



# Pupil Premium Strategy Statement: St Swithun's CE Primary School 17/18

1. Summary information					
School	St Swithun's CE Primary				
Academic Year	2017-18	Total PP budget (2017-18)	£50,180	Date of most recent PP Review	September 2017
Total number of pupils	407	Number of pupils eligible for PP	38	Date for next internal review of this strategy	February 2018

2. Current attainment – KS2 SATs 2017		
	Pupils eligible for PP	Year 6 2016-2017
% achieving in reading, writing and maths	20% (1)	65%
% making expected or better progress in reading	50% (3)	81%
% making expected or better progress in writing	33% (2)	77%
% making expected or better progress in maths	33% (2)	77%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A</b>	Pupils eligible for PP are not succeeding in writing.
<b>B</b>	Total number of children on our disadvantaged register with SEN = 12 (31.58%) Total number of children on our disadvantaged register who are considered vulnerable for other reasons (Safeguarding concerns) = 15 (39.47%)
<b>C</b>	Pupils eligible for PP are not attaining as well as their non-PP peers in reading, writing and maths individually and combined
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E</b>	40.6% of DA children had attendance below 95% in 2016/2017. Increase the level of attendance for DA children.
<b>F</b>	In general our pupils eligible for PP do not share the same rich experience of opportunities beyond the school day as their non-PP peers.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Accelerate progress of all PP pupils.	Progress of all children identified as PP at least good (using separate progress measures if the PP children are also SEN and not accessing the year group expectations).

		Pupils eligible for PP with no other barriers to learning to make better than expected progress across the Key Stages in maths, reading and writing. Measured in Y1, 3, 4 and 5 by teacher assessments Successful moderation practices established across the school and partnership.
<b>B.</b>	Provide additional support with writing for PP pupils to make better than expected progress.	Writing data shows that: <ul style="list-style-type: none"> <li>• Progress in writing for PP pupils is inline with or above non-DA pupils in each year group.</li> <li>• Most-able PP pupils are in line with most-able nationally at the end of KS2.</li> </ul>
<b>C.</b>	Increased attendance rates for the 40.6% of pupils eligible for PP whose attendance is below 95%.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to above 96%, in line with the average attendance of non PP children. Target the 7 PP children that have persistent absences (More that 10% absence).
<b>D.</b>	Pupils eligible for PP engage in activities beyond the school day to enrich their experiences.	All PP pupils in Years 3 to 6 to engage with an extra-curricular club during the school year.

## 5. Planned Expenditure

<b>Academic year</b>	<b>2017/2018</b>
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The three headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Cost	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children learn to read and spell quickly and fluently.	Read Write Inc	RWI is a proven strategy that is working very well in our school. Results above LA and National for the last two years. Monitoring and CPD are essential to maintain and develop standards and the fidelity with which the programme is implemented.	£600	Development Days with our RWI trainer, training for new staff, masterclass sessions. Regular monitoring of quality of teaching and learning.	Reading leader (AT)	July 2018
Children reach their age-related expectation or above in spelling.	Read Write Inc spelling	Natural follow-on from the successful RWI programme.	£400	Termly staff meetings. End of unit assessments. Learning walk.	KD and RJ	July 2018
Quality of teaching and learning across the school moving from Good to Outstanding	CPD Opportunities	-Coaching CPD for the leadership team to improve the quality of monitoring and feedback of teaching and learning for middle leaders. -Feedback and marking CPD opportunities for all staff, including TAs to include the quality of immediate feedback given to all learners in the classroom.	£2,400	Pupil Progress Meetings, Monitoring of Teaching and learning through observations and learning walks.	Leadership Team	July 2018
Children attaining expected standard or above in maths.	INSPIRE Maths	Continued progress on the delivery of Maths Mastery to further improve the outcomes for all learners. Mastery approach (linked to EEF research)	Part of whole school budget	Pupil Progress Meetings, Monitoring of Teaching and learning through observations and learning walks.	CT	July 2018

	<b>Total budgeted cost</b>		<b>£3340</b>
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### Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?		How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Children able to read at or above their age-related expectations.	Reading Recovery	An established early reading intervention with proven success over many years.	£12,200	Reading Manager to give regular updates to staff of the progress the children are making.	AT	May 2018
	Reading interventions that include Precision Teaching, Fresh Start, Reading and Thinking and Accelerate/Accelewrite	Individually tailored interventions to have maximum impact on the children's learning as recommended by the Oxfordshire SEN support team.	£2500	YARC, SRA, SWST assessments to be carried out to monitor the impact of the chosen interventions.	BS	January 2018
	Talking Interventions to take place in Saplings/Year 1	Speech and Language consultant employed to advise on the needs and support offered to Early Years children and to help with early identification of need and early	£400	Regular assessments to monitor the impact the strategy is having on the children.	BS/SH	January 2018
	Inclusion Manager to work closely with HLTAs and TAs to improve performance and delivery of interventions.	EEF – Improving performance of TAs can lead to rapid progress amongst all learners.	£1760	Performance Reviews, Learning Walks, Team Teaching activities	BS	January 2018
	Keep Up not Catch Up	Recommended by the INSPIRE maths programme to support the mastery curriculum. Aims to ensure that no child goes home not achieved the day's maths learning objectives.	£4680	Monitoring of teaching, learning and impact of the strategy.	HA/KD	January 2018
	Additional maths top up sessions	Intervention to support children to access the Inspire Curriculum.	Part of Quality First Teaching	Monitoring of teaching, learning and impact of the strategy.	CT	January 2018
	One to one phonics top-up	Recommended by the Read Write Inc programme to accelerate learning and prevent children falling behind their peers.	£7,800	Monitoring of teaching, learning and impact of the strategy.	AT	January 2018
	Additional lunchtime support to improve experiences at lunchtimes.	This will impact positively on the learning and the children's enjoyment of school.	£2,000		CS	January 2018

	Additional mentoring sessions	Supporting meta-cognition. Focused conversation with a named adult. Additional sessions for disadvantaged children.	£3,000			January 2018
To support children and families in their home lives to impact positively on their learning and well-being.	Home School Link Worker	Additional support for families struggling. Support leading TAF meetings, liaising with external agencies and conducting parental support sessions.	£9,000	Safeguarding updates and meetings to take place fortnightly.	Safeguarding Team	
Children know what they need to do to improve.	Feedback and marking: all DA children's work marked first and in depth every time.	Teachers have a very good knowledge of the children's attainment and next steps in learning. High quality feedback highly recommended by the EEF. Links to mentoring strategy.	Part of Quality First Teaching	Monitoring of teaching, learning and impact of the strategy.		
					<b>Total budgeted cost</b>	£43,340
<b>i.</b>		<b>ii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>		<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates	School administrator time employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment and progress for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	£500	Staff awareness about existing absence issues. Inclusion leader, administrator, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	BS	End of each half-term.
E. Enriching the children's experiences. School is a positive experience.	Provision of extra-curricular clubs: funding club places where a charge is involved. Encouraging children to attend clubs.	Contributing to parity of opportunity for DA children and their non-DA peers.	£3000	Records of children's attendance/participation. Children's responses. Children's attitudes to school and learning.	HA	

	Funding school visits, including residential outdoor education opportunities.							
							<b>Total budgeted cost</b>	£3500