

Pupil Premium Strategy Statement:

1. Summary information					
School	Swanmore CE (A) Primary School				
Academic Year	2018/19	Total PP budget	£60,780	Date of most recent PP Review	Oct 2018
Total number of pupils	419	Number of pupils eligible for PP	51	Date for next internal review of this strategy	Feb 2019

2. Current attainment				
	Pupils eligible for PP		Pupils not eligible for PP	
	2016-17	2017-18	2016-17	2017-18
% achieving ARE in reading, writing and maths	50	50	66	48
% making at least ARE in progress in reading (end of KS1- end of KS2)	45	50	56	60
% making at least ARE in progress in writing (end of KS1- end of KS2)	36	50	53	57
% making at least ARE in progress in maths (end of KS1- end of KS2)	45	50	49	48

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
Access to opportunities to read with an adult Support with homework Friendships	
In-school barriers to learning (issues to be addressed in school, such as poor oral language skills)	
A.	EY/KS1 Speech and language delays including understanding questions asked of them. Transference of phonics to reading and writing - To be monitored Poor concentration and short window for listening and attention Resilience and positive attitudes Weak fine motor skills Needs 'overlearning' to embed new concepts and ideas

	Rely on practical opportunities to support learning – cannot learn with auditory or visual methods alone. Toileting/health issues
	Lower KS2
	Low concentration Reading fluency and comprehension Handwriting formation Maths, basic number facts and times tables Spelling patterns/phonetic knowledge
	Upper KS2
	Peer relationships Adult relationships Self-regulation (self-control) Motivation Sense of self (low self-esteem) Short term memory/concentration Dyslexic tendencies Possible symptoms of dyscalculia
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
B.	Parental support at home Attendance/Lateness Family dynamics Emotional wellbeing Family literacy/ numeracy levels

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	EY/KS1	

	<p>KS1 children will be able to more easily apply phonics when reading texts. Pira scores and TT progress markers. Child achieves greater fluency, allowing for success against ARE criteria For children to achieve GLD (Yr.R) in CLL- progress monitored each half term. Work with SC, 'Time to Talk' and 'Narrative Therapy'. Measured through data capture Aut 2 Spr 2 Sum 2.</p> <p>Children will show better concentration levels for increasing periods of time. Children's health will not negatively impact or disturb their learning. Learning will be evidenced in books and children will move from being supported to working independently. Parents will be supported with parenting skills and supporting children at home. Attendance will be monitored by the office and parents will be contacted as school policy states. Children to spell high frequency words correctly</p>	<p>Children achieve GLD in CLL Improvement in Time to Talk assessment criteria so 90%+ of statements are met Improvement in Pira scores and at least same rates of progress in reading. Have the children achieve rates of progress aspired to within the school? Have the children achieved ARE for the year? Work is completed using support as necessary. Health conditions/toiletinig issues will be managed in class. New knowledge will be embedded and secure due to time given for overlearning. Early help hub will be offered to parents who need extra support. Attendance will improve and lateness will not occur. To spell the high frequency words independently</p>
	<p>Lower KS2</p>	
	<p>The gap between PP and others to be diminished, measured on progress measure chart based on Target Tracker and assessment grids for their level. Developed social skills. Having an understanding of theirs and others emotions. To concentrate on work independently Children able to achieve ARE in reading. Children able to write with a cursive style in line with the school policy. Children to know number bonds to 20 and to know the 2,5 and 10's by the spring term. Children to spell high frequency words correctly.</p>	<p>Have the children achieve rates of progress aspired to within the school? Have the children achieved ARE for the year? Improved SDQ form Children are able to initiate work independently. Children are forming their letters correctly and using the cursive style identified in the handwriting policy. Children have progressed through the times table programme. Children can recall and apply number bonds to 20. Children can spell the first 100 high frequency words independently.</p>
	<p>Upper KS2</p>	
	<p>Children achieve ARE and pgress measures from KS1 Children to score more positively in THRIVE programme For children's scores in RWI and RS to have improved by 5 marks For children to work independetly for increased amounts of time The gap between PP and others to be diminished, measured on assessment grids for their level</p>	<p>Have the children achieve rates of progress aspired to within the school? The gap between PP and others to be diminished? Children achieve ARE in reading, writing and maths Children achieve ARE and progress measures from KS1 Children score positively on the THRIVE programme</p>

	Children to achieve ARE in reading, writing and maths, measured on Target Tracker For children's scores on the Vernon spelling test to be age related For children's scores on the Salford reading test to be age related Rates of progress to be greater than 'others' so the gap is reduced and then closed	Children's scores on the Vernon spelling test meet age related Children's scores on the Salford reading test meet age related Target tracker will show a more rapid rate of progress than for 'other' children. PIRA/PUMA marks will be in line with those for 'other' children
B.	ELSA/Dragonflies enable children to manage their emotional wellbeing and have a positive effect in class.	Children taking responsibility for their emotional wellbeing and recognising their 'trigger' points and how to deal with them appropriately
	Children's attendance and lateness will not be identified as an issue.	Children's attendance will be at least in line with the national or better.
	Families will be able to support their children on a more regular basis and the communication between teachers and families will be helpful/productive	Through conferencing, we can see families have helped children more with learning Homework will be supported/recorded

5. Planned expenditure (Financial Year 2018/2019 – 1st April 2018 – 31st August 2018)					
Academic year	2017/18, to follow through to academic year 2018-19				
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?
Improved fluency of manipulation of number facts/operations	1 st @number	Recommended as a successful approach as it identifies gaps in knowledge and looks to address them	Bench mark before and after, have SENDCo monitor work is happening appropriately	JP	As soon as trained

Achievement rates at 85%+	Join Learning Alliance with focus on opportunities for school based research TRIAD meetings	Opportunities for networking and professional learning development	Conferencing Key staff Suggested approaches/strategies implemented and embedded by staff	RJ JF	July '19
Support children through the use of case studies.	DHT to work alongside DHTs in Learning Alliance	Notes taken from the review of case studies	Case studies monitored and impact seen in pupils progression through assessment statements.	JF	July '19
Developed social skills. Having an understanding of theirs and others emotions.	Opportunities for team work and wider world experiences such as sporting opportunities.	Areas of weakness identified in previous Strengths and Difficulties Questionnaires 'Whole child initiative'	Regular meetings with member of staff, implementing plans. Using strategies in a classroom situation. Children's questionnaires	KD, KT, KC	Nov, Feb, May and end of year
Identifying gaps within Mathematics.	Reverse Engineering course attended by DHT and Maths manager-	Children's papers analysed. Gaps identified and passed on to class teachers/boosters teacher.	Children's attainment grades/standardised scores.	JF/TH/ND/ ZM	Jul '18, Oct '18, Feb '19, May '19

For children to work independently for increased amounts of time	Key elements from course attended shared with staff and practice disseminated towards pupils.	Healthy Minds/Healthy Schools conferences attended by Head teacher and KS1 lead.	Notes from the course. Practice passed on to staff.	SH/JSP	Ongoing.
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?
To maintain and practice basic skills in reading	Reading Skills sessions for whole Yr groups.	Each year will prepare and share good practice with reading to their parents thereby enhancing the reading provision of their year group.	Evaluation from parents forms. Progress with reading results.	SH	Dec '18 July '19
Rates of progress to be in line or better than national.	Increased intervention/adult time Positive discrimination to visit PP children first, check they are on track and mark books first Where possible adopt the +1 strategy, to challenge PP children more often.	Target Time introduced previously following networking visits to other schools as method to support pre and over learning Advice on practice and evidence from them, demonstrating +1 and positive discrimination helps	KSL review Target time work Assessment meetings	TH/SH	Termly
Children are more able to access learning by feeling more resilient.	Opportunities for ELSA, THRIVE and Dragonflies	Children with such needs will be given access to this facility wherever possible	Individual scaled tracking will support the identification of the impact of such provision	JF, KD, KT	Termly

Rates of progress to be in line or better than national.	Additional adult in Yr groups that require extra support	Allocation of skilled practitioner to support pre and over learning for children	Benchmark and assessment information	JF, ND	Nov, Feb, May and end of year
Children able to initiate independent learning.	Sticker chart to encourage focus and positive learning behaviour.	Chn indicate this will support them and they value the stickers.	Use a daily chart to record and celebrate success.	SM, JA	Daily
Children able to achieve ARE in reading	Additional reading comprehension.	Additional practice to improve reading comprehension skills.	Weekly time allocated for TA to lead specific comprehension practice.	JA, SM, RJ	Weekly
Children writing in line with the school policy.	Handwriting booklets for regular practice. To be targeted in KS1	Practising to improve the quality of the handwriting.	Model expectations and regular practice.	SM, RJ	Ongoing
Children are more able to access learning by feeling more resilient.	Additional adult support invested in to classrooms where children's behaviour is more challenging.	Opportunity to work outside the classroom environments in 1:1 or small groups enhancing children's resilience and focus.	Benchmark and assessment information	JF	Nov, Feb, May and end of year
Children make greater progress with times tables and number bonds.	Times tables test twice a week. Target time, interventions and times table booklets.	Practise to improve knowledge and skills.	Chn to receive certificates and progress through the times table scheme.	SM, RJ, JA, RW	Ongoing

Improving children's attitudes towards learning/positive behavioural approach.	Transforming behaviour and enhancing well-being in school course	Course attended by SENCo and KS2 lead-practice disseminated to the rest of the school.	New behaviour policy adopted. Notes from course. Notes from staff meetings.	TH, ZM, SH, JF	Ongoing
Speech and language delays including understanding questions asked of them	Up to date training actioned with targeted children. Disseminated to key members of staff.	EKLAN training attended by class based Speech and language support (HLTA)	Notes from course. Improved scores for children targeted.	S.C	Ongoing.

6. Planned expenditure (Financial year 2017/2018 – 1st September 2017 – 31st March 2018)

Academic year

2017/2018

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.

iii. 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?
Achievement rates at 85%+	Join Learning Alliance with focus on opportunities for school based research	Opportunities for networking and professional learning development	Conferencing Key staff	RJ JF	July '17
Achievement rates at 85%+	TA allocation to support core subjects	To support teaching in break out groups	Phase data captures Assessment meetings Learning walks Observation/book sampling/Data triangulation	JSP/JF	Nov, Feb May and end of year

Improve concentration	Praising effort and hard work. Stickers. Star of the day. Sharing work with friends/ other teachers and parents on tapestry. Providing opportunities for children to comment on their own work –Modelling characteristics of effective learning to develop perseverance and positive attitudes. Tracking children’s characteristics of effective learning through observations and a general awareness of children’s learning attitudes.	Behaviourist theory	Team meetings Records of charts for consistency	FC/JH	Feb 18
Develop fine motor control	Yr R- . Fine motor intervention group working daily to develop pencil grip, control and strength. Continuous and enhanced provision focusing on fine motor and gross motor activities. Name writing practise.	Network meeting advice	Timetabled activity	FC/JH	Nov, Feb, May and end of year

iv. 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?
Rates of progress to be in line or better than national.	Increased intervention/adult time Positive discrimination to visit PP children first, check they are on track and mark books first Where possible adopt the +1 strategy, to challenge PP children more often.	Target Time introduced previously following networking visits to other schools as method to support pre and over learning Advice on practice and evidence from them, demonstrating +1 and positive discrimination helps	KSL review Target time work Assessment meetings	TH/SH	Termly

Children are more able to access learning by feeling more resilient.	Opportunities for ELSA, THRIVE and Dragonflies	Children with such needs will be given access to this facility wherever possible	Individual scaled tracking will support the identification of the impact of such provision	JF, KD, KT	Termly
Rates of progress to be in line or better than national.	Additional small group teaching- Eng lead and DHT 1:1 provision Additional adult in Yr 6 to target PP children	Allocation of skilled practitioner to support pre and over learning for children	Benchmark and assessment information	JF	Nov, Feb, May and end of year

v. Other approaches					
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?
Rates of attendance to be in line or better than the national average for Pupil Premium children.	Subsidised access to the before school club (once it has moved to larger venue)	Attendance impacts on rates of learning.	Monthly attendance tracking Phase data captures, assessment meetings	RB	Nov, Feb, May and end of year

Previous Academic Year			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Achievement rates at 85%+	TA allocation to support core subjects	To support teaching in break out groups	End of KS 1 and 2 results are above National and Hampshire levels

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
% of children achieving desired progress to be at least national and ideally above	TA allocation Planning time Small group teaching	PP children KS2 results Sch Nat Sch Nat Reading 50 (43.6) 63.8 (51.9) Writing 89 (52.1) 89 (58.3) Maths 50 (35.8) 59.3 (46.7)	Look at the upcoming years and look where this can be targeted best to support the children
% of children achieving desired progress to be at least national and ideally above	Additional teacher in Yr 6 for part of the week to support core subjects	PP children KS2 results Sch Nat Sch Nat Reading 50 (43.6) 63.8 (51.9) Writing 89 (52.1) 89 (58.3) Maths 50 (35.8) 59.3 (46.7)	Challenges in finding staff to do this on a part time basis

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Children are more able to access learning by feeling more resilient.	ELSA and Dragonflies support	Scores against Boxall criteria, improved	Continued provision next year as children and families explain there is a benefit for this
Achievement rates at 85%+	Join Learning Alliance with focus on opportunities for school based research	Awaiting link as provision for research as lecturer has left.	Identify where to get the facilitator from- Wildern offering lead
Achievement rates at 85%+	TA allocation to support core subjects	Very close achievement in the year group data. PP over 85% in yrs 1-6 working within ARE.	Strong message related to working with PP children

Develop fine motor control	Yr R- . Fine motor intervention group working daily to develop pencil grip, control and	For children involved, process saw improvements in control.	
Rates of progress to be in line or better than national.	Increased intervention/adult time Positive discrimination to	Did not achieve this, in the majority of cases maintained progress in terms of TT but need to close the gap.	Need to review if pre learning is more useful than programmes.
Children are more able to access learning by feeling more resilient.	Opportunities for ELSA, THRIVE and Dragonflies	More positive scale scores on Boxhall profile.	Continue as children appear to display positive learning attitudes.
Rates of progress to be in line or better than national.	Additional small group teaching- with skilled practitioner.	It appears it may be possibly other than in writing. Need national figures to be released.	