

## **Swanmead Community School – Pupil Premium Strategy**

<b>Summary Information</b>					
<b>School</b>	Swanmead Community School				
<b>Academic Year</b>	2016/2017	<b>Total PP Budget</b>	£69,925	<b>Date of Most Recent PP Review</b>	Sept 2016
<b>Total Number of Pupils</b>	276	<b>Total Number of Pupils eligible for PP</b>	62	<b>Date of Next Internal Review of this Strategy</b>	March 2017

### **Pupil Premium Statement**

Pupil Premium was introduced in April 2011 and is a sum of money in the school's budget. The Government allocates a particular amount to each school based on the number of students who are known to be entitled to Free School Meals or have been in Local Authority care continuously for more than six months; this is because children in these categories have, nationally, consistently attained lower results in schools. The aim is that schools use the funding to help raise attainment and accelerate these pupils' academic progress thereby 'narrowing the gap' between their performance and that of their peers.

Funding for those pupils whose parents are currently serving in the armed forces has also been introduced. This is known as the 'Service Premium'.

Swanmead Community School acknowledges the responsibility for 'socially disadvantaged' pupils and we are committed to meeting their pastoral, social and academic needs in order to 'narrow the gap' between vulnerable pupils and their peers. The Pupil Premium and Service Premium are vital to that process, which is approached through the following principles:

- ensuring that 'Quality First' teaching and learning opportunities meet the needs of all the pupils;
- ensuring that appropriate provision is made for pupils who belong to vulnerable groups, including ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed;
- recognising that not all pupils who receive free school meals will be socially disadvantaged, or that not all pupils who are socially disadvantaged are registered or qualify for free school meals;
- allocating the funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged;
- ensuring the progress of pupils is rigorously monitored and reviewed as part of the school's assessment cycle;
- linking appraisal and school success plan to the achievement of these groups of pupils;

Limited funding and resources, and changing school priorities driven by identified areas of need, mean that not all eligible children will be in receipt of Pupil Premium interventions at one time.

<b>Barriers to Success</b>	
<b>In-school Barriers</b>	
<b>A</b>	The attainment and progress of pupil premium learners is often lower and at a slower rate compared to all pupils.
<b>B</b>	The school does not have enough adults within the school to support the wider needs of SEN and Pupil premium children.
<b>C</b>	The school has a number of high attaining children in receipt of pupil premium funding. The challenge is how to successfully utilise funding to best provide for them as they continue to outperform many of their more advantaged peers.
<b>External Barriers</b>	
<b>D</b>	Many children eligible for pupil premium funding arrive for school poorly prepared; having not had breakfast, attending lessons without equipment and ultimately not being able to attend extra-curricular learning activities such as clubs and residential trips.
<b>E</b>	The parents of pupils premium can often be 'hard to reach' and often find interacting with school a challenge.

<b>Desired Outcomes</b>		
<b>Barrier</b>	<b>Desired Outcome – Overcoming the Hurdles</b>	<b>Success Criteria</b>
<b>A</b>	Children clearly identified. Bespoke data that compares performance of pupil premium children v all pupils. Use of best teachers and support staff for intervention. Improve quality of feedback given to pupil premium children.	Children in receipt of pupil premium funding make better rates of progress than all pupils in order to see a narrowing of the attainment gap.
<b>B</b>	Increase adult to pupil ratios. Apprenticeships, Traineeships, Volunteers increase.	The school appoints an increase of adults in the school in order to allow the most experienced teachers and support staff to work more readily with children in receipt of pupil premium funding.
<b>C</b>	Development of specialist provision mapping and planning for Able pupils and Disadvantaged Able pupils. Increase external links to Able pupil provision and opportunity.	Ensure that able children in receipt of pupil premium funding have access to opportunities in order to continue to ensure that they are able to reach their full potential and enhance their educational experience.
<b>D</b>	Financial support with uniform, school equipment and attendance on residential trips and activities.	Continue to prioritise the use of money to support children and families with opportunity and resources for them to not be disadvantaged in their educational experience.
<b>E</b>	Use of HUB Team, Nurture base, tutor system to develop links with hard to reach parents. Increase parents evenings and opportunities for link to parents through sport and performing arts.	Build upon school pastoral systems in order to allow for an increased engagement of parents whose children are in receipt of pupil premium funding.

## Review of Expenditure and Impact – 2015/2016

### Income

£1,320 for primary-aged pupils (29)

£935 for secondary-aged pupils (24)

£300 for Service Pupils (3)

The school received **£56,315** for this academic year for **53 pupils**.

### Expenditure

Action	Cost	Impact	Review
In class 1:1 and group support through use of additional teaching assistants.	£28,500	Particular impact has been seen in Reading and Writing with pupil premium children making better progress than all pupils in all year groups in Reading and in key stage 2 for Writing. In all possible attainment measures (Reading, Writing, Maths in Years 6, 7 and 8 = 9 measures) a narrowing of the gaps was seen in average point scores when compared to the gap size in the end of year data for July 2014. See Appendix tables 1 and 2.	Maintain funding into 2016/2017 – further emphasis on improving the progress of pupil premium children in maths.
Purchase of PiXL programme that enables focus on relevant pupil groups in Year 6 in order to maximise achievement at the end of KS2.	£2500	Many aspects of PiXL have aided the focus that we placed on monitoring the movement of children pupils towards success in Reading, Writing and Maths in Year 6. The materials provided with PiXL also aided the teaching of key children particularly for Reading and Maths. The small group involved within this intervention involved 6 pupils in receipt of pupil premium funding.	Maintain funding Potential funding for this may also come from Somerset Challenge.
Employment of two Trainee Teaching Assistants in order to release more experienced support colleagues to work pro-actively with Pupil Premium children	£11,500	The employment of two apprentice teaching assistants (Level 2 and Level 3) allowed more experienced LSAs to run interventions with pupils not making expected progress. This included up to 17 pupils in receipt of pupil premium funding. The impact is noticeable via the data seen in Appendix 1 and 2.	This has been an excellent initiative for the school to get into for so many reasons with clear impact had on pupil premium progress and narrowing the gaps. Some positive relationships have also been successful established between our new apprentices and pupil premium children. Maintain funding for two apprentices. Look at the possibility of a third.
Set up of Able Pupils Tutor Group (Thursday pm) in order to help cater for the needs of able pupil premium children across the school year groups.	£3000	The formulation of an Able Pupils tutor group involving 5 children in receipt of pupil premium funding. Able pupils study and project run throughout the school. In addition some paid for activities via external provision (eg) Kilve Court weekend.	Certainly continue provision with more staff involvement to ensure a higher impact on all Able Pupils particular those in receipt of pupil premium.

Continued employment of a Learning and Progress Tutor to monitor and intervene in the progress development of pupil premium children throughout the school (in Reading, Writing and Maths)	£13,500	As Impact 1 Involvement of 14 children in receipt of pupil premium funding. Particular impact has been seen in Reading and Writing with pupil premium children making better progress than all pupils in all year groups in Reading and in key stage 2 for Writing. In all possible attainment measures (Reading, Writing, Maths in Years 6, 7 and 8 = 9 measures) a narrowing of the gaps was seen in average point scores when compared to the gap size in the end of year data for July 2014. See Appendix table 1 and 2.	As Impact 1 Maintain funding into 2016/2017 – further emphasis on improving the progress of pupil premium children in maths.
The employment of a member of our HUB Team to assist in behaviour for learning and to monitor and intervene in cases of poor attendance.	£14,500	The work of the school's HUB Team has impacted the successful access to education of 16 children in receipt of pupil premium funding. This has included only one day exclusion for a pupil premium child, a continued improvement of engagement from key 'hard to reach' parents and the continued high attendance rates to school for children in receipt of funding.	Maintain funding with a target of zero exclusion days for children in receipt of pupil premium funding.
Financial supplements to individuals to enable them to participate in educational visits, extra-curricular and enrichment activities and for the purchasing of uniform	Up to £6000	All parents of pupil premium children that wished to attend the schools three residentials (Year 5 Osmington Bay, Year 6 Cardiff and Year 7 Great Wood) were offered financial support in order to attend. 100% of pupil premium children wishing to attend did so. All pupil premium children wishing to attend the Christmas Pantomime in Yeovil were funded.	Maintain principle for support for pupil premium children
The part employment of a member of support staff to run aspects a newly established Breakfast Club.	£5000	Newly established Breakfast Club that began in Spring 2016. Free to join and initially involving 10 children in receipt of pupil premium funding. Moved from a twice weekly club to daily in September 2016.	Maintain funding for club into 2016/2017. Club to be paid (50p per day from January 2017) continuing to be free for PP children.
<b>TOTAL</b>	<b>£84,500</b>		

## Planned Expenditure 2016/2017

### Income

£1320 for primary-aged pupils (36) - £47,520  
 £935 for secondary-aged pupils (23) - £21,505  
 £300 for Service Pupils (3) - £900  
 The school received **£69,925** for this academic year for **62 pupils**.

### Expenditure

Action	Cost
In class 1:1 and group support through use of additional teaching assistants.	£31,000
Purchase of PiXL programme that enables focus on relevant pupil groups in Year 6 in order to maximise achievement at the end of KS2.	£2500? Potentially Free?
Employment of two Trainee Teaching Assistants in order to release more experienced support colleagues to work pro-actively with Pupil Premium children	£13,000
Set up of Able Pupils Tutor Group (Thursday pm) in order to help cater for the needs of able pupil premium children across the school year groups.	£2000 for external provision support
Continued employment of a Learning and Progress Tutor to monitor and intervene in the progress development of pupil premium children throughout the school (in Reading, Writing and Maths)	£14,000
The employment of a member of our HUB Team to assist in behaviour for learning and to monitor and intervene in cases of poor attendance.	£14,500
Financial supplements to individuals to enable them to participate in educational visits, extra-curricular and enrichment activities and for the purchasing of uniform	Up to £8000
The part employment of a member of support staff to run aspects a newly established Breakfast Club.	£7500
TOTAL	£82,500

## **Appendix 1**

### **Pupil Premium - Progress**

#### **Pupil Premium v All Pupils Progress - July 2016 (Average Progress Points difference)**

##### **Reading**

<b>Progression...</b>	<b>Pupil Premium</b>	<b>All Pupils</b>	<b>Difference</b>
Y5 (B/L) to Y5 (Summer)	4.47	4.23	+0.24
Y5 (Summer) to Y6 (Summer)	4.68	4.68	0.00
Y6 (Summer) to Y7 (Summer)	3.31	2.03	+1.28
Y7 (Summer) to Y8 (Summer)	4.13	3.29	+0.84

##### **Writing**

<b>Progression...</b>	<b>Pupil Premium</b>	<b>All Pupils</b>	<b>Difference</b>
Y5 (B/L) to Y5 (Summer)	4.41	4.18	+0.23
Y5 (Summer) to Y6 (Summer)	5.50	5.45	+0.05
Y6 (Summer) to Y7 (Summer)	4.60	4.76	-0.17
Y7 (Summer) to Y8 (Summer)	3.13	4.05	-0.92

##### **Maths**

<b>Progression...</b>	<b>Pupil Premium</b>	<b>All Pupils</b>	<b>Difference</b>
Y5 (B/L) to Y5 (Summer)	4.12	5.10	-0.98
Y5 (Summer) to Y6 (Summer)	2.86	3.76	-0.90
Y6 (Summer) to Y7 (Summer)	3.70	3.54	+0.16
Y7 (Summer) to Y8 (Summer)	3.00	3.79	-0.79

The school is able to display that there is very little difference between the average progress points being made by pupil premium children when compared to all children. Indeed in Reading, pupil premium children make more progress than all pupils. Out of twelve comparative areas pupil premium children on average make more progress than all pupils on seven of these.

## Appendix 2

### Pupil Premium v All Pupils Attainment - July 2016 (Average Points Score difference)

In July 2016 there was the following differences between pupil premium and all pupils relating to average points scores for attainment;

Year	Reading		Writing		Maths	
	PP	All Pupils	PP	All Pupils	PP	All Pupils
5	23.35	24.97	23.00	24.37	22.65	25.00
<b>GAP</b>	<b>-1.62</b>		<b>-1.37</b>		<b>-2.35</b>	
6	27.55	28.29	27.00	27.31	25.95	27.45
<b>GAP</b>	<b>-0.74</b>		<b>-0.31</b>		<b>-1.50</b>	
7	30.00	30.59	29.25	30.66	28.88	30.22
<b>GAP</b>	<b>-0.59</b>		<b>-1.11</b>		<b>-1.34</b>	
8	34.27	33.53	33.00	33.94	33.18	33.55
<b>GAP</b>	<b>-0.74</b>		<b>0.94</b>		<b>-0.37</b>	

	Reading			Writing			Maths		
	GAP July 2015	GAP July 2016	SWING STATUS	GAP July 2015	GAP July 2016	SWING STATUS	GAP July 2015	GAP July 2016	SWING STATUS
<b>YEAR 5</b>		-1.62	N/A		-1.37	N/A		-2.35	N/A
<b>YEAR 5/6</b>	-1.33	-0.74	<b>-0.61 Narrow</b>	-1.03	-0.31	<b>-0.72 Narrow</b>	-1.79	-1.50	<b>-0.29 Narrow</b>
<b>YEAR 6/7</b>	-3.41	-0.59	<b>-2.82 Narrow</b>	-2.50	-1.11	<b>-1.39 Narrow</b>	-3.14	-1.34	<b>-1.80 Narrow</b>
<b>YEAR 7/8</b>	-2.92	-0.74	<b>-2.18 Narrow</b>	-2.02	-0.94	<b>-1.08 Narrow</b>	-2.50	-0.37	<b>-2.13 Narrow</b>