**Swainswick CofE Primary School Pupil Premium Plan for 2019-20**

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| 1. **Summary information**
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| **School** | Swainswick Primary  |
| **Academic Year** | 2019 - 20 | Total budget £6,600 | **Date of most recent PP Review** | 13/7/2019 |
| **Total number of pupils** | 71 | **Number of pupils eligible for PP** | 3 | **Date for next internal review of this strategy** | 16/11/2019Standards |

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| 1. **Current attainment (end of academic year 2018-19)**
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|  | *Pupils eligible for PP – 4.2%* |
| **% achieving in reading, writing and maths**  | N/A – two pupils eligible for pupil premium in Y6 Note – Progress and attainment of pupils in other year groups tracked internally.  |
| **% making progress in reading**  |
| **% making progress in writing**  |
| **% making progress in maths**  |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
| **A** | Booster and targeted intervention support in class. To accelerate progress and reduce the impact of additional special educational needs, behavior and emotional well-being issues on their learning and in some instances that of their peers. Barriers include:* Starting school at a developmental stage below that expected for their chronological age.
* Learners who have low self-esteem, and find engaging consistently with their work a challenge.
* Learners whose emotional resilience is low and who tend to avoid challenge.
* An underlying special educational need which has not been diagnosed or addressed.
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| **B** | Ensure ability to contribute financially towards school trips and feel sense of inclusion and experiences of enriching activities with peer groups.Barriers include:* Learners whose emotional resilience is low and who tend to avoid challenge.
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| **C** | Ensure all children have access to extra-curricular activities, broadening their experiences and therefore increasing confidence, independence and development of life skills to enable them to take ownership and make informed choices. This improving pupil’s learning attitudes.Barriers include:* Learners who have low self-esteem, and find engaging consistently with their work a challenge.
* Learners whose emotional resilience is low and who tend to avoid challenge.
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| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D** | Allocated time from SEN to provide strategic support to families, teachers and teaching assistants.Barriers include:* Starting school with specific speech and language difficulties or a limited vocabulary.
* An underlying special educational need which has not been diagnosed or addressed.
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## Our Core Offer

The school recognises that some of the most impactful provision we can put in place for pupils is small but regular additional support. As such, the school has developed a core offer, which all pupils who qualify for the pupil premium will be entitled to – no matter what their starting points or current achievement:

* 1. Have their English and Maths books marked with them at least once a week.
	2. Be supported during lesson time as part of a guided group at least twice a week.

In addition to the above support mechanisms, children in receipt of pupil premium will also benefit regularly from:

1. Closely monitored attendance by the school.
2. Frequent liaison with parents around pastoral issues.
3. An opportunity to review their work targets with the class teacher.
4. Raised profile of pupil premium children through strategic whole school planning, staff appraisal and data review.

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|  | 1. **Planned expenditure**
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| **Academic year** |  | 2018-2019 |
|  | 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.  |
|  | 1. **Quality of teaching for all**
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| **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?** |
| Barrier A Booster and targeted intervention support in class. To accelerate progress and reduce the impact of additional special educational needs, behavior and emotional well-being issues on their learning and in some instances that of their peers. | TA intervention and booster support. Use of quality teaching time to target ‘catch up’ or pre-teach support session. Usually 1-1 or small PP group. | This approach was taken in 2017-18 with the following results:50% pp eligible children made expected or accelerated progress in reading, 25% pp eligible children made expected progress in writing50% pp eligible children made expected or accelerated progress in maths.Evidence of good progress - ie 6 steps  | Monitored through data analysis, regular identification of areas of development , strategies and impact  | **Head** | Bi-termly - Standards CommitteeAnnually - Survey data |
| **Total budgeted cost** | £5,440 |
|  | 1. **Targeted support**
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| **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?** |
| Barrier BEnsure ability to contribute financially towards school trips and feel sense of inclusion and experiences of enriching activities with peer groups. | In addition to Friends of Swainswick (PTA) subsidising school trips – pp funding will be allocated when required.  | Enriching opportunities through school trips and school visits should be experienced by all pupils including pp. This will enable positive experiences outside of the school setting to occur. In addition relationships will be embedded and dispositions enhanced.  | HT to liaise with teaching staff and monitor planned experiences/provision. | Class teachers | Bi-termly - Standards Committee |
| Barrier CEnsure all children have access to extra-curricular activities, broadening their experiences and therefore increasing confidence, independence and development of life skills to enable them to take ownership and make informed choices. This improving pupil’s learning attitudes. | Subsidise inclusion of children eligible for PP in their preferred after-school clubs. | Evidence from 20178/18 review highlight positive impact regarding extra-curricular activities. Such as:* Pupil’s concentration,
* Focus,
* Confidence,
* Self-esteem,
* General happiness,
* Increased self-discipline
* Ability to set goals and achieve..
 | HT and governors will encourage and monitor pupil participation in a variety of clubs. | HT & Gov | Bi-termly - Standards Committee |
| **Total budgeted cost** | £500 |
| **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? |
| Allocated time from SEN to provide strategic support and intervention to families, teachers and teaching assistants. | SENCO Interventions, including regular family meetings, pupil progress meetings with class teacher and teaching assistantTo deliver training to staff and teaching assistants.1. Identifying and supporting pupils with dyslexia
2. Supporting pupils with working memory limitations
 | Through regular liaisons with all stake holders - educators and families will know exactly where pupils are in their learning, social skills and wellbeing. In addition, support, training and monitoring can be applied to areas of development. This knowledge will enable educators to plan effective steps of progression which can then be supported through parental support. Staff will be able to identify issues with associated difficulties and know which resources and interventions to put into place. | HT will hold pupil progress meetings and liaise with staff, parents and SENCO  | HTSENCO | Bi-termly - Standards Committee |
| **Total budgeted cost** | £660 |