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
One to one tuition for PPG pupils 1 day a week	Reading, Writing and Maths	£7725
Funding for development of quality teaching – relating to support of vulnerable pupils	Teaching and learning with focus on Reading, Writing and Maths	£1500
Project X Code intervention KS2	Reading	£3500
Phonics interventions KS1	Reading	£3500
Learning Support assistant to support pupils Structured conversation targets	Reading, Writing and Maths	£2000
Nessy Phonic Program, Bug Club online reading materials	Reading	£500
Year 4 residential pupils and other school trips, including swimming	Personal and social	£1400
Nurture Group	Personal and social	£1600
Family Support Worker	Personal and social	£8496





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Funding for breakfast club and milk for pupils	Personal and social	£800
Music therapy sessions for ASD pupils 3x group of sessions	Personal and social	£700
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	£1500
Sounds write training – 2x staff	Reading and Writing	£860
	<b>Total Spend</b>	<b>34,081</b>

Area of spend	Intended outcomes	Key Actions
One to one tuition for PPG pupils 1 day a week	<ul style="list-style-type: none"> <li>Improved learning outcomes in reading, writing and maths (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>
Funding for Development of quality teaching – relating to support of vulnerable pupils	<ul style="list-style-type: none"> <li>Staff develop abilities to deliver class support for vulnerable 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</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> </ul>





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		<ul style="list-style-type: none"> <li>Process is completed 3 times a year, in Autumn, Spring and Summer</li> </ul>
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>
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>
Learning Support assistant to support pupils' Structured conversation targets	<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> </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 subsequent progress</li> </ul>
Nessy Phonic Program, Bug Club online reading materials	<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>
Year 4 residential pupils and other school trips, including swimming	<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</li> </ul>





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		appropriate
Nurture Group	<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>
Family Support Worker (FSW)	<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>
Funding for breakfast club and milk for pupils	<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 (helps them become read for learning)</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> <li>Inform parents of PP pupils that milk is</li> </ul>





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		available
Music therapy sessions for ASD pupils	<ul style="list-style-type: none"> <li>To provide dedicated time and support (1:1 and group) to help build ASC 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 ASC unit and year group</li> <li>2017-18 to focus support for pupils working within mainstream settings – successful social interactions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils eligible for provision are identified and permissions sought from parents</li> <li>Sessions are organised and completed providing flexible tailored support for pupil</li> <li>Pupil's progress is reviewed and reported back to staff and parents/guardian at the end of each cycle</li> <li>Successes and future recommendations based upon this review cycle</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>
Sounds write training – 2x staff	<ul style="list-style-type: none"> <li>For each class TA to be familiar with phonics teaching methods and how best to support pupils within the class</li> <li>For levels of reading and writing attainment to improve for PPG pupils – narrowing the gap between PPG pupils and all non-PPG pupils</li> </ul>	<ul style="list-style-type: none"> <li>To identify staff and book onto program at first 2016 opportunity</li> <li>For staff to then implement skills within classroom</li> <li>Specific interventions and support to be put in place once training completed</li> <li>Record of interventions completed using provision</li> </ul>



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		map and intervention recording documents
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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 2017

29<sup>th</sup> March 2018

20<sup>th</sup> July 2018

