

Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	Swinton Fitzwilliam Primary School				
Academic Year	2019/20	Total PP budget	£85140	Date of most recent PP Review	21/11/18
Total number of pupils	342	Number of pupils eligible for PP	75	Date for next internal review of this strategy	Summer 20

2. Current attainment (July 2019) <i>Data below taken from Perspective Light October 2019</i>		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP nationally (school non-pp)</i>
% achieving in reading, writing and maths	Expected = 41.7% Higher Standard = 0%	Expected = 70.8% 75.8% Higher Standard = 11.6% 12.8%
% making progress in reading	50% expected standard 8.3% higher standard 100.2 1.46	76% expected standard 69% 29% higher standard 26.2% 105.5 104.6 0.32 -0.53
% making progress in writing	58.3% expected standard 17% higher standard 0.14	21.8% expected standard 83.3% % higher standard 28.6% 0.26 2.05
% making progress in maths	58.3% expected standard 8.3% higher standard 103.7 -1.37	81.9% expected standard 88.1% 29% higher standard 33% 106.1 108.7 0.36 1.8

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	In EYFS, PP pupils often enter with limited speech and language development. This hinders their development on many levels including communication, phonics, reading and writing.	
B.	In KS1, PP pupils often join us from other settings where teaching and learning of Phonics is intermittent. This means that their knowledge of Phonics and therefore skills in reading and writing can be below that of their peers.	
C.	In KS1 and KS2, PP pupils often have Special Educational Needs including social and emotional and/ or academic needs. (19/75 27%)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Attendance of PP children is below that of non-PP children (in 2018 – 2019 academic year, non PP attendance was 96.9%; PP attendance was 95.3%)	
D.	A high percentage of PP children have complex additional social and emotional needs and safeguarding needs e.g. EHCPs, LAC or PLAC, CiN or CP status	
E.	In KS2, PP pupils may have less learning support from home; this includes not reading frequently with an adult, not being supported when completing homework and parents and carers not attending workshops and open sessions. Some pupils eligible for PPG do not experience wide and varied vocabulary at home.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	100% Children eligible for PPG reach Expected or better in Reading at the end of F2	100% EYFS PPG children Expected or better
B.	100% PPG Children pass Phonics Screen in Y1	100% PPG Children pass Phonics Screen in Y1
C.	Attendance of PP will be in line with non-PP children	National attendance expectations met (96.1%)
D.	Children with barriers to learning which are complex and multiple are supported to make good progress from their starting points, using internal tracking system.	Progress of complex needs pupils is recorded in termly data on internal tracking system. Data shows pupils are making good progress
E.	100% PPG children meet (or are on track to meet) age related expectations in Reading at the end of KS2 PP children reading frequently with age-related understanding; PP children reaching age-related expectations in Reading, Writing and Maths; PP children know that they are successful academically and have aspirations for the next steps in their education and beyond	Parental engagement with learning improves. PP children complete homework. Parents attend workshops and open sessions. Improved exposure to wider vocabulary through the curriculum leads to better outcomes at the end of KS2 (diminishing the difference)

5. Planned expenditure

Academic year

2019-2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

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? Cost?
PP children achieve in line with non-pp children nationally in Reading, , Maths and Phonics	Pre-teach intervention for Reading and Maths. Stop Gap intervention in Maths for PP chn after absence.	Ensuring acquisition of basic skills in Reading and Maths to enable learning to progress across the curriculum. In our school, the “sneak peek “ (pre-learning) means PPG pupils approach lessons with confidence. In Reading pre-teach, we will use “forced fluency” approach from Herts. for Learning Fluency Project. Studies have shown that pupils who engage in the 8 week structured program make 2 years and 3 months progress in the 8 weeks.	Through the monitoring of summative data, pupil progress and attainment and quality-first teaching. Closely tracking PP chn to ensure they are not falling behind non PP chn and are receiving timely intervention if they do.	SLT STALL	At each data collection point – 4 times per academic year. BOOSTERS: £32,530.04 *based on M4 teacher
All teachers delivering excellent learning for PPG, hence all pupils Mastery teaching of subjects involving the revisiting of topics and objectives by using the BAD approach (Basic-Advancing-Deeper skills)	Inclusion Team will deep dive into PPG provision each term, examining planning, teaching, outcomes and boosters.	Education Endowment Foundation’s Research School network (September 218): effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years’ worth of learning	Using data and/or Whole School Action Plan to provide CPD for maximum impact; monitoring for compliance and impact	SLT	Review Summer 2020 Funded via Inclusion Team salary below
SEND PP and HAP PP work independently using effective strategies learned during CPD, PP children will be making good progress.	Differentiation in lessons where appropriate to promote independent applicable transferable skills which are remembered and applied across the curriculum		Inclusion Team Monitoring Reports and Middle Leader Monitoring. Outcomes for SEND PP pupils and HAP PP show good progress from their starting points towards end of KS2 expectations	Inclusion Team	
Middle leaders will be familiar with PP barriers and strategies to overcome them within their subject and will hold teachers to account.	Middle leaders to carry out monitoring of their subject through - DCP analysis of data - monitoring forms to feed back to staff - work scrutiny - planning scrutiny	Shared responsibility and accountability at all levels in the leadership structure leads to continued improvements in pedagogy thus pupil outcomes.	STALL (PP) will monitor through position statements and data analysis. STALL (PP) will provide coaching and mentoring for new middle leaders to ensure they have appropriate skills.	STALL (PP)	Review Summer 2020 Funded via Inclusion Team salary below

<p>CPD delivered around developing oral language and use of vocabulary and teaching of vocabulary in lessons.</p>	<p>CPD on developing vocabulary in reading (Chris Quigley) EYFS Language Lead to support the development of language in 3-5 year olds.</p>	<p>Early Years Intervention are +5 months on the EEF toolkit. Many EYFS PP chn are starting school with a limited vocabulary and poor language skills.</p>	<p>Inclusion Team monitoring Reports EYFS Lead monitoring report. Position Statement from Language Lead.</p>	<p>Inclusion team</p>	<p>Review Summer 2020 CPD for Language Lead £517.50</p>
<p>Teaching of fluency as an explicit reading skill.</p>	<p>CPD for staff on teaching fluency skills. Fluency skills to be taught weekly in KS1 and KS2. Strategies used will be “forced fluency” or “performance reading” from Herts. for Learning Fluency Project and also regular strategies shared by Reading Leads from <i>The Mega Book of Fluency</i>, Rasinski & Cheesman Smith</p>	<p>SEND PP chn find it difficult to read an ARE text. In KS2, there is an over-reliance on phonics decoding because of poor sight-vocabulary which detracts from the overall meaning of a text. Developing greater fluency will enable pupils to access ARE texts with confidence.</p>	<p>SLT monitoring of WCR sessions.</p>	<p>SLT STALL</p>	<p>Review Summer 2020 £1947.47</p>
<p>Quality teaching for all total budgeted cost</p>					<p>£34,995.01</p>

ii. 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? Cost?
100% children eligible for PPG in EYFS leave EYFS with Expected or better attainment in Reading.	Pre-teach sessions and Keep Up Sessions in small groups daily	EEF Toolkit shows that Phonics intervention is one of the most successful strategies (+4 months); EEF toolkit shows that small group tuition has significant impact on attainment (+4 months).	Termly Phonics Assessment by Phonics SLE, Monitoring	SG & CF	Review Summer 2020 3 hours per week x 39 weeks = £1608.75
100% PPG Children pass Phonics Screen in Y1.	Daily Read Write Inc. Catch Up Intervention	EEF Toolkit shows that Phonics intervention is one of the most successful strategies(+4 months)	Termly Phonics Assessment by Phonics SLE, Monitoring in class, STaLL support Daily Interventions	CF (Phonics SLE)	Review Summer 2020 £8378.85
SEND PPG children pass Phonics Screen in Y1 and Y2.	Daily Read Write Inc Catch Up intervention Weekly extra reading Engage with the Trust's English Hub to support with SEND PP and Phonics Monitoring and tracking data of the bottom 20% of readers	EEF Toolkit shows that Phonics intervention is one of the most successful strategies(+4 months)	Termly Phonics Assessment by Phonics SLE, Monitoring in class, STaLL support Daily Interventions	CF (Phonics SLE)	
Following any absence, gaps in learning in maths (key concepts) do not arise so PP children can build on learning year after year. PP children meet milestones.	Stop Gap intervention in maths following absence.	Key concepts in mathematic learning are not missed. PP children will access mastery maths throughout the school without missing learning. This will be via 1:1 Stop Gap. EEF Toolkit shows that 1:1 tuition is an effective strategy (+5 months).	Through monitoring by middle leaders, STALL (PP) and leadership team.	STALL (PP)	Summer 2019 Cost – to be calculated at the end of the academic year pending absence
Parental engagement with school is good and results in better outcomes for PP pupils.	APP meetings three times a year for parents of PPG children with individual targets to support their children and share the aspiration for their child to succeed. PPG eligible families will be prioritised for places on Family Learning.	EEF: Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. (+3 months)	Teacher/Parent meeting minutes Data. Monitoring provision maps and tracking parental engagement numbers across the school.	All teachers Inclusion Team	Summer 2020 Tri-annual APP nights based on M4 salary £2496.75
Targeted support for PPG eligible pupils total budgeted cost					£12,484.35

iii. Other 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
PPG children have access to necessary technology, a purposeful learning environment and adult support to complete reading homework on Read Theory.	HLTA after school club Tuesdays and Wednesdays 3:20 -4:00. 33% pupils who attend Read Theory club are eligible for PPG. iPad clubs at dinner times to target PPG children who cannot access digital homework at home.	EEF toolkit shows small group tuition to be “promising” or “may be worth it”. Without this club, PPG eligible children would be unable to complete their homework well, thus increasing the risk of widening the gap between PPG children and their non PPG peers.	Monitoring and attainment tracking using: Read Theory tools bespoke EAZMAG Age- standardised testing	STALL	Summer 2020 £2382.12
PPG children will have access to quality texts for reading at home. EYFS PPG children will develop a love of reading.	Book at Bedtime – PPG chn to have the opportunity to take home a quality book to share every week at home with an adult.	Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	Book displays in class Monitoring chn’s uptake on taking home a book at bedtime.	STALL EYFS team	Summer 2020 £100
Parental engagement with learning is good which results in better outcomes for PPG children.	CLC Family Learning Programmes to develop an enjoyment of the curriculum and learning.	Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	All year groups to have a CLC workshop opportunity. Parental feedback	SLT	Summer 2020 Free to Parents
Several of our PPG eligible children are also Looked After Children (LAC) or Post Looked After Children. Four of our PPG eligible children are also in Guardianship with Grandparents.	Two members of staff have trained as Attachment Advocates and have disseminated their training to all staff so that attachment friendly strategies are consistently used through school. Talk Time is established through school to support these chn in talking about any issues arising	Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences. EEF toolkit shows that Social and Emotional learning strategies have moderate impact (+4months).	Inclusion Team monitoring. Behaviour Monitoring	SG	Summer 2020 £3937.05
Several of our PPG eligible children are also Looked After Children (LAC) or Post Looked After Children	An Emotional Literacy Support Assistant (ELSA) to ensure we provide the best support for LAC and post LAC children.	Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences. EEF toolkit shows that Social and Emotional learning strategies have moderate impact (+4months). On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment	Inclusion Team Monitoring	SG	Summer 2020 £4313.40

Attendance of PP will be in line with non-PP children in the LA and Nationally.	Target PP children - graduated response - first day calling - monitoring letters - home visits - celebrate improved attendance - punctuality (late-gates) - discussions with parents - multi agency support	Evidence shows that if pupils attend regularly they make better progress.	Attendance monitoring to be reported by HT in HT reports to Governors. PP to be reported separately.	Admin Team with Inclusion Team DSL	Review Summer 2020 Costing: From Inclusion Team salary below
Behaviour for learning for all PP children is good.	Graduated response through the Behaviour Policy and support through Inclusion Co-ordinator. Links with parents. Celebration of success shared with parent/carers	EEF: A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning. Many schools take the view that good behaviour is a pre-requisite for learning, and that disruptive behaviour also distracts other pupils and negatively impacts on their learning. (+3 months)	Monitoring reports and data analysis of behaviour logs shows improvements for PP children. Behaviour for learning to be part of monitoring process.	Inclusion Lead with STALL (PP)	Review Summer 2020 Costings: £37490 of Inclusion Team salary
PP and families with safeguarding needs will be supported robustly.	Safeguarding team comprises: Designated Safeguarding Lead is the Headteacher A team of 5 Deputy DSL (one non-teaching) means good availability	Children need to feel safe before they can learn effectively. Safeguarding culture within school is a priority.	Safeguarding reports to Governors termly. Rotherham Local Safeguarding Children's Board Audit should be green (100%)	Inclusion Team	
Other support total budgeted cost					£48,672.57
					Total Spend: £96151.93

Impact vs cost



